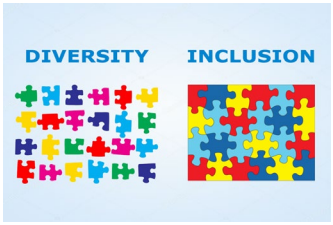
BIOL151-001: Introduction to Biological Sciences I - Fall 2019

Instructor: Ching-Yu Huang Email: cyhuang@vcu.edu
Office: [Removed]
Student Hours: Check Bb Student Hours Schedule to reserve individual appointments at [Removed] (Please note that available hours may vary every week.)

Classroom: [Removed]
Lecture hours: [Removed]

Diversity and inclusion statement



Virginia Commonwealth University is one of the most diverse higher education institutions in Virginia. To embrace such diversity, it is my intent that students from all diverse backgrounds and perspectives are well-served in this course. I will ensure an inclusive, equitable learning environment that (1) addresses students' learning needs both in and out of class, (2) honors your identities (including race, gender, class, sexuality, religion, ability, etc.) and (3) supports a diversity of thoughts, perspectives and experiences that my students (that's you) bring to this class. I intend to present course materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. To help accomplish this, your suggestions (in person or electronically or anonymous feedback) are encouraged and appreciated. I (like many people) am still in the process of learning about diverse perspectives and identities. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Course Description

BIOL 151 Introduction to Biological Sciences is a semester course with 3 lecture hours (3 credits). During this course, we will discuss several biological principles, including cell biology, energy, molecular biology and genetics. We will begin building a framework of the core biological principles from atoms to cells and genetics, and connecting the concepts to the real world examples.

Course Objectives

By the end of the course you should be able to:
- Correlate the structure of organic molecules with their basic functions and their roles in cells
- Describe how energy enters living systems and how it used by different organisms and organelles to keep life going.
- Compare and contrast the formation of new cells with the formation of gametic cells
- Outline the relationships between genes, inheritable traits and gene expression patterns
- Relate key biological themes to examples found in the natural world
- Explain how scientists learn more about the world around them, and the changing nature of scientific information.
- Apply key concepts in biology to information/scenarios outside of the course

Prerequisites:

The prerequisites for BIOL 151 are placement into MATH 151 and CHEM 101. This does not mean you have to be enrolled in either of those courses, simply that you meet the requirements needed to take them (placement tests in the MATH and CHEMISTRY departments, see their web pages for more information). If you have questions please contact Dr. Huang.

Course Materials and Contents

TEXTBOOK:

For this course BIOL151 Introduction to Biological Sciences I, we will adopt a FREE, online textbook (available on TOP HAT) based on the OpenStax Biology (2nd edition) that has been revised and customized for BIOL 151 course this semester.

Clark, M.A., Choi, J. Douglas, M. 2018. *Biology.* 2nd Edition, OpenStax. Access free at https://cnx.org/contents/8d50a0af-948b-4204-a71d-4826cba765b8

Please note that a *revised* version of selected OpenStax Biology chapters is available to you via the Top Hat platform. Students are recommended to access this revised version for course content (organized by course topics and listed as learning modules.) directly from the Top Hat.

Q: Can I print out the textbook? Yes, you can. If you wish to have a printed copy of each learning module, you can open the learning module on the Top Hat as Full Screen, use the "**Print**" feature on your web browser and save it as a PDF file.

Other Required Materials:

BIOL151 Case Studies

(Subscription required; $30)

We will be adopting BIOL151 Case Studies to help us connect biological concepts we learned to the real life application this semester. BIOL151 Case Studies includes 8 case studies that will help us comprehend the following topics:

- Protein structure and function ("A brain eater")
- Cell membrane properties ("Picking noses...for drug delivery")
- Metabolic Pathway ("Cells as factories")
- Mitochondrial energy production ("Problems in PowerHouse")
- Regulation in cell cycle and reproduction ("Cell go ROGUE")
- DNA replication and its application ("Nowhere to hide")
- The central dogma (DNA-RNA-Protein) ("Cloning or not")
- Viral resistance and genome surgery ("CRISPR")

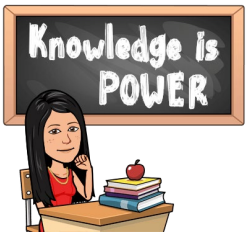
Top Hat In-Class response system

(Subscription required; $20)

We will use Top Hat system for in-class response and record your attendance and participation. All the powerpoints used during the lectures will be also available on Top Hat for you to review after the lecture. Therefore, a subscription for a Top Hat account is necessary. In order to participate through Top Hat during the lecture, you will need to bring a laptop, tablet or smart phone (something that can text or access the internet or support the TopHat App) to every single class. If you cannot do this or have some issue related to this, please contact me immediately so we can work something out.

