A. COURSE INFORMATION

Course number/section: BIMS 4333.001
Class meeting time: Fully Online
Course Website: https://bb9.tamucc.edu/

B. INSTRUCTOR INFORMATION

Instructor: Dr. Ivy C Jones
Office location: TH 133
Office hours: MTWR 12:00 – 1:30 pm
or by appointment
e-mail: Ivy.Jones@tamucc.edu
Appointments: A student may make an appointment to see me at times other than the scheduled office hours. I am available for consultation and extra help, but it is the student's responsibility to request such help. If I am unavailable during office hours, I will post a note on my office door.

All communication with me via email must be through your school email address (yourname@islander.tamucc.edu). I will communicate with you through this email, so you must set up your account and check it regularly. It is your responsibility to check email frequently for important course announcements and updates. Confidential information will not be shared to any non-TAMU-CC email addresses.

C. COURSE DESCRIPTION

Catalog Course Description
An introduction to arthropods of medical and veterinary importance with particular emphasis on the critical roles that they play in their host group’s health and well-being.

PREREQUISITES AND COREQUISITES

Prerequisites – Biol 1407 – Biology II

D. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Required Textbook:
E. 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 successfully completing the requirements of this course, the student will:
A. Understand the variety of roles that arthropods play regarding medical/veterinary health. Understand the various areas of study within medical entomology.
B. Have learned specific facts regarding the natural history; morphology; physiology; and behavior of medically important arthropods.
C. Have learned about current disease issues such as St. Louis encephalitis and West Nile viruses in the United States through lecture information and by students’ literature reviews as out of class assignments.
D. Have learned about current disease issues on an international scale such as malaria, plague, yellow fever, dengue fever, typhus, and various arboviruses.
E. Understand past and current project strategies for controlling arthropods of medical importance.
F. Understand the role of certain arthropods as employed in forensic applications.
G. Development in leadership skills as a project team leader.

Student’s abilities to complete these tasks will be evaluated through:
1. Two online exams
2. Development of substantive responses to discussion prompts
3. Responding thoughtfully and clearly to peer substantive discussion posts
4. Working within a group to develop an online Wiki

H. INSTRUCTIONAL METHODS AND ACTIVITIES

Instructional methods may include PowerPoints, Discussion prompts, exams and group or individual projects.

I. MAJOR COURSE REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
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</thead>
<tbody>
<tr>
<td>2 online Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions – Substantive Posts</td>
<td>25%</td>
</tr>
<tr>
<td>Discussions – Peer Responses</td>
<td>25%</td>
</tr>
<tr>
<td>Group Wiki Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</table>
Lecture Examinations: I will give two examinations via blackboard, taking questions for these tests primarily from material covered in the assigned readings, power points and discussions.

Examinations may consist of essay, short-answer, compare-contrast, fill-in-the-blank, multiple-choice, matching, making and/or labeling drawings, and/or various types of “flex” questions (i.e., anything is fair game). The examinations are sequential (i.e., each examination covers material from one specific section of the course).

Discussions: Class discussions are an important opportunity to learn from each other, solidify your understanding of course concepts, and make connections across ideas. To ensure an effective discussion please follow these guidelines:

1. Post 1 substantive post in response to a discussion prompt and a minimum of 2 supportive posts in response to two peers’ initial substantive posts. See the document in course materials titled criteria for substantive posts and peer responses.
2. Substantive posts should be concise and no more than 500 words. Supportive posts should go beyond agreeing with the person you are responding to and add something (e.g. an additional idea, a question, a resource, etc.) to the conversation.
3. Supportive posts should be posted in two different threads from the one you responded to for your substantive post.
4. Post your initial substantive response at the beginning of the discussion week (Wednesday). Honor the due dates. Learning from a discussion is difficult if you post after the discussion has been completed.
5. For the remainder of the discussion week, continue the discussion by responding to your peers’ initial responses and to those that responded to you. Check-in multiple times during the week to follow the conversation and be sure to respond to those who respond to you; acknowledge their comments, reply to their questions.

Letter Grades: Your final letter grade is based on your average in lecture and laboratory. Statistical manipulations (e.g., curving) may be performed once—at the end of the semester—not for each examination. The final grading scale will also be determined at the end of the semester, but the cut-off for each grade will be no higher than the following:

A $\geq 90\% > B \geq 80\% > C \geq 70\% > D \geq 60\% > F$

- I will not change a legitimate course grade just because you “need” it (for financial aid, to get into professional school, etc.). The grading section of this syllabus describes how I assign grades. Please be sure you earn 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. Although I reserve the right to curve, doing so is usually not necessary. (Curves are based on statistical analysis of the entire class’s performance, not on the needs of individual students.) I have to draw lines between grades, and no matter where I draw them, someone is on the wrong side. Don’t let that someone be you. You have plenty of help in my class. Take advantage of the resources I offer. The reasons for receiving a grade of “I” (incomplete) are clearly defined in the University Catalog; this “grade” cannot be used simply to prevent a student from receiving an unwanted grade in a class.

