Science for Life BIOL 1308.W01
Department of Life Sciences
Fall 2020

COURSE INFORMATION
Course number/section: BIOL 1308.W01
Class Location: ONLINE
Course Website: Lecture Blackboard Fall 2020
Lab Blackboard Fall 2020

INSTRUCTOR INFORMATION
Instructor: Dr. Heidi Ballew
Instructor Email: Heidi.Ballew@tamucc.edu
Office location: Webex
Office hours: T 10:00 AM – 2:00 PM, W 10:00 AM – 1:00 PM, by appointment
Appointments: Please email to make an appointment if you are unavailable during regular office hours.

COURSE DESCRIPTION
Catalog Course Description
This is a non-majors course in which students will learn basic biological principles, identify the relevance of science in everyday life. This course is designed to increase scientific literacy by teaching the student to understand the scientific method. Hands-on lab activities will reinforce course concepts. This course does not substitute for biology (BIOL) 1406/1407 for science majors.

General Description of the Lab:
Lecture and Lab combine to form your overall grade (Lecture=60%; Lab=40%)
Labs are:
- Complementary to the lecture – meaning the material will relate to lecture but will not duplicate lecture material.
- Hands on training – labs provide an opportunity for you to gain experience in the use of scientific methods and principles which are an important component that
cannot be taught only through lecture.

PREREQUISITES AND COREQUISITES
Prerequisites:
Prerequisites - None
Corequisites - Each student must be registered for both lecture and laboratory sections and must attend the laboratory section for which he or she registered. Students must complete a no-cost, online course, Biological Laboratory Safety Seminar (SMTE 0091) as part of the safety instructions for the laboratory. Students who do not complete this instruction will not be allowed to remain in the laboratory, and will irrecoverably lose all points associated with the laboratory until they complete the safety instruction.

REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES
Required Textbook(s)

Supplies: Students may wish to buy a binder (in which to keep notes and assignments), and a set of colored pencils and/or pens. (Many students find it helpful to add color to their laboratory drawings and lecture notes.)

This course requires the use of the internet (including use of student islander TAMU-CC email account, course Blackboard pages, and worldwide web) to foster the technological abilities of the student. All students are expected to subscribe to and utilize the course Blackboard and McGraw-Hill Connect account regularly.

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.

This course seeks to give students an understanding of the subject of biology by examining the subject as a component of our daily lives. The lectures will cover topics that range from the use of the scientific method, cells, DNA, reproduction, nutrition, evolution, ecology, etc. to assist in building the scientific literacy, communication, and critical thinking skills of the
To do well in the course, students must attend and participate in lectures and laboratories, read the assigned material and mentally organize information from their instructors, their readings and their laboratory work. Students in this course will learn to:

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

**SLO 1** Understand and correctly use the scientific method;

**SLO 2** Be able to define the word theory as it applies to biological science;

**SLO 3** Name at least three factors that influence the statistical significance of research results;

**SLO 4** Be able to correctly identify peer reviewed research from journal articles;

**SLO 5** Be able to effectively communicate scientific findings to other non-science majors;

and

**SLO 6** Learn to effectively and respectfully communicate fact-based opinions through open discussion with peers.

Student’s abilities to complete these tasks will be evaluated through:

- Four exams and Final (three regular exams and one cumulative final)
- Laboratory activities
- Homework assignments administered through the Connect/Blackboard website
- Additional activities that may include quizzes, group, or other activities.

**INSTRUCTIONAL METHODS AND ACTIVITIES**

Learning is more than just reading, taking notes, and memorizing. Reading and taking notes puts information in short-term memory where it is forgotten quickly unless you do something with it. Memorizing is important. However, memorization is only one step (often the first step) in the learning process. As university students, you should be able to link, combine, and synthesize the bits of data that you memorize into useful concepts. The instructor of this course will provide the students with: (1) information in the form of PowerPoint lecture notes posted on Blackboard, recorded lectures, films, handouts, exercises, assigned readings, quizzes and supplemental readings; (2) group activities and discussions; and (3) advice, supervision and guidance. The laboratories are designed to augment and promote the overall learning process. However, topics currently being covered in lecture may not always coincide with the topics currently being covered in laboratory.

**MAJOR COURSE REQUIREMENTS AND GRADING**
<table>
<thead>
<tr>
<th>LECTURE ACTIVITY</th>
<th>Proportion of FINAL GRADE (points)</th>
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<tbody>
<tr>
<td>4 Regular Exams</td>
<td>100 (each)</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>270</td>
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<tr>
<td>Discussions</td>
<td>120</td>
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<tr>
<td>Group Wiki</td>
<td>100</td>
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<tr>
<td><strong>LECTURE TOTAL POSSIBLE POINTS</strong></td>
<td><strong>990</strong></td>
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<tr>
<td>Lecture Proportion of Final Grade</td>
<td><strong>60%</strong></td>
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<tr>
<th>LAB ACTIVITY</th>
<th>Proportion of FINAL GRADE (points)</th>
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<tbody>
<tr>
<td>Pre-Work (20)</td>
<td>400 (20 pts. each)</td>
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<tr>
<td>Homework (19)</td>
<td>380 (20 pts. each)</td>
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<tr>
<td>Virtual Labs (10)</td>
<td>400 (40 points each)</td>
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<tr>
<td><strong>LAB TOTAL POSSIBLE POINTS</strong></td>
<td><strong>1,180</strong></td>
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<tr>
<td>Lab Grade Proportion of Final Grade</td>
<td><strong>40%</strong></td>
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**Lecture Components**

1. **Lecture and Final Exams**: The exams cover specific assigned topics and chapters. Exams may include multiple-choice, identification, fill-in-the-blanks, matching type, true-false, and short answer type questions. There are four lecture exams and a cumulative final exam during the semester; each exam is worth 100 points. All exams are closed book, closed note, closed internet, closed any other external resources. All exams will open on a specified Friday (see Course Schedule) at 12:01 AM and will close that same Friday at 11:59 PM. Late exams will not be graded, and there are no make-ups. The grade and feedback for submitted quizzes will be available the following Monday at noon (CDT).