Packback Weekly Discussion Forum
(Subscription required; $25)
We will use Packback Discussion Forum to instill our scientific curiosity and continue our scientific conversation outside the classroom. You will be required to prepare ONE post in response to the posted question(s) and respond to two students' remarks every week. Please read the Packback discussion guideline and Grading system for more details.

Instructional methods



This course is designed to be the "Student-Centered" and "Active Learning" course. The approach is that you will:

(1) Complete pre-lecture reading assignments and/or watch videos to get a first exposure to course content before class.

(2) Then you will complete an online Top Hat pre-lecture quiz, post your curiosity question/thoughts on Packback, and submit the required assignment (if any) before arriving to class.

(3) We will spend class time on hands-on learning activities and group/class discussion to deepen your understanding of course content. There will be pop quizzes during the class and exit quiz at the end of each lecture to evaluate your participation.

You should be prepared to interact and take part in class discussions and exercises.
As such, the keys to success are for you to:

1. Be diligent and check in frequently. Tips: Log in Blackboard and Top Hat every day and make your plans to work on course materials at least 1-2 hours daily. Do not wait till last minute (or last few hours before the deadline) to complete all the assignments!
2. Read and follow the posted directions and instruction very carefully.
3. Attend the lecture and communicate frequently with your classmates, your tutors and me.

Learning Modules

This course content is designed as a series of Learning Modules, and will be released to you throughout the semester. You will find Module 1 open at the outset of the course.
You will begin with learning basic concepts and slowly build up essential knowledge for in-depth discussions later in the semester. Be sure to **check the "Overview Page" first** for each module when it opens; this contains the learning outcomes for each module and your task list for the week. Check the weekly task list when it opens to better manage your time throughout the week to complete and submit your work on time. The deadline for the pre-lecture reading and quizzes of each module are often set at **midnight Monday**, the day before our lecture.

The key to succeed in this course is how you use your study time, not how long you study. It is more impactful when you space out your studying into several short periods of time over the week, rather than one or two marathon (long hours) studying sections. Research had shown that students experience a more in-depth learning and retain much more when they break their studying on a daily basis! Our lecture weekly discussion forums are designed to engage you into a deeper learning.

Reference:
Newport, C. (2006). How to become a straight-a student: the unconventional strategies real college students use to score high while studying less. Three Rivers Press.

A typical module will consist of
1. Pre-lecture reading assignments from the textbook and corresponding pre-lecture quizzes (access via Top Hat)
2. A written outline (Study Guides- also called learning objectives) to accompany the readings to help you to organize your notes. A set of exercise sheets is available for you to take notes and practice.
3. A Packback weekly curiosity discussion assignment (One post and two responses)
4. Other assignments (e.g. case studies, problem sets, exercises, etc.)

Attendance Policies

Class attendance is important for your learning and performance (grade) for this course. You are expected to attend each class and complete required assignments and quizzes on time. Your attendance will be monitored throughout the semester and attendance records may be required by administration office for certain purposes, such as Financial Aid.

According to University's "Student Attendance Regulations", if the student is in violation of the attendance policy, in which students who never attend/participate or continue to miss classes with a total of 6 unexcused absence before the midpoint (The last day for you to withdraw from the course with a "W"- **[Removed]**), will be withdrawn by Dr. Huang with a "W", regardless of student's total number of points. An email notification will be sent to the involved student regarding this impending action one week before Dr. Huang submit the Attendance Withdrawal Form to the Office of Records and Registration.

ABSOLUTELY NO MAKE-UP exams or quizzes, **NO EARLY** exams, and **NO LATE** assignments. In the case of emergency or serious situations, official documents (such as doctor notes and a letter from your boss or parents) are required. An ambiguous situations a **50% late deduction** may be applied if the student makes an effort to promptly carry out the required work.

