A. **COURSE INFORMATION**

- **Course number/section:** BIMS 2200.W02
- **Class meeting time:** T 7:00-8:40 pm
- **Class location:** This class is web-based and synchronous
- **Course Website:** http://bb9.tamucc.edu

B. **INSTRUCTOR INFORMATION**

- **Instructor:** Gregory W. Buck, Ph.D., Associate Professor
- **Office location:** Tidal Hall 309D (I am rarely in Tidal Hall 236)
- **Office hours:** MW 10:00-11:15 a.m.; TR 1:00-2:15 p.m. or by appointment
  I can do as WebEx, Zoom or Microsoft Teams
- **Telephone:** (361) 825-3717
- **e-mail:** Gregory.Buck@tamucc.edu
- **Appointments:** Preferred method is by e-mail
  I prefer that you contact me by regular e-mail rather than by the message system in Blackboard

C. **COURSE DESCRIPTION**

**Catalog Course Description**
Presentation and discussion of selected topics relating to the professional skills of practicing scientists including literature searches, reviews, paper presentation, professional opportunities and job requirements. Biomedical Sciences and Biology majors only.

**Extended Course Description:**
This course introduces students in learning to read, analyze, and critique scientific literature, and to distinguish between primary and secondary scientific literature. Students will also learn to devise a hypothesis, design experiments to test that hypothesis, and to presents results that allow the hypothesis to be rejected or not rejected. The course also reviews library services pertinent to science and gives an introduction to ethical issues in science.

D. **PREREQUISITES AND COREQUISITES**

- **Prerequisites**
  None
- **Corequisites**
  None

E. **REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES**

- **Required Textbook(s)**

**Optional Textbook(s) or Other References**

Information may be taken from these and presented in lecture, but the student will **not be expected** to buy them.


**Supplies**

You must obtain at your own cost the following: textbooks, copies of papers required for your project (do off library databases).

**E. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

By the end of this course, students should be able to perform these outcomes at a proficiency level of 70% or more:

1. Design and write professional scientific documents (resumes, personal statements) for use in employment searches or application to graduate and/or professional schools;
2. Distinguish between primary reports and reviews of scientific literature;
3. Describe and construct the components of primary scientific literature in the A-IMRAD format;
4. Design a hypothesis of a biological problem, based on extension of a problem from primary scientific literature;
5. Produce a Power Point presentation of the analysis of this biological problem
6. Assess and critique the hypotheses, approach, and presentations of peers in a professional manner.
7. Assess and explain ethics in science, and classify examples of scientific misconduct.

**F. INSTRUCTIONAL METHODS AND ACTIVITIES**
1. Resume and Cover Letter  Career Developmt.  100 total  due T Sep 1
2. Personal Statement (BIMS)  Career Developmt.  100  due T Sep 1
3. Title & Abstract  Sci. Writing  150  due T Sep 8
   Instructor will give class a short paper missing the title and abstract ("decapitated paper"); they will write abstract and title of paper.
4. Bibliography  Library Research  100  due T Sep 22
   Students will turn in a draft of their power point bibliography. A minimum of eight (8) references is required, of which five (5) must be primary literature, and only two can be reviews. One source may be from the Internet; the entire URL must be given with the date accessed. **Student must format the bibliography in one specific journal style** (*Nature Climate Change, Environmental Research Letters, Current Opinion in Environmental Science, Wetlands, Atmosphere, Annals of Regional Science, European Journal of Remote Sensing, and GAIA*), and **state this format at the bottom of their first page.** N.B: You will use the same topic to do the Bibliography and the Power Point presentation.
5. Power Point  Presentation  200  See dates
   (some students may be presenting on the same day as the Final Exam)
   Students must do a 12 to 18-slide Power Point presentation of their topic of interest (excluding the title slide). This presentation must run in length between 9 to 12 minutes for presentation, with 2 to 3 minutes for questions from their peers. The total time for presentation and questions should be 15 min, and MUST NOT exceed 20 minutes! Part of the evaluation also includes peer review (50%), as well as professor review (50%). **Note that the Power Point and the Poster will be on the same topic!!**
6. Discussion Blogs  150  Six required; See dates
   The blogs are 25 points each, and require comments involving: (1) asking a question; (2) responding to a classmate’s question; (3) giving an analysis that links something in the paper to a topic in lecture, discussed in class, or connected to another BIMS, BIOL, or CHEM class taken; (4) linking something from class to what was seen on Internet, in media, or other discussion areas. Tardy responses to blogs are NOT allowed—they will be up for only a finite time period.
7. Final Exam  150  T Dec 1
8. Attendance  50
   You will get 10 points subtracted for the first unexcused absence (receive 40), 20 for the second (receive 30), and 30 pts for the third (receive 20). For the fourth absence, student receives zero (0) points, and subsequent absences will have 50
points taken away.

