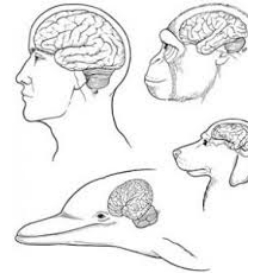
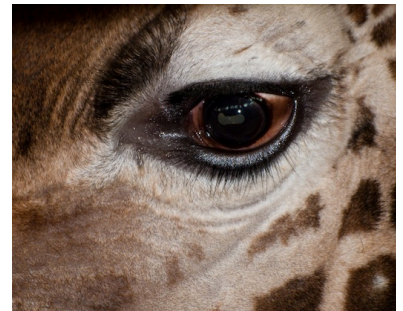


Bio21: Principles of Biology – Organismal

Los Medanos College – Spring 2016

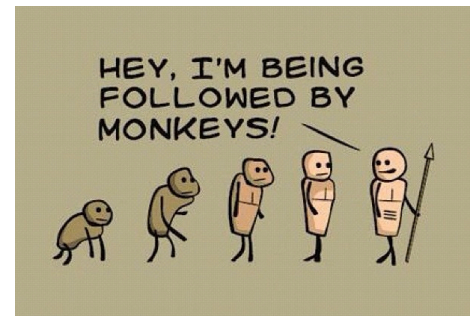
Instructor:	Briana McCarthy
Email:	bmccarthy@losmedanos.edu
Office Phone:	(925) 473 – 7779
Class Schedule:	Tu/Th: 8:00 – 9:20am (Lecture) Tu/Th: 9:40am – 12:20pm (Lab)
Class Location:	SCI 131 (Lecture); SCI 130 (Lab)
Office Hours:	M/W 10:15-11:15am, Tu/Th 12:30-1:30pm, W 4-5pm on D2L, or by appt
Office Location:	SCI 115 (Thurs: office hours in MESA –SCI 202)
Course Credit:	5.0 Units, UC/CSU transferable as general education area B2, B3
Course Pre-req:	Math 030

“Give a man a fish
and you feed him for a
day. Teach a man to
fish and you feed him
for a lifetime.”
- Chinese proverb



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I. Course Overview and Learning Objectives

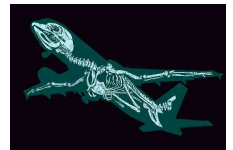
What Do I Need to Know about the Course?

First of all, welcome to Bio21! I am so excited to begin the semester with some old and some new faces. This course is the recommended second course in the sequence of courses designed and required for biology majors. Together, Bio20 and 21 provide the fundamental content for students beginning their studies as biology majors. Bio21 will prepare students for upper division biology courses in evolution, ecology, zoology, anatomy, and physiology. Some of the major topics covered are evolution of life forms & organ systems, the taxonomy & defining characteristics of the major plant & animal phyla in an evolutionary context, and an intro to ecology.

What Will I Accomplish as a Learner by the End of This Course?

Below are the student learning outcomes for this course. By the end of the semester, students should be able to:

- Apply various biological classification schemes to distinguish between closely and not-so closely related life forms and identify the similarities and differences among these major organismal groups by recognizing, both microscopically and macroscopically, the structures used by different life forms in their efforts to sustain life and correlate these structures with their functions.
- Given a set of experiments formulate a scientific hypothesis, work collaboratively to collect, analyze and report the data both in prose and graphically.
- Describe mechanisms of evolutionary processes and how they give rise to the unity and diversity of life and considering the unity and diversity of life on Earth, evaluate the interdependence of various life forms and their interactions with the environment leading to ecological and evolutionary implications.



What Will We Be Doing in Class to Achieve These Learning Outcomes?

Our classroom culture will be one that emphasizes “doing biology,” meaning that we will work cooperatively in teams in order to achieve our learning goals. Paired discussions, small group work, lab explorations, lecture, practical exams, self-assessment, reflections, article analyses, clicker questions, and case studies will all be utilized to engage in scientific inquiry and critical thought. Science is often done by teams working together; we will practice this as much as possible in and out of class together.