If you anticipate that you won't be able to make class on a test day or due date, you are responsible to communicate with Dr. Huang beforehand (at least 14 days), fill out a ***Student Excused Absence & Course Work Rescheduled Form*** with required documents, and make sure to follow-up by emails.
Please note that activities, assignments and assessments completed in class **cannot be made up**, if you miss the class.

Tophat, Blackboard Use and Email:
Top Hat and Blackboard will be the main communication platforms for this class. Course announcements, assigned reading materials, assignments, assessments and your scores will be posted on Top Hat and Blackboard frequently. All the emails about this course MUST come through Blackboard and VCU emails. Make sure you are able to access Top Hat and Blackboard for checking messages and assignments at least twice a week.

Secure Attendance on Top Hat

You will need to ensure Top Hat has access to your location so that you can be marked as **present** or participate the **exams**. When we takes Secure Attendance, you will be asked to enter and submit the 4-digit attendance code. You will then see a screen asking you to *allow Top Hat to access your location*. Click ***Allow*** in the browser pop-up window that appears and then click ***Verify my location*** to continue. You can also set it up so your device allows Top Hat to access and verify your location via

Using a laptop browser to access Top Hat:

https://support.tophat.com/s/article/Student-Secure-Attendance-Browser-Permissions

Using a mobile app. to access Top Hat:

https://support.tophat.com/s/article/Student-Secure-Attendance-Mobile-Permissions

What to do when missed a class!

What to do if you miss a class:

1. Do NOT contact me or your preceptors about what you have missed in the lecture!

2. Ask your classmates what topic was discussed and study the assigned textbook reading and learning modules for the missed lecture.

3. Write down the questions you have and attend office hours held by your preceptors or ask your classmate who attended the lecture.

If this is an emergency, submit your Student Excused Absence & Course Work Rescheduled Form along with the official documents to secure full credit of the missed assignments or assessments, if permitted within 3 days. See below for the procedure.

4. If you still have questions after having completed steps 1- 3, then you should schedule an appointment with Dr. Huang to have your questions answered. Steps 1-3 should be completed within three days of the missed lecture.

I DO NOT respond to emails asking for lecture notes or information that has been addressed in the syllabus, asking about grades or if "anything" happened in a class you missed.

Late assignments and missed exams:

There will be no make-ups for missed quizzes and exams. It is YOUR responsibility to take quizzes and exams as scheduled.

Late assignments and missed exams due to UNFORTUNATE events or EMERGENCY

Students that miss assignment deadline, quizzes or exams because of serious illness, emergency or personal hardship may be allowed for make-ups. However, students *MUST* report the incidents IMMEDIATELY and request the possibility of make-ups **within 3 days** since the incident occurred. When you request a make-up exam/quiz, you need to submit the following in your initial email to Dr. Huang:

(1) A Student Excused Absence & Course Work Reschedule Request form (with required information completely filled out) **within 3 days** since the incident/sickness occurred. Please detail your legitimate excuse and reason in the email you send.
(2) An appropriate, official documentation to prove and document your absence or emergency must be provided **within 7 days** since the date of the missed exam/quiz in order for the student to have the opportunity to make it up.
An official documentation (such as doctor's note, obituary, death certificate, etc.) has to include:
(a) the student's full name;
(b) the full name and contact information (phone number) of the witness (or the other involving party; i.e. clinic doctor, police report, mechanical receipt, etc.)
(c) a description/document that is sufficient and explanatory for the incident or the emergency.

Students who would like to request the make-up assignment/exams have to complete the following:
Step 1:
Contact Dr. Huang with an email (describing the incident and their requests for particular make-up assignment or exam) along with a completed Student Excused Absence & Course Work Request form **within 3 days since the incident occurred. (An official document should be included, if available at the time.)**

Step 2:
Submit the official document (It must include sufficient information which is listed above.) **within one week** since the date of the missed exam/quiz, if not already included in the initial email you sent to Dr. Huang.

Step 3:
If a make-up assignment/exam is granted, student must follow up with Dr. Huang for the extended deadline or to re-schedule the date and time for make-up exam. Any make-up exam or quiz has to be completed **within two weeks from the original stated deadline of missed exam/quiz.** Students who did not complete the make-up exam/quiz within two weeks timeline will NOT be allowed for another extension for the make-up exam/quiz.

