A. COURSE INFORMATION

Course number/section: BIMS 4335
Class meeting time: Lecture: Monday & Wednesday 12:30 pm -1:45 pm
Class location: Lecture: EN 108
Course Websites: bb9.tamucc.edu

B. INSTRUCTOR INFORMATION

Instructor: Xavier F. Gonzales, PhD, MSPH
Office location: Engineering 310C
Office hours: M&W 2:00pm -3:15pm; T&R 12:00 pm – 1:15 pm
Telephone: 361-825-3824
e-mail: Xavier.Gonzales@tamucc.edu
Email me at any time but my responses will be limited after 5pm weekdays and all weekend.
Appointments: email me to set up appointments

C. COURSE DESCRIPTION

Catalog Course Description

Basic biochemical and molecular aspects of hormone physiology, basic endocrine function and hormone action, immune-endocrine interactions, and clinical examples of the outcomes of abnormal function in human disease.

Extended Course Description

A major goal of this course is to provide you with a broad overview of comparative neuroendocrinology. The majority of the discussion will be based on the human system but relationships will be made to other vertebrates. Primary literature review on bio-regulatory mechanisms that mediate the neuro-immuno-endocrine axis will also be an area of discussion. The course is student centered therefore you should be prepared for interactive discussions amongst your peers.

D. PREREQUISITES AND COREQUISITES

Prerequisites
BIOL/BIMS 2200
BIOL 2416
CHEM 3412

E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Recommended Textbook(s)

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the course’s student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

By the end of this course, students should be able to:

1. Distinguish between hormones and neuropeptides and the general physiology involved in release and transport.
2. Describe the anatomy and tropic hormone regulation of the hypothalamic-pituitary system.
3. Summarize the biochemistry and biological functions of melatonin and thyroid hormones.
4. Evaluate the impact of the neuroendocrine system on reproduction.
5. Evaluate the impact of the neuroendocrine system on metabolism.
6. Identify the regulatory aspects of the neuroendocrine system on psychological behavior and disease.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

Learner-Centered Teaching: Collaborative work, control of content selection, personal reflection, learning skill demonstration

Discovery based laboratory teaching

H. MAJOR COURSE REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
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<tbody>
<tr>
<td>Exams</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Homework/Group Activities</td>
<td>30</td>
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</tbody>
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Grading scale: A>90%  B=80-89.9%  C=70-79.9%  D=60-69%  F<60%

Lecture/Recitation
2 class Individual Exams @ 100 pts. Each = 200 pts
2 class Group Exams @ 50 pts. Each = 100 pts
Cumulative final exam = 200 pts
Quizzes = 200 pts
Homework/Group Activities = 300 pts
Total = 1000 pts

Nature of Assignments:

**Team Learning:** We will use a team learning approach in this class. **Permanent groups will be established at the start of the course.** Research examining team learning assignments show that the group score is HIGHER than individual scores and that students understand concepts much better as a result of discussing questions in groups. Sometimes each group member will submit answers individually and sometimes groups will submit group consensus answers to questions. We will use the team learning approach on in-class quizzes, homework and lecture exams as described below.

**Exams** will be comprised mainly of multiple choice questions. Some may be setup as matching or fill-in the blank. Problems and/or essay questions may appear on the exams. Most questions, including multiple choice questions typically require analysis and interpretation of data or experimental design to assess critical thinking skills.

For the first two exams, students will INDIVIDUALLY take the exam during the first scheduled class period. This score will constitute 67% of your 150 point exam score (100 points). The other 50 points of your exam score will be from a GROUP exam that will be taken the following class period. Without using any outside resources during the group portion of the exam or between the individual and group portions of the exam, your group will answer the same exam questions. Each group must reach a consensus on each question and submit a single set of answers for the whole group. There is no group component on the final exam.

The **Final Exam** (Monday, December 7th from 11:00am-1:30pm) will consist of approximately 35% new material and 65% comprehensive review of entire course content.

I may allow students to use one sheet of handwritten notes on the cumulative final exam. This is not a right, but a privilege which must be earned and may be taken away by the instructor at any time. Only the front and back of a single 8.5” x 11” page with no typing, photocopying or computer generated information of any kind will be allowed. If at any time during the semester you engage in academic dishonesty on any assignment, you will forfeit this privilege for the rest of the term. This includes cheating, helping others to cheat, and even failure to report the dishonest actions of others.