II. Required & Recommended Course Materials

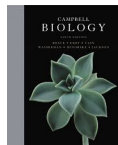
What Materials Do I Absolutely Need?

- **Lab Manual:** Bio 21 Custom Manual. McGraw Hill Create. *Available in the bookstore/on reserve in library for copying. Can use a digital copy.*
- **Index Cards:** One pack of 3x5 index cards (lined or unlined) to be used in lecture and lab.
- **Access to Computer/LMC Email:** D2L will be used to submit select class assignments (access using your Insite user name and password). You must also regularly check your LMC email (2x/week recommended), or set up mail forwarding to an account you check regularly, as your LMC email is the default used by Insite.



What Materials/Resources Are Recommended?

- **Textbook:** Campbell: Biology in Focus. Urry et al. *Available in bookstore/copies on reserve at the library/MESA*
- **A lab notebook & color pencils:** For tracking, organizing, and illustrating lab work
- **Tutoring & STEM support:** MESA Center [SC202 / 925-473-7683] – provides free tutoring (for Bio20 and other classes) & Center for Academic Support [3rd floor of Core Bldg / 925-473-7590]
- **Regular academic counseling:** Counseling Services (Student Services Bldg – Rm 400) offers appts with counselors to make ed. plans, prepare for transfer, plan for career, etc. You can make an appt by calling (925-473-7449) or visiting <http://www.losmedanos.edu/counseling/>. MESA also offers academic counseling, specifically for STEM majors.
- The Transfer Academy, Honors Program, Puente, Academy for College Excellence (ACE) and Umoja are also excellent student programs to use: <http://www.losmedanos.edu/learningcommunities/>



III. Grade Breakdown & Course Components

How Will I Be Graded?

I hope that you will primarily focus on **learning objectives** and developing the **habits of mind of a critically thinking scientist**. This course is thoughtfully designed to promote your learning. I will use graded assignments and tests outlined below specifically to facilitate your understanding of the topics and believe that your grade will be representative of your progress in this class. The points below are subject to change, depending on where the learning journey takes us!

Points	Percent	Description
300	(38%)	Lecture Exams (Midterm #1: 75 pts, Midterm #2: 100 pts, Final Exam: 125 points)
130	(17%)	Lecture Activities and Assessment (index cards, article analyses, clicker questions, etc)
100	(13%)	Lab Practicals (2 @ 50 points each)
70	(9%)	Lab Worksheets and Activities
70	(9%)	Reflections (3 @ 15 pts each + Final Reflection @ 25 points)
70	(9%)	Ecology Research Project (Proposal, presentation, outline, team research notebook)
35	(4%)	Class Project (TBD)

Total = 775 points. Grade assignments will be based on the percentage of total points earned

A = 90 – 100% of total points **B** = 80 – 89.9% **C** = 70 – 79.9% **D** = 60 – 69.9% **F** = < 60%

Will There Be Extra Credit Available?

There will be 5-10 extra credit points available on all exams for answering questions about your progress as a learner in this course and providing feedback to me on the course structure.

What Will Lecture Exams and Lab Practicals Be Like?

As far as lecture goes, there will be **2 midterms** and **1 final exam** based on material we discuss in lecture. See the course calendar for the timing of these tests. The tests will include a variety of question styles that require you to recall, evaluate, apply, and reflect on what you have learned. Index cards & clicker questions will provide us a way to practice such questions and review material as we learn it. I will also give you a **study guide** a week before each test. Because it is logistically difficult to give make-up exams, there are no make-up lecture exams offered unless you have a documented emergency, so please look at exam dates now and plan ahead. If you do have an emergency,

leave a message on my office phone AND email me as soon as you are able to. I will reschedule the exam with you once you have shown documentation (car accident report, hospital note, etc).