Students that miss the final exam because of serious illness, emergency or personal hardship will be permitted to take a makeup exam as long as they present the appropriate documentation described above within one week of the missed exam. However, because of the timing of the final exam, this may be offered in the following semester. The make-up exam may be oral, essay, shorter, or longer than the original final exam missed.

Late assignments, if accepted with all forms submitted, may be penalized with a deduction of 20% of the total point value for each day (including weekends) when they are turned in late. Assignments that are more than a week late will not be accepted.

Add/Drop, Withdrawal dates and information

This course is a Fall semester full session course.
Course starts: **[Removed]**
Last day for Add/Drop: **[Removed]**
Last day to withdraw: **[Removed]**
Course end date: **[Removed]**
Last Exam: [Removed]

Withdrawal Information:

You will not be automatically withdrawn from this course after missing a certain number of classes. However, I reserve my right to withdraw a student who has missed more than 10 % of course meetings (4 and more missed lectures) by the end of the first 10 weeks of classes with a grade of ***W***. (Check "Attendance Policies" above) A grade of ***WF*** or ***F*** will be assigned to students who stop attending (participating) classes after midpoint. If you do not want to remain in this class, it's your responsibility to fill out an on-line or paper withdrawal form.

Students can withdraw from classes using eServices. Failure to withdraw from classes by the end of the first 10 weeks of classes could result in failing grades. You may withdraw from the course through eService for Fall 2019 before **[Removed]** with a grade of W. Any student who withdraws after the mid-point will be assigned a grade of F, according to the student handbook.

Before withdrawing from classes, students should consult Dr. Huang as well as other appropriate university officers (i.e. Academic advisor). Withdrawing from classes may negatively impact a student's financial aid and his/her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid. Contact information for the University Financial Aid Office is available online.

Class Evaluation:

Class evaluations at VCU are conducted on-line through eService. Evaluation of the class is considered a component of the course and students should access and complete the course evaluation prior to final exam. The evaluations will be accessible beginning one week prior to Final Exam week.

General Expectation

In this course, I encourage you to:
(1) be creative and curious
(2) be communicative
(3) use critical thinking skill for problem solving
(4) collaborate with your classmate to achieve your goals

If you are having trouble with a particular concept, or just have general questions about the material we are covering, please reach me using the "office hours" discussion forum on Blackboard. If you have some personal matter and would like to speak in person, the best way to reach me is through VCU email or email me for an appointment. DO NOT WAIT UNTIL IT IS TOO LATE. Therefore, time is the essence if you want resolve the issues in order to achieve the grade you want.
There is no extra credit offered in this course.

Participation:

Frequent participation in and beyond the class is essential. You should attend the lecture, log in to the course at least three times each week; *checking in daily is best.* This will help you stay engaged with the course and keep yourself up-to-date on any course-related announcements.

Timeliness:

While we inevitably will have some legitimate delays (power outages, networks being down, military duties), *you should still be prepared to deliver your work by the stated deadlines*. Because most assessments and assignments are available for multiple days, extensions and make-ups are very unlikely permitted by Dr. Huang. If you have a problem getting internet access or anticipate a delay, let me know as soon as possible.

Your Syllabus

Students should check the syllabus, Blackboard announcement or calendar frequently for deadlines and to be aware of what to expect next. Deadlines are subject to change. The best way to start on a path to success is to read and understand your syllabus and keep it with your class notes where you may refer to it as needed. Once you have read this syllabus to completion please bring me a copy of your favorite (funny) biology-themed cartoon for our first class meeting on August 20 in return for a prize!

Please note that I do not accept power outages, networks being down, etc. that occurs on the day of the stated deadline (or a few hours before the deadline) as legitimate excuse for extension or make-ups.

To ensure timeliness:

1. Make note of deadlines so you are always aware when assignments are due.
2. **Do not wait until the last minute to prepare or submit assignments**. Technical problems have a way of striking when you are close to a deadline.
3. Have a backup plan in case your computer crashes or you lose Internet connectivity.

For example, most libraries, both academic and public, have free Internet access for patrons, with computers provided. Many businesses, such as coffee shops and fast food restaurants, have free Internet access via WiFi if you provide your own laptop computer.