G. MAJOR COURSE REQUIREMENTS AND GRADING

**TOTAL POINTS: 1000**

- A≥900 pts
- B=800-899
- C=700-799
- D=600-699
- F<600

Extra credit assignment may be given at the prerogative of the instructor, but are unlikely. Please see rubrics on Blackboard to see how assignments are graded.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>15</td>
</tr>
<tr>
<td>Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Homework (Resume, Personal statement)</td>
<td>20</td>
</tr>
<tr>
<td>Discussion blogs, Forums, etc</td>
<td>15</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Decapitated paper (title/Abstract)</td>
<td>15</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
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</tbody>
</table>

H. COURSE CONTENT/SCHEDULE—Page/Chapter assignments from Gillen (G); Davis (D); Rosenberg and Hizer (R&H); Coleman and Ruxton (C&R)

<table>
<thead>
<tr>
<th>DATE (BY DAY OR WEEK)</th>
<th>TOPIC</th>
<th>CHAPTER(S)</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Aug 25</td>
<td>Intro; personal statements, cover letters &amp; resumes; social media</td>
<td>Handouts; R&amp;H (Ch 1-10, 12)</td>
<td>Discussion blog #1—Introduce yourself</td>
</tr>
<tr>
<td>T Sep 1</td>
<td>Anatomy of a scientific paper</td>
<td>G (sect. 3-8)</td>
<td>Resume, cover letter, personal stmt due</td>
</tr>
<tr>
<td>T Sep 8</td>
<td>Intro to Science; Scientific Writing; Goals of a presentation for course Virtual meeting with Mr. Jace Medina, Career Center</td>
<td>G (Sec 3K (Ch 1, 3);</td>
<td>Decapitated paper due (title and abstract); Choose topic for bibliography and power point presentation</td>
</tr>
<tr>
<td>T Sep 15</td>
<td>Using Library databases—Mr. Ed Warga</td>
<td>M (Ch 2, 4); C&amp;R (Ch. 1, 2)</td>
<td>Discussion blog #2—Library use</td>
</tr>
<tr>
<td>T Sep. 22</td>
<td>Experimental Design</td>
<td>M (Ch 1-2); K (Ch 2); M (Intro, Ch 1, 6); M</td>
<td>Bibliography due</td>
</tr>
<tr>
<td>T Sep 29</td>
<td>Oral Presentations &amp; Posters</td>
<td>G (Ch 1-2); K (Ch 2); M (Intro, Ch 1, 6); M</td>
<td>Discussion blog #3:How to</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reference</td>
<td>Assignment</td>
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<tr>
<td>T Oct 6</td>
<td>Ethics in Science</td>
<td>(Ch 3); K (Appdx 2)</td>
<td>present</td>
</tr>
<tr>
<td>T Oct 13</td>
<td>How Academia Works</td>
<td>Not in any text</td>
<td>Discussion Blog #4—Ethics Vignettes</td>
</tr>
<tr>
<td>T Oct 20</td>
<td>The Ultimate Dream for BIMS: Professional School Acceptances</td>
<td>Not in any text</td>
<td>Discussion Blog #5—Comments on Academia</td>
</tr>
<tr>
<td>T Oct 27</td>
<td>Alternative Careers in Science</td>
<td>Not in any text</td>
<td>Discussion Blog #6—Dreams Deferred or not?</td>
</tr>
<tr>
<td>T Nov 3</td>
<td>Power Point Presentations</td>
<td></td>
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<tr>
<td>T Nov 10</td>
<td>Power Point Presentations</td>
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<tr>
<td>T Nov 17</td>
<td>Power Point Presentations</td>
<td></td>
<td></td>
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<tr>
<td>T Dec 1</td>
<td>Final Exam</td>
<td>7:00-9:45 pm</td>
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</tbody>
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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.

I. COURSE POLICIES

COVID-19
Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Extra masks will be made available if needed.

Attendance/Tardiness
Students are expected to attend every scheduled class meeting and to be on-time. **It is the responsibility of the student to obtain any material missed during an absence from his/her classmates.** Some lectures may be recorded on Blackboard; others may not be recorded.

Late Work and Make-up Exams
Students will be given a Late Assignment Penalty for tardy work: 10% assignment grade deduction per class day late. However, after the 3rd day, late assignments will not be accepted. In-class late assignments are defined by being turned in after 7:05 pm. Please note that class assignments may be sent to me by e-mail or slid under my office door; tardiness is determined by the time noted on the instructor’s Inbox, but allowances can be
made for server problems. Files contaminated by viruses, spyware, and worms will not be accepted. DO NOT ASK THE CUSTODIANS to let you into my office to place an assignment on my desk. **Late responses to blogs are not allowed.**

**Extra Credit**
Some extra credit may be given at instructor’s prerogative. Instructor is **not obligated** to give make-up assignments for extra credit opportunities, whether excused or unexcused. The **ONLY possible exception is for students with a university-approved scheduled absence**. The make-up (if given) may not be the exact same assignment given to the class.

