Mechanisms of Microbial Pathogenesis: BIMS 4375
Department of Life Sciences
Fall 2019

A. COURSE INFORMATION

Course number/section: BIMS 4375.001
Instructional method: 25-49% online
Class meeting time: MW 2:00 pm - 3:15pm
Class location: Lecture: IH 156
Course Website: bb9.tamucc.edu

B. INSTRUCTOR INFORMATION

Instructor: Xavier F. Gonzales, PhD, MSPH
Office location: Tidal Hall 235
Office hours: T: 10:00 am-12:30pm & R: 3:30pm-6:00pm
Telephone: 361-825-3824
e-mail: Xavier.Gonzales@tamucc.edu
Appointments: email me to set up appointments
Email Responses: Only expect responses M-F from 10am-4pm.

C. COURSE DESCRIPTION

Catalog Course Description
Studies of how microorganisms invade the host and produce pathological symptoms associated with diseases. Emphasis is on the interaction between various host cells and pathogens, especially molecular mechanisms of pathogenesis and host immune responses. Prerequisite: BIOL 2421.

Extended Course Description
This course will develop the students in Core Competencies that are common to professional and graduate schools through lectures, reading, quizzes, and activities centered around microbial pathogenesis. The Core Competencies include Science, Interpersonal, Intrapersonal, Thinking and Reasoning. In particular, I will be observing the following in each of you:

Science Competencies:
Living Systems - Applies knowledge and skill in the biological and chemical sciences to solve problems related to microbial pathogenesis

Interpersonal Competencies:
Teamwork - Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback
Oral Communication - Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.
Intrapersonal Competencies:

Ethical Responsibility to Self and Others - Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

Reliability and Dependability - Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

Resilience and Adaptability - Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

Capacity for Improvement - Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking and Reasoning Competencies:

Critical Thinking - Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Quantitative Reasoning - Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

Scientific Inquiry - Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

Written Communication - Effectively conveys information to others using written words and sentences.

For student development in the Core Competencies, this course will introduce the students to the molecular and cellular basis of microbial disease and the host response. Students will be given a comprehensive overview of representative model microbial systems to illustrate the mechanisms of disease pathogenesis and the influence of environment (i.e. host or ambient). Research papers on mechanisms of pathogenesis and host immune response will be discussed to provide awareness of scientific approaches used to investigate these processes.

What this all means is that in this course you will work in TEAMS, you will be asked to read primary research literature as well as review articles, you will be taking assessment quizzes to determine your understanding of the information, you will have to present information in oral and written form to your peers, and the instructor will be guiding you throughout the semester to make sure you are successful in the final project assessment.

D. PREREQUISITES AND COREQUISITES

Prerequisites

BIOL 2421
E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Required Reading:
Primary literature provided by the professor. Much of the discussion will be derived from assigned published manuscripts and the recommended text. Each of the papers that you will need for this class will be available for you to print from Blackboard. Be sure that you print the needed paper(s) and read them prior to the lecture for which it was assigned. Papers will be over recent primary journals. You must bring a copy of these papers to class. Mastering Microbiology e-text will help you in understanding the concepts that will be highlighted.

Recommended Reading:
Mastering Microbiology with Pearson e-Text -- Instant Access -- for Brock Biology of Microorganisms, 14th Edition;

Other OPTIONAL References:


Supplies

Note taking material and discussion material

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

By the end of this course, students should be able to:
1. Recall specialized language relevant to pathogenic microbiology
2. Demonstrate an ability to think critically about the scientific literature on the selected topics
3. Demonstrate an ability to lead and participate in discussions of microbial pathogenesis in current literature
4. Demonstrate a familiarity with various mechanisms of microbial pathogenesis
5. Demonstrate an understanding between immune response and microbial pathogenesis

G. INSTRUCTIONAL METHODS AND ACTIVITIES

This course will be a combination of traditional lecture, discussion, paper reading and in class presentations. This is a group learning style of course. Attendance and participation in class discussions are essential for this type of class to work, the importance of attendance and participation are reflected in the grading scheme.
H. MAJOR COURSE REQUIREMENTS AND GRADING

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<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>25%</td>
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<td>Student Presentation(s)</td>
<td>30%</td>
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<tr>
<td>Pathogenic Microbe Project</td>
<td>35%</td>
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Nature of Assignments:

Team Learning: We will use a team learning approach in this class. 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 assignments.