J. COURSE POLICIES

- Attendance/Tardiness

  Participation is mandatory and will be evaluated through your discussion and peer response posts. All deadlines will be set for 11:59pm on the date due. Assignments posted after this deadline will receive a deduction of 10%. This is a very short two-week semester – therefore deadlines must be respected. There is enough time allotted between each physical assignment that you should be able to meet these deadlines.

Once enrolled in a class, it is the student’s responsibility to arrange his or her schedule (work and personal) so deadlines can be met. The deadlines established in the schedule at the end of this syllabus will not change and
extensions cannot be granted due to the shortness of the semester and design of the course – plan accordingly.

- **Late Work and Make-up Exams**
  You may always turn in assignments early. A missed will result in a score of ‘0’ for that assignment. Late work will not be accepted. **There will be no make-ups for missed exams.** If you know in advance that you will have an absence when an assignment is due, you must turn in that assignment before its due date.

- **Extra Credit**
  No individual extra credit assignments will be available in this class. The grading scale is NOT subject to discussion. In other words, begging for points or last-minute extra credit will get you nowhere. There are ample opportunities for improving your grade throughout the course.

If you find yourself struggling with class, please talk to me during office hours and we will review concepts that may be challenging. The sooner you reach out, the better.

- **Classroom/Professional Behavior**
  *You are responsible adult university students. I will treat you as such, and I will expect you to act as such.*

Scholastic dishonesty will *not* be tolerated. It will be prosecuted to the full extent of university regulations. In addition, the following procedures will be enforced:

- Cheating and plagiarism are unacceptable behaviors.
- Students are not to give or receive help during testing
- Students are not to submit any work that is not their own product
- You will act with courtesy and common sense. I will not tolerate disruptive, disrespectful, or abusive behavior/language (including comments made on class assignments) directed toward anyone in this class (i.e., student or instructor). Violations range from talking during class to outright insubordination and will result in penalties that range from the student being asked to stop to the student being “escorted” from the class—permanently.
- *You* are responsible for your own education. You should not expect an instructor to take you by the hand, show you everything you need to know, and then have you regurgitate this information on an examination. This is *not* an effective way for self-motivated adults to learn. Students are responsible for all class and lecture notes; required assignments in the textbook and any additional handouts or assignments given by an instructor. This includes (but is not limited to) …
  1. o Knowing and meeting university-imposed deadlines (e.g., withdrawal dates of various types). This information is found in the online University Catalog, Course Schedule or elsewhere on the University website.
  2. o Knowing and meeting assignment dates and times—including any changes that may occur during the semester.
  3. o Checking your answers against a key as soon as possible. Check for any clerical errors, but a test score is not the end of the learning process. Always review your tests to determine why you missed questions. Making—and correcting—mistakes is an effective, natural way to learn material. Educators have a fancy term, reflective learning, for this simple process.
  4. o Keeping track of your progress (i.e., your grades, points you earn, and averages).
  5. o Asking for help. Instructors are available for consultation and extra help, but it is the student’s responsibility to request help.

**K. COLLEGE AND UNIVERSITY POLICIES**

- **Academic Integrity/Plagiarism.**
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery,
complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 for all involved on the first instance, subsequent issues could result in an automatic failing grade and reporting to appropriate university officials.

- **Dropping a Class**
  I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **May 15, 2020.**

- **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.

- **Statement of Civility**
  Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

- **Grade Appeals***
  As stated in University Procedure 13.02.99.C0.03, 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 required 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.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf). 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.

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 using 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.

I. **OTHER INFORMATION**

- Supplemental instruction (SI), Tutoring, and Other Services: To be successful in this course, and most others, you must cultivate good note-taking skills, organization skills, study habits, and test-taking strategies from the very beginning. Your lecture and laboratory instructors are always available for help, but don’t wait until it is too late! Students who have done well in this class in the past may have been hired to lead Supplemental Instruction (SI) sessions outside of class meeting times. You will receive a schedule of SI sessions separately from this syllabus. Please take advantage of your SI leader’s expertise. Attend SI sessions on a regular basis; don’t wait until the session before an examination to start attending SI sessions. A great way to prepare for the comprehensive final is to attend the SI session just after an examination. At these sessions, your SI leader can review any questions you had difficulty answering correctly. Asking questions about the questions you did not answer correctly will help you answer other questions about that concept correctly if they appear on the comprehensive final. The Center for Academic Student Achievement (CASA) (825-5933) provides free tutoring, test-taking strategies, and extra help. Take advantage of this service! The center is an invaluable source for help. Should you have test anxiety, stress problems or need help with study skills, the University Counseling Center (University Center, 825-2703) also provides a free service.

