The course is jointly taught by David J. Grisé and Morgan S. Sobol.

Dr. Grisé is the instructor of record. Morgan Sobol is the Supplemental Instruction leader for the course.

The schedule of SI sessions will be posted on Blackboard. 
Dr. Grisé’s office is EN 311, e-mail david.grise@tamucc.edu, phone 825 3477
Office hours will be posted on Blackboard. Other hours by appointment
Morgan’s sessions will be M 5:00, T 5:00, W 2:30 or 2:00 depending on room availability, R 2:00

Rather than meeting on Wednesday, 26 November there will be an assignment in place of meeting for class that is due by the start of class Monday, 1 December. Class will meet on Monday, 1 December. Should you have a conflict and not be able to attend class on Monday, 1 December, please let me know at least a week in advance. Decisions to excuse a student from the in-class assignments for this day will be made in accordance with University policies.

Students do not read the syllabus so I will put the important information about exam dates here. The complete course calendar is posted on Blackboard.

EXAM DATES
Exam dates are 24 September, 15 October, and 12 November.

The final exam is scheduled for 1:45 to 4:15, Wednesday, December 10. ALL students MUST take the final exam at the scheduled time. Please let me know in advance if you are unable to take the exam at the scheduled time.

MW 3:30 section
fall 2014

<table>
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EVALUATION OF STUDENTS
Grades will be assigned as follows:

A= 89.5-100 % of total points
B= 79.5-89.4 % of total points
C= 69.5-79.4 % of total points
D= 59.5-69.4 % of total points

I use the above percentages to assign grades. After reading this section, you should know how I am going to assign grades. Please be sure you get enough points to get the grade you want. There will always be someone who just missed a D, or a C, or a B, or an A. I have to draw lines between grades. No matter where I draw the line, someone is on the wrong side of the line. Don't let that someone be you. You have plenty of help in my class. Take advantage of the resources I offer.

THERE IS NO EXTRA CREDIT!

Our goal is to help students to succeed in this class and start the journey to the career they desire to have. Being successful in this class will not happen without a large effort on your part. We are very willing to assist but we cannot help you if you don’t seek our assistance and most importantly do things to help yourself.

Congratulations if you read this far. The rest of the syllabus contains details about the course and information about course and university policies. Read on if you are interested in these details.

OVERALL CONTEXT
- Course description: Presentation of basic biological concepts including scientific method, cytology, energetics, nucleic acids and genetics. This course is suitable for all majors. This course counts toward the natural science component of the University Core Curriculum.

- The Texas Higher Education Coordinating Board course objectives for courses such as bio 1406 that fulfill the core curriculum.
  - All core courses address critical thinking and communications.
  - Each core course addresses an additional two core objectives. Objectives addressed by bio 1406 are teamwork and Empirical and Quantitative reasoning.

  - For the critical thinking objective, students will gather and assess information relevant to a question. In lab and lecture students will gather data about a situation, graph those data, interpret these data and explain to others what these data tell us about the situation.

  - For the communication skills objective, students will develop, interpret, and express ideas through written communication in lecture, on Calibrated Peer Review assignments and on exams.

  - For the empirical and quantitative reasoning objective, in lecture and lab students will manipulate and analyze numerical data and arrive at an informed conclusion. This objective will be linked to
the communication skills objective because students will report their conclusions on lab reports, classroom assignments and exams.

-For the teamwork objective, students will integrate different viewpoints as a member of a team during group work in lecture and in lab. Because science is a group endeavor and interdisciplinary groups are increasing important in many fields within biology, assignments done in your team learning groups make up a large percentage of your grade in the course.

RESOURCES TO ASSIST YOU IN BIO 1406.

SI sessions
Data I have collected over several years indicate that students participating in sessions on a regular basis, about once a week, do better in the course than do students participating in sessions less often. Participating in SI sessions is an efficient use of your time and will increase your performance in the course. Participating in a SI session is about the same as working two or three hours on the course on your own. Be efficient. Attend SI sessions.

Meeting after the first exam
All students making a D or an F on the first exam given on 24 September are required to meet with one of the co-instructors. The purpose of this meeting is to develop a plan for each student we meet with that will allow them to make a C or better in the class. In the past, students who have failed the first exam have made an A in the course. We want to be sure that students have a plan to do well in the course should they not do well on the first exam.

STUDENT-CENTERED LEARNING
-Team Learning: We will use a team learning approach in this class. Permanent team learning groups will be established at the start of the course. We will use the team learning approach on in-class team learning assignments and group exams as described below.