If you have any technique issues on Blackboard or campus internet connection, please contact IT help desk!

Evaluation and Grading System

Your knowledge of the course materials will be evaluated by using a combination of

(1) Online exams and quizzes (Blackboard):

The online exams and quizzes may include a traditional format of multiple-choice questions, multiple-answer questions, matching, short answer and fill-in-the-blank questions. You will have a practice quiz after most (if not all) of weekly learning modules, plus four exams. The quizzes and exams will cover materials from the assigned textbook readings, supplemental articles, and other hands-on assignments. Quizzes and exam questions are tightly aligned with the learning objectives and goals of each module. Please use the concept lists (Learning objectives) provided in each module to help you to organize and summarize the information you have learned, as well as to connect and apply to the real life examples provided in the modules.

Quizzes:

Quizzes for learning modules will be available for you to take through Blackboard. You are expected to complete these quizzes individually, and they are closed notes/text (unless it's stated otherwise in the instructions). Quizzes will be timed and each of them has a designated deadline (Please check course announcements for deadlines.).

Exams:

Please mark the exam dates listed in the Class Schedule on your calendar. These dates are NOT subject to change, so be sure to make personal travel plans accordingly to avoid a conflict. For each learning module, there will be one quiz to help you assess your understanding of the covered materials.

For all the online exams and quizzes, you are expected to take exams/quizzes independently and you are NOT allowed to use your notes, your book, external web sites, or any other resources during an exam.

DATE, TIME AND LOCATION FOR EXAMS:

Exam 1 (ONLINE Blackboard exam, Respondus Lockdown Browser required):
Date: [Removed]
Exam 2 (ONLINE Blackboard exam, Respondus Lockdown Browser required):
Date: [Remove]
Exam 3 (ONLINE Blackboard exam, Respondus Lockdown Browser required):
Date: [Remove]
Exam 4 (ONLINE Blackboard exam, Respondus Lockdown Browser required):
Date: [Remove]
You will not be able to take the exam outside the designated date/time.

THERE IS NO FINAL FOR THIS COURSE BUT ALL EXAMS ARE COMPREHENSIVE IN NATURE. This means that each test will build upon the material in preceding test.

(2) Pre-lecture Assignments (Top Hat):

For each learning module, you are required to complete the quizzes for the assigned reading. On the Top Hat, you should find quiz questions or discussion board embedded within the reading materials. They are essential to prepare you for the lecture before you attend the class. The pre-lecture assignments are often due midnight the day before the lecture.

(3) Weekly Discussions (Packback):
Short critical thinking questions and discussion are also included in this course, so that you can demonstrate your problem-solving ability and express your scientific curiosity and your understanding of the materials.
Every week I will post a brief introduction about the lectures for the week. I often post one or two key questions to challenge you to think further! Students are encouraged to respond to the posted questions with their own thoughts and experiences. If you have any questions about a particular topic, you are also encouraged to post them by including your question with an elaborated description, your thought process or your personal experience. Make sure you read the Guideline before you post!

You may consider that the Packback weekly curiosity discussion forums are our curiosity chat room. Each student is required to post **at least one original question** on the weekly discussion forum (every week) that is either
- your response to Dr. Huang's key questions (post it by clicking "**Ask a new question**")
- your question about a particular concept or topic in the lecture (post it by clicking "**Ask a new question**")
AND two responses to other students' posts by the end of the week. (post your response by clicking "**Add responses**" to the post you are replying)

Please note that you *must* include an elaborated description and explanation, your thought process or your personal experience that related to the question in your post!
*If you have a question regarding the instruction of the assignments or the course, please post it on "Ask Dr. Huang a question-Office Hours" discussion forum.

The goal of the weekly curiosity discussion is to provide students a virtual chatroom for a thoughtful and engaging discussion on what we learn for the week, what we want to know and what we don't know about biology. Please feel free to ask questions that you need help for more clarification. Some students may encounter the same problem, and sometime they may already find a solution (or better way to approach to it) and can share with you. Use this discussion board as a way to instill our curiosity and scientific literacy, as well as help each other to learn. You will have fun here!
Your responses (One post and two comments) will be graded for timeliness, curiosity and quality.