Additionally, there will be **2 lab practicals**, which will require you to recall concepts from lab and demonstrate skills you have learned throughout the semester. You will also receive **study guides** for these exams. Similarly to lecture exams, there will be no make-ups offered unless you have a documented emergency.

In coordination with the DSPS office, reasonable accommodations will be provided for eligible students with disabilities. Please contact the DSPS office at (925-473-7471) or visit in person (Student Services Rm 321) & find out more on their website: <http://www.losmedanos.edu/nav/services.asp>.

What Exactly Are Lecture Activities? How Will Participation Be Measured?

Because participation in lecture means not just being physically present, but intellectually present as well, it is important that I hear from you as an individual and that you also have opportunities to work with your peers. Learning from and sharing ideas with those around you is essential for success in this class and beyond! Thus, I will provide you with numerous opportunities to share your ideas in class – through **index cards, large team work, small group work, mini presentations**, and other activities, all of which are designed to more deeply engage you in the material and help you make it meaningful to you.



One way I will hold you accountable for lecture participation is through the use of **index cards**. During lecture, I will present you with a question/statement that challenges your scientific and/or personal viewpoints. After discussing the problem with your peers, I will ask you to provide an *independent* response on a note card and turn it in. I will mark your response using the following system:

- **Pink** – Complete response. Well supported with biological evidence. **8 points**
- **Blue** – Partially complete response. On-topic, but need some more evidence. Please revise! **5 points**
- **Green** – Incomplete response. Off topic or lacking evidence. Please revise! **2 points**

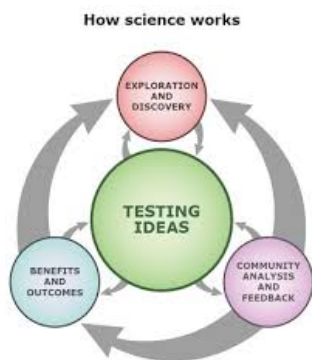
If you receive a **green** or **blue** mark, please talk over the question with your classmates and/or with me, revise your response, and turn in your revised index card to the back pocket of the index card holder to receive up to **7 points**. You may either revise your response directly on your original card or on a new card. I hope these index cards a) allow you a chance to think through your ideas, b) take the pressure off the formal testing process by accounting for a portion of your grade, and c) provide me with an idea of your understanding of the concepts we cover in class. If you are absent for an index card or lecture activity, you may not make it up, so please make sure you attend class!

What About Clickers?

This semester, we will be continuing a pilot with iClickers! You will be assigned a clicker, check out your clicker with me, and then participate in a class “roll call” to register your clicker and tie it to your student ID for participation points. **You must be present for clicker roll call (this is so we don’t have to pay individual student registration fees).** We will use the clickers in class everyday, so it is your responsibility to be to class on time, pick up your clicker from the box, and let me know if it is not working (preferably before class begins). Your clicker ID will be tied to your student ID number, so you will receive participation points for each question you click in for. These questions will allow me to assess your understanding of concepts, go back to specific topics that stump the class, and promote engagement, not to mention reward you for participating! I welcome your feedback on this process.



What Will Happen in Labs?



In lab, you will be working through **experiments** and **lab stations** with a team of your peers. In all lab sessions, you will **work as a group**, and your group may change every so often, which means you must learn to collaborate with a variety of individuals – a very practical life and career skill. No matter which career you enter into, you will be required to work with a diversity of people. Rotating through groups in lab is great practice for this, and allows me to evaluate you on teamwork (which may come in handy if asked to do so in a letter of recommendation). Your goal is to model the work of science professionals – reviewing one another’s work, providing feedback and support, working towards common objectives, and sharing ideas, frustrations, and tribulations along the way.

Throughout the semester, you will be honing your **skills as a scientist** through engaging in mostly hands-on biology investigations. Because every lab will be a different experience, I highly recommend keeping a running list of all the skills and techniques you learn throughout the semester (compound light microscopy, gel electrophoresis, vertebrate dissection, etc); these may come in handy in the future during school or job interviews!