TEAMS: Groups of Five. Each TEAM will consist of five roles:

Manager: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation. Sets GOALS for the team during each assignment. Evaluates each goal to determine if they are being met in a timely fashion. Reports accomplishments and challenges to the instructor through Blackboard. (Reports goals: 5 goals/online submission)

Recorder: Keeps a record of each members role that they play in the group during the assignment. The recorder also records critical points from the small group’s discussion along with findings or answers.

Spokesperson or Presenter: Presents the group’s ideas to the rest of the class. The Spokesperson should rely on the recorder’s notes to guide their report.

Reflector or Strategy Analyst: Observes team dynamics and guides the consensus-building process (helps group members come to a common conclusion). Encourages group members to continue to think through their approaches and ideas. Lays out the plan for developing presentations.

Questioner: Pushes back when the team comes to consensus too quickly, without considering a number of options or points of view. The questioner makes sure that the group hears varied points of view, and that the group is not avoiding potentially rich areas of disagreement. Checks over work in problem solving contexts before the group
members finalize their answers.

Each TEAM member will be required to be in each of these roles throughout the semester.

**Attendance:** Attendance in this class is mandatory. There are no formal lectures, and no notes/PowerPoint slides to be posted online, so attendance to the class is integral, furthermore, participation in class discussions will make up a large portion of your grade.

**Participation:** This is a discussion based course. Students will get credit toward their grade by participating in Blackboard Reflections online and through in class discussions and sharing of ideas. Vigorous discussion and debate is welcome, but respect for your fellow colleagues is expected at all times. Discussions will be moderated by the professor. In class participation will be evaluated on the following three criteria

- Asking questions regarding the literature
- Answering questions regarding the literature
- Making comments regarding the literature

**Goals Update:** The Goals Update is done by the manager for that week. There should be a new manager selected the week prior to the goals update. Which means when the manager is selected, they need to set at least five goals for the week and on the Goals Update present the goals with the accomplishments and needs.

**Presentation/Discussion Lead:** All students are expected to lead the presentation and discussion of a focal primary article in lectures this semester as well as a review article. The presenter/discussion leader(s) is expected to give a summary of the topic of the day, highlighting or defining important concepts related to the topic, with emphasis on the focal paper. The use of brief PowerPoint slide shows is encouraged for the summary portion. The presenter/discussion leader(s) is(are) expected to also lead the discussion of this topic by coming prepared with questions to pose to the group that will be answered by anyone in the class and to keep the flow of the conversation moving. All students are expected to come prepared to lecture each day by reading the focal assigned.

**PATHOGENIC MICROBE PROJECT:**
Work will be graded by your group partners, your class peers, and by me
Each of you will be able to select a group. Your team will be assigned a pathogen from one of the following topics: *Hepatitis A virus, Clostridium difficile, Measles virus, Human papillomavirus, Histoplasma capsulatum, Leishmania, and Neisseria meningitidis*

1. The team should provide a complete (1 page) description of their assigned organism. This should include identifying characteristics, such as gram reaction or detection marker, specific nutritional requirements, shape, etc., as well as a picture of the organism. I strongly suggest you utilize Bergey’s Manual (There is a copy in the library). This should be submitted by 10am on 09/20. Each group needs to use WORD live online for writing of your papers. Each group needs to share the
**document with the instructor** to allow monitoring of equal effort on the papers. All papers should be submitted through Turnitin (Blackboard).

2. As a team you are responsible for identifying a recent (last 4 years) review article on the pathogenesis of the assigned microorganism. This should be submitted by 10am on 10/04. Must be submitted through Turnitin (Blackboard).

3. Teams will develop a PowerPoint presentation to discuss the chosen review paper to class on assigned days that will be chosen at random during allotted presentation days. **Must be uploaded to blackboard before 10/18. Allotted days for presentations are 11/04, 11/11, & 11/18. There will be 2 groups per day.**

4. The group must then find **three** recent (2 years) primary research articles on this particular organism and **load a copy of the abstracts to blackboard for verification by 11/01.**

5. Once you have the okay, **complete a reading report by 11/08 on one** of the primary journals that will be used as one of your references for your final presentation. **Each group needs to use WORD live online for writing of your reading report.** Each group needs to **share the document with the instructor** to allow monitoring of equal effort on the papers. All papers should be submitted through Turnitin (Blackboard).

6. Finally, each group will **develop a PowerPoint presentation in IMRaD format.** The presentation should include background information collected from the previous three steps. (See final random scheduling of presentations)

**READING REPORTS: Sample report will be provided on Blackboard**

**Part 1**

1. Provide the title, author(s), date and source of each reading.

2. Indicate the senior author's affiliation (e.g. Department of Microbiology and Molecular Genetics, Michigan State University).