**Homework/Group Activities** will vary depending on the primary literature and/or activity conducted each week. All activities will involve group work. Groups will be assigned at the beginning of the semester after the first class period. Most weeks you will work on an activity as a group; however, you will complete and turn in most written assignments individually (unless otherwise specified) using your own words. Assignments may involve solving problems, data analysis, explaining concepts, or other hands-on applications of the concepts being covered in lecture.
Homework will be due BY the BEGINNING of LECTURE the NEXT DAY. You must be present to submit the homework for credit. I will not accept homework via email or allow someone else to drop off your work for you. Assignments may vary. You are encouraged to get together and work on discussions as a group. However, all assignments must be turned in individually (unless specified otherwise) and be written in your own words, NOT COPIED from someone else.

Quizzes will be given at the instructor’s discretion. Quizzes may be multiple choice or short answer, primarily evaluating your mastery of the previous day’s material (lecture, recitation and homework). Students will be informed when a Quiz is to be completed as a group or individually, with no assistance from peers, notes or aids of any kind. Instructor reserves the right to administer pop-quizzes during class.

I. COURSE CONTENT/SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Exams</th>
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<tbody>
<tr>
<td>10/12/2015</td>
<td>Individual Exam I</td>
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<tr>
<td>10/14/2015</td>
<td>Group Exam I</td>
</tr>
<tr>
<td>11/11/2015</td>
<td>Individual Exam II</td>
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<tr>
<td>11/16/2015</td>
<td>Group Exam II</td>
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<tr>
<td>12/07/2015</td>
<td>Final Exam</td>
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Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

J. COURSE POLICIES

Attendance/Tardiness
Attendance: Students are expected to attend every scheduled class meeting. It is the responsibility of the student to obtain any material missed during an absence from his/her classmates. Power Points are not placed in the library, and only Power Points from certain sections will be placed on Blackboard, or on a website.
Tardiness: Students may enter when late but be respectful of your peers and do not disrupt the class as you enter.

Late Work and Make-up Exams
No late work will be accepted. You must refer to Blackboard to identify when items will be due. It is your responsibility to get it turned in through the appropriate outlet on the designated day. I will not remind you.

No make-up exams will be given; one exam can be dropped and replaced by the grade from the Cumulative Final Exam.
Extra Credit
Missed extra credit opportunities--Instructor is not obligated to give make-up assignments for extra credit opportunities, whether excused or unexcused.

Cell Phone Use
Lecture: Students may NOT utilize their cell phone; therefore keep them on silent and put away.

Laptop Use
Lecture: Students may utilize their laptops as long as it does not disrupt others in class.

Food in Class
Lecture: Students may eat food as long as it does not disrupt others in class. It is the student’s responsibility to clean up after themselves. If you fail to do so, you will no longer be allowed to have food in class.

Missed Exam
No make-up exams will be given; one exam can be dropped and replaced by the grade from the Cumulative Final Exam.

Participation
Lecture: Students are required to participate in all group activities. Peer evaluations will be given with each activity to determine your final assessment.

Communicating with Instructors
All students should communicate with the instructors using their TAMUCC Black Board account or your islander.tamucc.edu email address. Your instructors will not discuss grades and related info via email unless the message originates from your islander account. Information for using and accessing this account can be found on BlackBoard. If you run into difficulties that are not being resolved by the student computer help desk, please contact Dr. Gonzales ASAP.

K. COLLEGE AND UNIVERSITIY POLICIES

- Academic Integrity (University)
  It is expected that university students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.
  See Full University Policy at http://catalog.tamucc.edu/content.php?catoid=10&navoid=313#Academic_Integrity

- Classroom/Professional Behavior
  Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under
Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

- **Deadline for Dropping a Course with a Grade of W (University)**
  The grade of W will be assigned to any student officially dropping a course by November 6\(^{th}\), 2015. No student is eligible to receive a W without completing the official drop process by this deadline. Visit the Office of the University Registrar for the Course Drop Form that must submitted. After November 6\(^{th}\), 2015 a student will not be allowed to drop a course.

- **Grade Appeals (College of Science and Engineering)**
  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](http://www.tamucc.edu/provost/university_rules/index.html), and the College of Science and Engineering Grade Appeals webpage at [http://sci.tamucc.edu/students/GradeAppeal.html](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.

- **Disability Services**
  Disability Services (DS) is the hub for coordinating services and accommodations to ensure accessibility and utilization of all programs for all Texas A&M University-Corpus Christi students with disabilities. Our services are designed to meet the unique educational needs of enrolled students with documented permanent or temporary disabilities. DS provides intake and consultation services to students seeking to register with our office. DS reviews an individual’s documentation of disability and assesses eligibility for services and the determination of reasonable accommodations. For more information visit the Disability Services Office at 116 Corpus Christi Hall or go to [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/)

- **Statement of Academic Continuity**
  In the event of an unforeseen adverse event, such as a major hurricane and classes could
not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**GENERAL DISCLAIMER**

I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.