The Packback discussion forum has a grading rubric associated with it. See "Packback Subscription and Guideline" webpage for more information.
It is extremely important (and to your benefit) to look at the grading rubric prior to participating, so you are aware of how you will be assessed and ensure the full credit.
Communication on an online discussion board requires special consideration. Please read Netiquette: Communication rules for online discussion before you participate in discussion boards.

(4) Other assignments:
I may also ask you to submit other writing assignment, which may include: reports of newspaper/journal articles, small papers and/or concept mapping. You will be graded for these (Assignments portion of your grade). Check course announcement for the assigned homework.

Grades:

Attendance	5%
Pre-lecture Assignments	10%
Packback weekly discussion	10%
Quizzes and assignments (drop the lowest grade)	15%
In-class Participation	20%
(Top Hat in-class quizzes and discussion; correctness and participation)	
Three exams	20%
Exam 4	20%
Total points	100%

Grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Blackboard will calculate your grade automatically as I post grades.
Please do not ask me about what grade you have in the course —you can look under the "My Grades" tab to see your current grade.

Netiquette: Rules for online communication

Communication in an online class takes special consideration. Please read the short list of tips below. (Source: www.touro.edu)

1. Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that in discussion boards either.
2. Stay on topic – Don't post irrelevant links, comments, thoughts, or pictures.
3. Don't type in ALL CAPS! If you do, it will look like you're screaming.
4. Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
5. Always remember to say "Please" and "Thank you" when soliciting help from your classmates.
6. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.
7. If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.
8. If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.
9. Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
10. Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.
11. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.

12. Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.
13. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.
14. Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.
15. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.

RULE OF THUMB: If you wouldn't do or say something in real life, don't do it online either.

Students who violate one or more of the communication rules listed above may receive point deduction for his/her discussion assignment and/or violate VCU Student Code of Conduct.

For a more detailed description of what constitutes good netiquette, please visit "**15 Rules of Netiquette for Online Discussion Boards" by Touro College at** http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/

Academic Integrity and Student Code of Conduct

VCU Honor System: Upholding Academic Integrity

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Adhere to the Honor System policy and its procedures;
- Report any suspicion or knowledge of possible violations of the Honor System;
- Answer truthfully when called upon to do so regarding Honor System matters;
- Maintain appropriate confidentiality related to Honor System matters.
- Harassing, pressuring, or intimidating any Reporting Party, Respondent, or other party involved in a pending matter will not be tolerated and may result in disciplinary action under the appropriate university policy, such as the Student Code of Conduct or policies governing harassment.

More information can be found at in the VCU Honor System.

NOTE: It is against the VCU Honor Code to sell, solicit or purchase any reproductions or facsimiles of course content on-line without authorized consent from the textbook publishing companies or the course instructor. This includes *any and all lecture notes, figures, pictures or supplemental instructional materials* supplied by the instructor during lecture or via Blackboard.

Academic Honesty: Cheating and Plagiarism

Cheating includes any attempt to defraud, deceive or mislead the instructor in arriving at an honest graded assessment. **Plagiarism** is a form of cheating that involves presenting the ideas or work of another as one's own. Students who were suspected for violation of the Academic Honesty Policy will be reported (charged) to the Office of Student Conduct and Academic Integrity. The Administrator will investigate the allegations to determine if the student has violated the Honor System based on the available information and statements. (More information on Academic honesty policy can be found in *Honor System Policies* on VCU website.)

Examples of academic dishonesty include:

- Receiving or providing unauthorized assistance on examinations.

- Using unauthorized materials during an examination.
- Altering an exam and submitting it for re-grading.
- Plagiarism: copy answer from another student's work and using materials from other sources without citations.
- Fabricating data or references.
- Using false excuses to obtain extensions of time or to skip coursework.

Plagiarism Statement: I reserve the right to use any means necessary to detect cheating and/or plagiarism. Grade penalties may be assessed at the professor's discretion when plagiarism is detected.