3. Observation that led to research (look in abstract and introduction)
   a. Describe 2–3 observations.

4. Question (try rewording the title)
   a. Identify the model organism/system.
   b. State why the model is an appropriate choice.
   c. State why the question is important (what did the authors hope to learn about the field?).

5. Hypotheses (usually not stated but implied in abstract or introduction; look for phrases like “this research shows…”)
   a. Explain why these hypotheses make sense based on current knowledge (introduction).

6. Experiment (look at the figures to determine what they did)
   a. Choose 2–3 key figures that directly address the hypotheses.
   b. Restate the model organism/system (figure legend).
   c. Describe general experimental design; what was measured/compared and how?
   d. Describe the methods and controls (draw a flow diagram on the board when presenting).
   e. Explain why the choice of controls was appropriate.
Part 2.

7. Results (look at the figures first)
   a. Explain figures clearly; restate what is being compared to what for each one.
   b. Look for trends; e.g., What is increased over what?
   c. Identify the controls and how they validate the trends.
   d. Look for statistical analyses (figure legend or results) that validate the data.

8. Conclusion (based on the data, not on the discussion)
   a. Does the data support the hypotheses?
   b. Are there other possible explanations for the data?
   c. Is the data convincing (stats)?
   d. How could the experiment be improved?
   e. Why is the data interesting; how does it contribute to our understanding of the field?


I. COURSE CONTENT/SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Items Due</th>
<th>Presenter(s)</th>
<th>Journal Reading</th>
<th>Quiz</th>
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<tbody>
<tr>
<td>08/26</td>
<td>Course Introduction &amp; Expectations</td>
<td></td>
<td>Budden et al.</td>
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<tr>
<td>08/28</td>
<td>Review Journal Training (1: face)</td>
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<td>XFG</td>
<td>Budden et al.</td>
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<tr>
<td>09/04</td>
<td>Review Journal Training (2: face)</td>
<td>Goals Update: Ex: Read Rao Journal, familiarize syllabus, meet w/group to discuss paper, etc.</td>
<td>XFG</td>
<td>Rao et al.</td>
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<tr>
<td>09/09</td>
<td>Primary Journal Training (1: online)</td>
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<td>XFG</td>
<td>Rao et al.</td>
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<tr>
<td>09/11</td>
<td>Primary Journal Training (2: face)</td>
<td>Goals Update: Ex: Read Okino Journal; Prepare Immune Mechanisms presentation</td>
<td>XFG</td>
<td>Okino et al.</td>
<td>2</td>
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<tr>
<td>09/16</td>
<td>Immune Mechanisms (1: online)</td>
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<td>Okino et al.</td>
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<tr>
<td>09/18</td>
<td>Immune Mechanisms (2: face)</td>
<td>Reflections; Goals Update Ex: Read Pipkins Journal, Prepare Airborne Bacteria Presentation</td>
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<td>Pipkins et al.</td>
<td>3</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
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<td>09/20</td>
<td>Pathogenic Microbe Project</td>
<td>Part 1: Load to Blackboard</td>
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<td>09/23</td>
<td>Airborne Bacterial Diseases (1: online)</td>
<td>Griffith’s Gram Positives</td>
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<td>09/25</td>
<td>Airborne Bacterial Diseases (2: face)</td>
<td>Griffith’s Gram Positives</td>
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<td></td>
<td>Reflections; Goals Update</td>
<td>Chai et al.</td>
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<td>09/30</td>
<td>Airborne Viral Diseases (1: online)</td>
<td>Orthomyxoviridaes</td>
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<tr>
<td>10/02</td>
<td>Airborne Viral Diseases (2: face)</td>
<td>Orthomyxoviridaes</td>
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<td></td>
<td>Reflections; Goals Update</td>
<td>Zhou et al.</td>
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<td>10/04</td>
<td>Pathogenic Microbe Project</td>
<td>Part 2: Load to Blackboard</td>
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<td>10/07</td>
<td>Vector Borne Diseases (1: online)</td>
<td>Bugs Life</td>
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<td>10/09</td>
<td>Vector Borne Diseases (2: face)</td>
<td>Bugs Life</td>
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<td>10/14</td>
<td>Direct Contact Diseases (1: online)</td>
<td>Bacteria Buddies</td>
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<td>10/16</td>
<td>Direct Contact Diseases (2: face)</td>
<td>Bacteria Buddies</td>
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<td>Goals Update</td>
<td>Trombley et al.</td>
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<td>10/18</td>
<td>Pathogenic Microbe Project</td>
<td>Part 3: Load to Blackboard</td>
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<td>10/21</td>
<td>Sexually Transmitted Diseases (1: online)</td>
<td>Deadliest Catch</td>
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<td>10/23</td>
<td>Sexually Transmitted Diseases (2: face)</td>
<td>Deadliest Catch</td>
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<td>10/28</td>
<td>Discussion on Project Review Papers</td>
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<td>11/01</td>
<td>Pathogenic Microbe Project</td>
<td>Part 4: Load to Blackboard</td>
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<td>10/30</td>
<td>Pathogenic Microbe Project Rev Papers (1:online)</td>
<td>Reflections; Goals Update; Read Project Rev Papers</td>
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<td>11/04</td>
<td>Pathogenic Microbe Project Rev Papers (2:face)</td>
<td>Two Presentations</td>
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<td>11/06</td>
<td>Pathogenic Microbe Project Rev Papers (1:online)</td>
<td>Reflections; Goals Update; Read Project Rev Papers</td>
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Note: Dates are in format DD/MM/YY and Days in format DD/MM/YY Fri.