**Cell Phone Use**
**DO NOT USE CAMERA PHONES IN LECTURE. DO NOT SEND TEXT MESSAGES DURING CLASS.** Please turn off all cell phones, beepers, Bluetooth devices, BlackBerrys, etc., before entering the classroom, or at least place them on silent mode. For on-line instruction, this concern is less of a concern, but be mindful of your classmates. I **would prefer that earpieces not be worn in lecture.** **DO NOT TAKE PHOTOS of Power Point slides or videos with your cell phone camera unless otherwise instructed.** Recording of lectures with recorders can only be done with permission of instructor—please see me privately.

**Laptop Use**
I have no problems with any student using a laptop in class, as long as they are not looking at pornography, anime, videos, etc. For on-line instruction, this concern is not valid.

**Food in Class**
I prefer that you not eat or drink in class, but I will not throw you out or ask you to leave. For on-line instruction, this concern is not valid.

**Missed Exams**
Students have two choices for making up exams due to excused absences. They can do an all-essay make-up exam or doubling the grade on the final exam. There is no make-up for missed quizzes, or for missed exams due to unexcused absences. Missed extra credit opportunities may or may not be given make-up assignments, depending upon the nature of the assignment. Please note that instructor determines what is not excused. I define excused absences as emergency visits to the ER or physician or dentist; job, graduate and professional school interviews; death of close family members (siblings, in-laws, parents, aunts or uncles, step-parents, grandparents or great-grandparents, first cousins), or University-approved absences as described in the Catalogue and Student Handbook.

**Participation**
I expect that **all members** in the class will participate in the questioning, discussions, and interactions within the lecture. Formal assessment of class participation is not done as part of grade, but I do informally monitor it, and I will note it if you ask me for a letter of recommendation.
J. 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/](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.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. 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 (please see (ADA of 1990, plus amendments from 2008 [PL110-325]). 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/

If you need disability accommodations in this class, please contact the instructor as soon as possible. Disabilities Service Office will provide me an electronic letter stating that you are eligible for such accommodations. For either lecture or lab, if you have mobility problems, are pregnant, or you may have a history of seizures, please notify the instructor PRIVATELY so that assistance can be given in case of fire drills or emergencies.

• Civil Rights Complaints
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.

**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.

**Interrupted Exams**
If an exam is disrupted by situations such as weather, power outages, fire drills, or any event requiring evacuation in the middle of an exam, those persons who have finished their exam before the disruption will not be allowed to do a make-up exam. Those persons who did not finish their exam will have to take an exam the first day of class that faculty, staff and students are allowed to return to the building. The format of this exam may use Type K, short answer, essay, fill-in-the–blank, multiple matching, or all of the above. Students taking their exam with Disability Services do not have this option unless their exam is interrupted in the building where they took their exam.

**Enrollment onto Opportunities List-Serve**
All students are on the Blackboard list serve for the course, and to a second opportunities-list serve. To subscribe, send a separate e-mail to: opportunities-list-request@listserv.tamucc.edu.

Make sure that your e-mail appears in the “From” heading. In the subject heading, type “subscribe,” then send the e-mail. Next, you will receive a second message with a long set of letters and numbers in the subject line. You must also reply to that message in order to be subscribed to the list-serve. After the initial message to subscribe, to send items on the list-serve, just type opportunities-list@listserv.tamucc.edu (do NOT add –request after list). You may not receive the messages from the list-serve if your Internet service provider (Yahoo, Hotmail, Excite, Roadrunner, Grande, etc.) keep these messages from being placed in junk-
mail. The University administration prefers that you use the islander.tamucc.edu accounts. At the end of the course, send an e-mail that contains your e-mail address in the “From” heading to opportunities-list@listserv.tamucc.edu. In the subject heading, type the word “unsubscribe,” then send the e-mail. I hope that students will continue to subscribe to opportunities-list@listserv.tamucc.edu!

K. 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.

- **Citation format**
  Please use Council of Science Editors (CSE) format—do not use APA format! A useful link on CSE format is available at this URL: [http://writing.wisc.edu/Handbook/DocCSE.html](http://writing.wisc.edu/Handbook/DocCSE.html)

- **Campus Emergencies**
  At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.
  - For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It is a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
  - There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and do not have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
  - If we hear a fire alarm, we will immediately evacuate the building and proceed to ___ (location). Not applicable for on-line—I will tell you, sign off and let you know when I am in a new location.
    - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator.
      - Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
    - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
    - Review the evacuation route (see specific Building Emergency Plan).
  - TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
    - The notifications include emails, text, and pre-recorded messages, as appropriate.
    - Code Blue emergencies may include severe weather warnings, threats, school closures,
delays, evacuations, and other incidents which disrupt regular campus activities.

- Students can update personal contact information anytime at https://emergency.tamucc.edu/contactform/

- Shelter in Place via Code Blue.
  - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
  - If there is a shelter in place for a tornado warning, our preferred location is the bottom floor of this building, away from windows and doors.

- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit http://safety.tamucc.edu/ems/activethreat.html

- For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf

- At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

**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.