Plagiarism and Turnitin.com: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (or similar platform) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Student Conduct in the Classroom & Disruptive behavior

According to *the Faculty Guide to Student Conduct in Instructional Settings*, "The university is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones and electronic devices can be only used solely for class participation purpose. The Student Code of Conduct also prohibits the possession of or carrying of any weapon (For more information, check VCU Weapon Regulation) Students who exhibit behaviors that are considered to **obstruct or disrupt** the class or learning activities will be considered disruptive behavior under the University Policy. Disruptive behavior includes sleeping, habitual tardiness, interrupting others, talking out of turn, inappropriate language, verbal behavior that is disrespectful to other students or the instructor, or other behaviors that consider disruptive. Students who exhibit disruptive behavior will be given verbal warning and may be temporarily dismissed from the class by the instructor. The instructor will meet with the student to discuss and develop a corrective behavior to prevent future disruptions. If three or more violations are found from the student, the instructor will prepare a written complaint (charge) directed to the Office of Student Conduct and Academic Integrity (OSCAI). Once the charge has been submitted, the Director of OSCAI or designee will review the charge and appoint a Student Conduct Administrator to complete an investigation. Specific details on policy and procedures are outlined in *Student Code of Conduct* on VCU website.

Useful Resources and University Statements

The required syllabus statements originally included here are maintained by the Office of the Provost and are regularly updated. To prevent the dissemination of information which may no longer be accurate or complete, the full text of the required syllabus statements have been removed from this document.

Students should visit http://go.vcu.edu/syllabus and review all syllabus statement information. The full university syllabus statement includes information on safety, registration, the VCU Honor Code, student conduct, withdrawal and more.

Supplemental Instruction (SI) and Preceptors

SI and preceptors are university/Biology programs designed to ensure that students get the help and support they need for this course. The SI sessions and preceptors' office hours are regularly scheduled and open to anyone enrolled in this course. Attendance at these sessions is voluntary, but extremely beneficial for those who attend weekly. SI facilitators will help you understand the course material and help you develop good study habits.

BIOL151-001 Fall 2019 Tentative Course Schedule:

Weeks		**Topics**	**Pre-lecture reading assignments (Check Top Hat for updated lists of assignments)**
1	[Removed]	1. Syllabus, course policies and scientific literacy 2. Commonalities of Living Organisms	- BIOL 151 Syllabus - Module 1
2	[Removed]	1. Atoms, Bond & Water 2. Carbon & Organic Molecules	- Module 2 - Module 3
3	[Removed]	1. Molecules & Membranes 2. Membrane Properties: Permeability	- Module 4 - Module 5
4	[Removed]	1. Comparing Components of Cells 2. Comparing Components of Cells (cont'd)	- Module 6 - Module 6
5	[Removed]	1. **Exam #1 (Modules 1-6)** 2. Energy for Life: Chemical Reactions and Enzymes	- Exam #1 - Module 7
6	[Removed]	1. Energy for Life (Cont'd) 2. Pulling Energy from the Sun: basics of photosynthesis	- Module 7 - Module 8
7	[Removed]	1. Pulling Energy from the Sun (Cont'd) 2. Getting Energy from Food: basics of cellular respiration	- Module 8 - Module 9
8	[Removed]	1. Getting Energy from Food (Cont'd) 2. From one cell to two: fundamentals of the cell cycle	- Module 9 - Module 10
9	[Removed]	1. **Exam #2 (Comprehensive: M1-6; Modules 7-9)** 2. From one cell to two: fundamentals of the cell cycle	- Exam #2 - Module 10
10	[Removed]	Copying DNA: DNA structure and replication	- Module 11
11	[Removed]	Meiosis and sexual reproduction ***NOTE: [Removed]**: last day to withdraw with a "W"*	- Module 12
12	[Removed]	1. **Exam #3 (Comprehensive: M1-9; Modules 10-12)** 2. Introduction to Mendelian genetics	- Exam #3 - Module 13
13	[Removed]	1. Introduction to Mendelian genetics 2. Form gene to protein	- Module 13 - Module 14
14	[Removed]	1. Form gene to protein 2. Controlling gene expression	- Module 14 - Module 15
15	[Removed]	*Fall break! (No classes)*	
16	[Removed]	Controlling gene expression (Cont'd)	- Module 15
17	[Removed]	**Exam 4 (Final exam) (Comprehensive: M1-12; Modules 13-15): *[Removed]***	

Special details of this syllabus may be subject to change upon announcement by the instructors! You should expect some slight shifts in which chapters we cover each week. Attend classes and check Blackboard for announcements on such changes.