Footnotes:
1. Griffith’s Gram Positives
2. Pipkins et al.
3. Chai et al.
4. 4
5. Zhou et al.
6. 5
7. Yan et al.
8. 6
9. Trombley et al.
10. 7
11. Deadliest Catch
12. Project Review Papers
13. Randomly Assigned
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tr>
<td>11/08 Fri.</td>
<td>Pathogenic Microbe Project</td>
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<td>Part 5: load to blackboard</td>
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<td>11/11</td>
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<td>Two Presentations</td>
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<td>11/13</td>
<td>Pathogenic Microbe Project Rev Papers</td>
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<td>Reflections; Goals Update; Read Project Rev Papers</td>
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<td>11/18</td>
<td>Pathogenic Microbe Project Rev Papers</td>
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<td>Two Presentations</td>
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<tr>
<td>11/20</td>
<td>Project Presentation Structure Review</td>
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<td>11/25</td>
<td>Pathogenic Microbe Project Presentation</td>
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<td>Grad Presentations</td>
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<td>11/27</td>
<td>Pathogenic Microbe Project Presentation</td>
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<td>12/02</td>
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<td>12/04</td>
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<td>Finals Week</td>
<td>Final</td>
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<td>Project Debate</td>
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Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor in Blackboard announcements. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

J. COURSE POLICIES

Emails
I am happy to communicate with you through emails but I do expect you to do so in a professional manner. Emails are not text messages, therefore, do not right them in that style. I expect an appropriate salutation followed by a brief explanation of the purpose of your email. I would prefer that you ask everything at once and it would be best to put all your questions in bullets to allow me to answer behind the question. Further, I do not answer emails on the weekend. If you sent your email during professional working hours (M-R: 9am-5pm) and it did not get answered after 24hrs it was more than likely lost in all my emails. Please resend the email.

Attendance/Tardiness
Attendance: Students are expected to attend every scheduled class. It is the responsibility of the student to obtain any material missed during an absence from his/her classmates. 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 Quizzes
No late work will be accepted. Two quizzes can be dropped. It is your responsibility to review the syllabus for when items are due. It is also your responsibility to get it turned in through the appropriate outlet on the designated day.

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 are not allowed to use cell phones in class. Students will be asked to leave the room if found using cell phones in class. If it is urgent for you to use your phone feel free to exit the room to utilize your phone.

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 Quizzes
No make-up quizzes will be given; two quizzes can be dropped.

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

BlackBoard and Other Electronic Resources:
Students are responsible for visiting the course BlackBoard site regularly. Updates to lecture outlines or study guides and other information, such as homework assignments, will be available on this site.
If you have never used BlackBoard before, click on Island Online on the homepage, choose BlackBoard under “Island Online Login” and then on “I am a new user” and follow the instructions. If you have any problems logging into BlackBoard, please call the Online Help Desk at x2825 (or 825-2825 from off-campus or 1-866-353-2491 for long distance).

K. COLLEGE AND UNIVERSITY POLICIES
• Academic Integrity (University)
  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 failing grade.

- **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.

- **Deadline for Dropping a Course with a Grade of W (University)**
  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. Please consult the Academic Calendar (http://www.tamucc.edu/academics/calendar/) for the last day 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, and the College of Science and Engineering Grade Appeals webpage at 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**
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 (361) 825-5816 or visit Disability Services 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 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.

I. **OTHER INFORMATION**

- **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.

**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.