In-class team learning assignments: Students will come to class having read the assigned portion of the text. These readings will be announced in lecture in advance of the in-class team learning assignment. These readings will also be listed on BlackBoard. On Friday class meetings, using the Qwizdom responders, students will INDIVIDUALLY submit their own answers to questions about the text reading. Then, each team learning group will discuss the same questions and submit a group answer to the questions.

Each in-class team learning assignment is worth 30 points. Your individual answers to these questions count for 40% of your score (12 points) for the in-class team learning assignment. The other 60% of the score (18 points) for each in-class team learning assignment will be based on your group’s answers to the questions. You are not permitted to use cell phones, the text or notes about the readings for either portion of the assignment. Use of cell phones is prohibited during any part of the team learning assignments and team learning exams. If we see a cell phone, will take the phone and put it up front so you can pick up your phone after class.

After the group portion of the exam is completed, you may use the text or your notes to better understand the answers to the questions or to appeal questions.

Appeals: Once the assignment or exam has been completed, students may use any resource they wish to appeal any question for which the group feels the answer is incorrect or the question or
answer choices are unclear. All appeals must be in writing, must fully explain why the group feels there is a problem with the question and must be agreed to by the entire group. If the group’s appeal is granted, the scores of all group members will be adjusted. Appeals must be given to the instructor before he leaves the classroom.

**-Daily in-class assignments:** For almost every lecture, there will be a question worth a small amount of points to start lecture. Also, during lecture there will be questions for points. Students are encouraged to discuss these questions with other students. In addition, there will be a few times when groups will work on questions related to course material. These questions are designed to help students understand how to answer questions on the exams.

I will not accept a piece of paper with your answers for ANY question answered using Qwizdom responders. There are no exceptions to this policy.

**EXAMS**

To reduce our impact on the environment, Qwizdom responders rather than paper scantrons will be used to record your answers for the exams.

There are a total of five individual exams (three individual exams given during a lecture period and the fourth exam and comprehensive exam given at the time scheduled for the final). The three individual exams given during a lecture period are 100 points each. The final is a two part exam for a total of 200 points. The first 100 points of the final covers the last block of material (it is the fourth exam). You may use calculators during all exams. However, use of cell phone calculators or calculators on devices that can connect to the internet is **NOT** permitted. No other electronic devices of any kind are permitted during exams.

I do not assign a curve to each exam. For dates of the exams, CPR assignments and due dates for the team learning assignments, please see the calendar on BlackBoard.

**RESOURCES REQUIRED FOR BIO 1406**

**-Lab coats.** All students are required to have a lab coat when entering the labs for any reason. In addition, to the lab coat, students must be wearing long pants and closed-toe, closed-heel shoes to enter the labs at any time. For more details about lab coats, please contact your CELLS mentor. They may be able to suggest where to buy a lab coat, etc.

**-All students must have a TAMU-CC e-mail account**

All students must have a TAMU-CC e-mail account (your Islander account). I e-mail your grades to your islander e-mail account. Grades will NOT be posted anywhere! If you don’t have an account, please go to [http://www.tamucc.edu/ise.html](http://www.tamucc.edu/ise.html) to obtain a new islander account. Either check your islander e-mail account on a regular basis or forward your islander e-mail to your hotmail, yahoo, etc. e-mail account.

**-Text and required equipment:**

0321955226. A loose leaf version of the text and MasteringBiology can be purchased from the publisher [www.mypearsonstore.com](http://www.mypearsonstore.com) with free shipping for $116 plus tax.

**Important**: If purchasing the text from another source, be sure that you purchase an access code for MasteringBiology or that the text you purchase comes with an access code for MasteringBiology.

Electronic version of the text. If you purchase an access code for MasteringBiology, including the access code in the above option from the publisher, you will be able to access the electronic version of the text on the MasteringBiology site ([www.pearsonmylab.com](http://www.pearsonmylab.com)).

Please note that the electronic version of the text is NOT free. You have to purchase MasteringBiology either with the paper copy of the text or by itself to be able to access the electronic version of the text. You will NOT be able to access the electronic version of the text unless you purchase MasteringBiology.

Qwizdom student responder with batteries (Required for every lecture). You cannot purchase a responder from the vendor but to see what you will be buying at the University Bookstore, go to [http://qwizdom.com/hardware-technical-specifications/#Q4](http://qwizdom.com/hardware-technical-specifications/#Q4).

Laboratory Manual for Biology 1406, Fall 2014. All are available at the University Bookstore.

You should be able to enroll in MasteringBiology after you purchase the text/access code. Instructions to enroll in MasteringBiology are attached to this e-mail.