A few labs will require **write-ups** and/or **worksheets** to be turned in within a week of completing the lab. These may be turned in no more than a week late from the assignment deadline.

Do I Need to Attend Every Lecture and Lab?

Absolutely! **Attendance of lecture and lab is essential for success.** If you're late and/or absent, you will lose points by missing in-class activities and index cards; plus, questions and problems discussed in lecture & lab appear on the tests. Not to mention, you'll be missing fun activities and discussions - vital parts of the learning experience.

Please plan to sign yourself in at the beginning of each lecture and lab so that I can track your progress in the class (please don't sign anyone else in – this is not the point of the record of attendance, as it is not used to assign points). Students not in attendance on the first day of class will be dropped, and students who miss more than 2 consecutive weeks of lecture and/or lab will be dropped. You must be enrolled in the class to attend; the college does not permit sitting in or auditing a class.

What are Reflections?

In order to turn knowledge into something you can use, it is important to reflect on what you know and what concepts are still confusing to you. Several times during this course you will be required to submit **Reflections** to me and/or your classmates via D2L (see schedule for due dates). I will provide prompts for you to respond to.

You should spend approximately **40 mins** considering the prompt and responding in writing. These reflections are not meant to be formal essays, or finely polished documents for public view. They should show your own ideas and thought processes, and should be as much for your own benefit as mine. Grades will be assigned for turning them in on time and writing thoughtfully and on topic. Reflections will not be accepted more than 1 week late and will be given partial credit after the due date.



What are the Class Project and Ecology Research Project?

The **Class Project** is a student-driven project that will involve collaboration with the rest of the class to communicate a key science concept to the broader public. The **Ecology Research Project** will provide an opportunity to practice working with a small group of your peers to engage in scientific research that is meaningful to you. With the guidance of me and your classmates, you will be choosing a research question, designing an experiment, and collecting data throughout the semester. You will have the opportunity to present your research at the LMC STEM Symposium on **Friday, May 6th**. More information on these two exciting projects will be provided in class and posted to D2L in the first few weeks of the semester.

IV. Role of Instructor & Factors for Success in Bio21

What is the Role of the Instructor in this Class?

I am here to guide you through activities and dilemmas that are meant to help you develop a deeper understanding of the function and structure of life. I am not here to give you all the answers (most of the time, there are no fixed, “right” answers to most scientific problems anyway, and if there are, I oftentimes don't have them!) Think of me as your “guide on the side” – fostering the class learning community and helping you to think critically and develop as scientists. I truly do strive to utilize your conceptions and ideas to enhance the overall learning experience, and I welcome ideas and feedback you have around this. Please come visit me in office hours anytime for help or to share your experiences as a learner in this class. I am a learner, too, and am constantly looking for ways to improve my teaching practice and the class in order to set students up for even greater success.



In the case that I am unexpectedly late to or absent from class, please check D2L site for announcements, refer to any potential class cancellation notice on the main LMC webpage (<http://losmedanos.edu/classcancel/>), and leave after waiting for 20 minutes beyond class start time. Continue to check D2L for correspondence.

What Do I Need to Do to Succeed in this Course?