- Academic Advising: The College of Science & Engineering 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. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

- Follow instructions! The most common mistakes that cost students’ points result from failure to follow instructions.

- Civil Rights Reporting Information

  Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) x5826, or visit website at Title IX/Sexual Assault/Pregnancy.

  **Limits to Confidentiality.** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or
suspected civil rights discrimination that is observed by or made known to an employee in the
course and scope of their employment. As the instructor, I must report allegations of civil
rights discrimination, including sexual assault, relationship violence, stalking, or sexual
harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office
who will inform you of your options and resources regarding the incident that you have shared.
If you would like to talk about these incidents in a confidential setting, you are encouraged to
make an appointment with counselors in the University Counseling Center.
GENERAL DISCLAIMER
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.

M. TENTATIVE LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1: 5/15-5/21</td>
<td>Intro to Entomology; Epidemiology &amp; Control of Vector Borne Diseases</td>
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<tr>
<td></td>
<td>Arthropod Disease importance, structure and Function</td>
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<tr>
<td></td>
<td>Cockroaches, Lice and Fleas</td>
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<tr>
<td>5/18/2020</td>
<td>Discussion 1 – Substantive Posts Due</td>
</tr>
<tr>
<td>5/21/2020</td>
<td>Discussion 1 – Peer responses Due</td>
</tr>
<tr>
<td>5/22/2020</td>
<td>Exam 1</td>
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<tr>
<td>Week 2: 5/23-5/28</td>
<td>Myiasis</td>
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<td></td>
<td>True Flies, black flies, Mosquitoes</td>
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<tr>
<td></td>
<td>Ants, Bees, Wasps and Arachnids</td>
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<tr>
<td>5/25/2020</td>
<td>Discussion 2 – Substantive Posts Due</td>
</tr>
<tr>
<td>5/28/2020</td>
<td>Discussion 2 – Peer responses Due</td>
</tr>
<tr>
<td>5/29/2020</td>
<td>Final Exam</td>
</tr>
<tr>
<td>5/30/2020</td>
<td>Final Wiki Project Due</td>
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</tbody>
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SUGGESTIONS FOR POSSIBLE Wiki Project TOPICS
1) *Anopheles quadrimaculatus* and *Plasmodium vivax* transmission in the US.
2) *Anopheles gambiae* and *P. falciparum* in tropical Africa.
3) *Anopheles albimanus* and malaria transmission in central America.
4) *An. Pseudopunctipennis* and malaria in South America.
5) *Ixodes scapularis* and transmission of babesiosis in northeastern US.
6) *Leishmania Mexicana* and *Lutzomyia sp.* in Mexico.
7) *L. donovani* and *Plasmodium celiac* in Kenya.
8) *L. chagasi* and *Lutzomyia longipalpus* in central America.
9) *Glossina palpalis* and *Trypanosoma brucei* in equatorial Africa.
10) *Rhodnius prolixis* and Chagas disease in Brazil.
11) Black flies and Onchocerciasis in the Americas.
12) *Wuchereria bancrofti* and *Cx. Pipienspallens* in the Western Pacific.
13) *Wuchereria bancrofti* and *Cx. Quinquefasciatus* in Africa.
14) *Wuchereria bancrofti* and *Aedes polynesiensis* in the South Pacific.
16) *Mansonella ozzardi* and *Culicoides furens* in the Americas.
17) *Dirofilaria immitis* and mosquitoes in the northeastern US.
18) Lyme disease in the north central US, and *Ixodes scapularis*.
19) Plague in the US today (northern rat fleas).
20) Tularemia and *Chrysops discalis* in the US.
21) Scrub typhus in Southeast Asia (and mite that transmits).
22) Rickettsial pox and its mite vector.
23) Western equine encephalitis and either *Cx. Tarsalis* or *Aedes dorsalis*.
24) Venezuelan equine encephalitis in the US.
25) Yellow fever and *Aedes aegypti*.
26) Dengue in the Caribbean and *Aedes aegypti*. 
27) St. Louis encephalitis and *Culex nigripalpus* in Florida (or same disease and *Culex pipiens* in the northeast.
28) LaCrosse encephalitis and *Aedes triseriatus* (in the Midwest or North Carolina).
29) Eastern equine encephalitis and *Culiseta melanura/Aedes sollicitans*.
30) Chikungunya virus and *Aedes albopictus* in East Africa and adjacent Islands.
31) West Nile virus and *Culex pipiens* (eastern US) or *Culex tarsalis* (western US).
32) Rift Valley fever in Africa.
33) Zika in the New World and *Aedes aegypti*. 