All or part of the following chapters in the text will be covered in this course.
Chapter 1, Introduction: Evolution and the Foundations of Biology.
Chapter 2, The Chemical Context of Life.
Chapter 3, Carbon and the Molecular Diversity of Life.
Chapter 4, A Tour of the Cell.
Chapter 5, Membrane Transport and Cell Signaling.
Chapter 6, An Introduction to Metabolism.
Chapter 7, Cellular Respiration and Fermentation.
Chapter 8, Photosynthesis.
Chapter 9, The Cell Cycle.
Chapter 10, Meiosis and Sexual Life Cycles.
Chapter 11, Mendel and the Gene Idea.
Chapter 12, The Chromosomal Basis of Inheritance.
Chapter 13, The Molecular Basis of Inheritance.
Chapter 14, Gene Expression: From Gene to Protein.
Chapter 15, Regulation of Gene Expression.

The following Scientific Skills Exercises in MasteringBiology will be assigned for points. Each exercise is 5 points.

- Chapter 1. Interpreting a pair of bar graphs.
- Chapter 2. Interpreting a scatter plot with a regression line.
- Chapter 4. Using a scale bar to calculate volume and surface area of a cell.
Chapter 6. Making a line graph and calculating a slope.
Chapter 7. Making a bar graph and evaluating a hypothesis.
Chapter 8. Making scatter plots with regression lines.
Chapter 11. Making a histogram and analyzing a distribution pattern.
Chapter 12. Using the chi square test.
Chapter 13. Working with data in a table.
Chapter 15. Analyzing DNA deletion experiments.

Qwizdom
I will NOT check the results of a Qwizdom assignment for ANY student. When you take an assignment using Qwizdom, the Qwizdom responder shows you the answer you selected. Be sure you see the answer you intended to select. Since I have been using the Qwizdom system, I have checked answers at the request of students well over one hundred times. I have never found a problem with the Qwizdom system. Most of the time, a student mistakenly selected an incorrect answer or didn’t answer the question at all.

Dead batteries or “missing” responders: If you do not bring your Qwizdom responder to class, you might be able to sign out one of my responders. You will leave me your ID and pick up your ID when you return the responder. I only have a few responders. If all are signed out and you do not have your responder, I will NOT accept a paper copy of the answers to that day’s questions. The same is the case for batteries. If batteries in your responder go low, please get the attention of one of my assistants. They may be able to help you sign out batteries.

UNIVERSITY AND CLASS POLICIES
-Class attendance
My attendance policy is the same as the University's. Please read the University’s attendance policy in the catalog. I expect students to attend every scheduled class meeting including labs. Attendance is not used to determine grades. If you come to class often, you should do well in my course. In addition, there will be in-class assignments during most lectures, so coming to lecture on a regular basis should result in a higher grade.

-Scores sent by e-mail
Please check your scores I send to your Islander e-mail account! It is your responsibility to be sure that I have correctly recorded your scores. From the time I e-mail grades for an assignment or exam, you have five class days to inform me there might be a problem with your score. After five class days, I will assume that scores for that assignment or exam are correctly recorded.

-Dropping the course
If you drop the class between the dates listed on the university calendar, you will be assigned a grade of W. Please be sure you read and understand the University’s drop policy found in the University catalog before you drop any class. Please consult me before dropping this class. If we decide dropping the class is the best option, you must initiate the process of dropping the course by going to Student Services Center (the round building) and fill out a course drop form.

-Academic Honesty
All students are expected to be familiar with TAMU-CC’s Academic Honesty Statement found in the University catalog.
Grade Appeals (College of Science and Engineering Version)

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at http://www.tamucc.edu/provost/university_rules/index.html, and the College of Science and Engineering Grade Appeals webpage (http://sci.tamucc.edu/students/GradeAppeal.html). For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising

The College of Science and Technology requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Faculty Center 178, and can be reached at 825-6094.

Make-up exams and other work

I strictly adhere to the University policy regarding make-up exams. If you miss an exam for an approved University-related event (attendance at a scientific meeting, athletic event, etc.) you will be allowed to take a make-up exam. I would appreciate being reminded of this situation before the exam.

If you miss an exam for personal reasons, medical reasons or family circumstances, please contact me as soon as possible.

Religious obligations
Any student missing class for religious obligations will be excused from class assignments for the
days they miss. A student must tell me in advance of the days they will miss and I will excuse
them.

-EXTRA CREDIT
THERE IS NO EXTRA CREDIT!
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