- Be open to learning in different ways.
- Take initiative for developing and honing your skills as a scientist and learner.
- Use respectful language and professionalism in your interactions with others.
- Show respect for your instructor & classmates with different learning preferences or viewpoints.
- Network with others in the class, be a supportive colleague, and form connections.
- Come to class early and review notes with classmates/on your own prior to lecture starting; review notes/slides before/after class to clarify information and broaden knowledge.
- Be prepared for all labs you will complete. Understanding the learning goals of labs ahead of time will help you get the most out of your experience.
- Log in to D2L at least 2x/week to view course announcements, assignments, grades, and correspondence.
- Revise your index cards when you do not receive a pink the first time around.
- Take responsibility for your own learning by staying attentive and organized. Utilize all learning resources – **textbook readings, D2L, free on-campus tutoring, textbook resources (<http://www.masteringbio.com/>), office hours, and study groups.**
- Clean up after yourself, respect equipment and supplies, and report spills/damages as soon as they occur.
- Please don't eat or drink in lecture or lab. LMC policy is no food/drink in classrooms or laboratories. Drinking water, of course, is expected and encouraged! Keep those cells turgid.
- Do not text or make calls during class. Step out to use your phone in case of emergency. Use your computer respectfully – you won't want to miss a moment in class!
- Approach me for help often and let me know how things are going.
- Have fun! There are worse places to be than in a science classroom full of people who are committed to academic and professional success.



V. Student Support Services on Campus

How Can I Obtain Accommodations for a Documented Disability or Alter-ability?

Students with documented disabilities or alter-abilities may request accommodations for this course at the beginning of the semester. Every effort will be made by the instructor to accommodate students if notification is received early in the semester, or as soon as possible following any situation that arises during the semester. To receive support from a specialist regarding accommodations, please contact Disabled Student Programs and Services (DSPS) by phone (925-473-7471) or visit in person (Student Services Rm 321) & find out more on their website: <http://www.losmedanos.edu/nav/services.asp>.

VI. Policy on Academic Integrity

What Do I Need to Know about Academic Integrity?

Students are expected to maintain academic integrity in all work pursued at LMC. Cheating or plagiarism will not be tolerated in this course. These acts will result in failure on the assignment during which they occurred and disciplinary action according to LMC policy. Use of any electronic device during an exam will be considered cheating, and for this reason, I cannot allow you to step out during an exam, unless it is an emergency. We all have a responsibility to be honest, and I trust that you will be. The LMC Code of Conduct can be found here: <http://www.losmedanos.edu/nav/services.asp>.

From the student Code of Conduct, page 2: (CCCCD Student Services Procedure 3027)

“Acts of academic dishonesty, including, but not limited to, cheating, tampering, fabrication, plagiarism, or assisting others in an act of academic dishonesty. Cheating is defined as unauthorized copying or collaboration on a test or assignment, or the use or attempted use of unauthorized materials. Tampering is defined as altering or interfering with evaluation instruments or documents. Fabrication is defined as falsifying experimental data or results, inventing research or laboratory data or results for work not done, or falsely claiming sources not used. Plagiarism is defined as representing someone else’s words, idea, artistry, or data as one’s own, including copying another person’s work (including published and unpublished material, and material from the internet) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project, then submitting it as one’s own. Assisting is defined as assisting another person in an act of academic dishonesty, such as taking a test or doing an assignment for someone else, changing someone’s grades or academic records, or inappropriately distributing exams to other students.”

VII. Course Schedule

Spring 2016 Biology 21 Lecture & Lab Schedule (Subject to Change)

Dates	Lecture Topics & Recommended Campbell Reading Pages	Lab Topic and Manual Pages * = Labs with Worksheets Due	Assignments DUE
Week 1: Jan 26/28	Intro to Class / How Do We Organize Life & Measure Biodiversity? p.375-76, 365-66, 381-86	Lab Introduction Measuring Biodiversity (D2L packet)	Sun, 1/31: Syllabus Quiz, All About You
Week 2: Feb 2/4	What Exactly Is an Eye? / Are All Eyes the Same? p.453, 537, 643, 742-45, 751-53, 768-770, 773, 776, 785-89	Sci. Method/Vision p.5-6, 11-15, 26-30 Homology/Senses p.15-18, 21-26, 38-42	Sun, 2/7: Reflection #1
Last Day to Add Classes/Drop with Refund – Thursday, February 4th Last Day to Drop without a “W” on Record – Friday, February 5th in person / Sunday, February 7th on Insite			
Week 3: Feb 9/11	Are All Animal Eyes Homologous? / Discussion: BLAST activity p.375-6, 385-8, 390, 453, 534	<i>BLAST Activity*</i> (D2L Packet, Fig 26.8) Ecology Research / Class Projects	Sun, 2/14: Reflection #2
Week 4: Feb 16/18	Who was Darwin? Wallace? / What Kind of Evidence Supports Evolution? p. 360-61, 366-379, 436-39, 542-43, 611	Draft Ecology Proposals Natural Selection (D2L Packet) + p.52-55	Tues, 2/16: <i>BLAST Wksht</i>
Week 5: Feb 23/25	What Changes Populations? / How Do We Know Evolution Happens? p.207-210, 222, 271,318, 399-415, 449-453, 542-43	Evid of Evol p.33-37,43-44,72-74,117-121 Hardy Weinberg Simulation p.65-72	Tues, 2/23: Ecol. Proposals
Week 6: Mar 1/3	Journal Club – Evolutionary Patterns	<i>Judgment Day*</i> (video + D2L packet) Journal Club (D2L Packet)	Thurs, 3/3: <i>Judg. Day Wksht</i>
Week 7: Mar 8/10	Tues, 3/8 - Midterm 1 Where Did All This Diversity Come From? 82, 418-27, 430-33	Midterm 1 Tree of Life Pt1: Explore (D2L Packet)	
Week 8: Mar 15/17	Meet the Animal Phyla / LAB: Tree of Life Pt 2 p.387-88, 397-98, 458-62, 484, 487-88, 528-45	Tree of Life Pt1: Score p.79-126 <i>Tree of Life Pt2: Build a Tree*</i>	
Week 9: Mar 22/24	<i>Spring Break!</i>		
Week 10: Mar 29/31	Tree Discussions & Presentations Thurs, 3/31 - Lab Practical 1	Tree Discussions & Presentations Lab Practical 1	Tues, 3/29: <i>Tree Wksht</i>
Week 11: Apr 5/7	How Do Animals Eat? / How Do Cells Get the Nutrients They Need? p.72, 82-3, 153, 665-76, 684-98	Digestive Sys: Dissections p.127-142 Circulatory Sys: Dissections p.147-163	Sun, 4/10: Reflection #3
Week 12: Apr 12/14	How Do Animals Get Rid of Metabolic Waste? / How Does the Body Regulate Metabolism? p.653-61,644-53,676-81,698-705	More Comparative Anatomy: Dissections p.84-88, 91-94,101-103,105-107,143-47	
Week 13: Apr 19/21	Tues, 4/19 - Midterm 2 How Do Humans Relate to Plants? p.489-98,504-8,513-24	Midterm 2 Evolution of Land Plants p.169-195	
Week 14: Apr 26/28	What are Plants' Ancestors? / Food Web Intro p.499-501, 521-24, 598-607, 847-50, 853-54, 872-76	Nature Preserve Project (D2L Packet) Fungi, Protists, & Interactions p.199-210	Tues, 4/26: Ecol Progress Rpt
Last Day to Withdraw from Classes (with W on Record) – Friday, April 29th			
Week 15: May 3/5	What is Biodiversity? How Does Growing Human Pop. Impact Biodiversity? p.508-13,524,547-50,818-19,823-32,834-42	Ecology Research Projects Revisit Biodiversity (D2L Packet)	Fri, 5/6: STEM Symp.
Week 16: May 10/12	Sustainability & Preserving Biodiversity p.262-65, 611-14, 851-55, 858-59, 861-62, 877-79, 882-98	GMO Foods Lab (D2L Packet)	
Week 17: May 17/19	GMO Foods Discussion & LP2 Review Thurs, 5/19 - Lab Practical 2	Research Project Presentations Research Project Presentations	Sun, 5/22: Final Reflection
Week 18: May 24/26	Tuesday, 5/24 – FINAL EXAM Thursday, 5/26 – REQUIRED Final Class	Lab Clean Up	<i>Celebrate!</i>