   • Cheating and plagiarism are unacceptable behaviors. If it is discovered a student has assisted another student, been assisted by another student, and/or accessed the internet or other external resources on exams, all students involved will receive a zero for that exam. Extreme or continuous academic misconduct will be reported.

2. **Quizzes**: Quizzes may cover any current or previously covered material. Quizzes will be
administered each week, except for exam weeks. Quizzes will become available on blackboard each Friday at 12:01 AM and will close on the following Saturday at 11:59 PM that same day. Quizzes will be timed, and one question will be presented at a time with the inability to move back to previous questions. If you miss a quiz, it will count as a 0. Each quiz is worth 30 points. Answering questions for another student or assisting another student during a quiz is cheating and will not be tolerated. There is NO make-up for missed quizzes. The grade and feedback for submitted quizzes will be available the following Monday at noon (CDT). There are nine quizzes throughout the semester summing to a total of 300 possible points.

3. **Discussion:** There will be biweekly case studies that students will be required to read and discuss in the blackboard Discussion Forum. Case study readings/resources will be provided to students at the beginning of the week each a discussion is due. Each student is required to make an initial post regarding the case study and engage in discussion on at least two other students’ posts to receive full credit. You will be unable to respond to other students’ posts until you have made your initial post. More information about the post requirements will be provided for each discussion. Discussion forums will be open from Sunday the week the discussion is due until the Saturday ending that week (see Course Schedule). The discussion forum will end each week on Saturday at 11:59 PM, and no late entries will be counted toward earned points. Each post is worth 5 points, making each case study discussion worth 15 points each. There are seven case study discussions scheduled summing to a total of 120 points.

4. **Group Wikis:** Points will be allocated based on participation to group wiki pages and quality of content. Students will be assigned groups for the semester to contribute to group wiki pages. The purpose of group wikis is to work collaboratively to compile summaries and other important information covered each week of lecture. Groups will self-divide the workload between the group members so each group member will contribute to the assigned wiki page. The information students will compile in each weekly wiki include topic summaries, completed weekly lecture outlines, a glossary of key terms for the week, and videos, other multimedia, and/or supplemental resources to assist in the understanding of the concepts/topics covered that week; you can add to the wiki page anything that you and your group find useful in helping understand the weekly concepts; however, duplicating material that the Professor provides will not count as a substantive contribution. The weekly wiki pages will be a great study resource for each of the three regular exams and will assist in studying for the comprehensive final. Each category will be worth a total of 20 points, and if one category is overlooked no points will be given. You will only be graded for your groups wiki, and all group members will receive the same score. The only exception to the group grade is if a member of the group does not participate in providing the Wiki content. In this case, the member who did not contribute to the weekly wiki for their group will receive a zero. You should only contribute to your groups wiki week. A full rubric is in Blackboard under each Wiki assignment link.

Student group assignments are in blackboard, and the group number you are assigned indicates the week in which your group will contribute to the Wiki; that is, Group 3 will be responsible for the Wiki for Week 3 content. Wiki documents are due by Saturday
at 11:59 PM for that week, and anything changed or submitted after the deadline will not be considered for point calculation. Exceptions to Wiki deadlines: 1) The group covering Week 1 will have an extended deadline due to the short first week. The deadline is Saturday, August 29 at 11:59 PM.

**Lab Components**

Unit Reading: Lab readings help facilitate a better understanding of the concepts introduced in lecture, and they help students develop ideas further. Readings are not graded, but it is advised students complete all of the readings. Quizzes and exams will have questions that come directly from the reading. Therefore, not completing the readings will reduce the students’ grade.

Pre-work: Pre-work assignments give students extra practice at understanding the lecture and lab units. Pre-work assignments are graded, and they help a student gain a deeper understanding to the unit. Most pre-work is completed through Connect. These assignments are graded primarily on completion of showing mastery of concepts for the unit. A student will earn 100% on these assignments if they make it through all of the unit concept questions by the deadline. Pre-work not through Connect will be administered through Blackboard assignments. Pre-work is graded at 20 points per assignment.

Homework: Homework is a way to assess a students’ understanding and comprehension of the topics discussed in lecture and lab. Homework is graded, and is primarily completed through Connect; however, there may be some homework that comes from or through Blackboard. Homework is graded at 20 points per assignment.

Virtual Labs: Virtual labs are a way to engage students through experiential learning. Just like completing an in-person lab, virtual labs provide students opportunities to learn experientially, or by doing. Virtual labs will be topical, and there will always be a graded component to each virtual lab. Some virtual labs will be completed through Connect, while other virtual labs may be completed through external sources. Information about the virtual lab will be provided to students at the beginning of the week the lab is due. Virtual labs are worth 40 points each.

**Letter Grades:** Your final letter grade will be based on your average in lecture (60% of final grade) and laboratory (40% of final grade). 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 rectify any clerical, mathematical, and/or other errors. However, you have one (1) week to notify me of such errors after an assignment, quiz or examination is returned.

Calculating Lecture, Lab, and Final Semester Scores
Lecture contributes 60% of your final semester grade. All earned points from lecture will be summed, divided by the total number of points possible, and weighted at 60%.

\[
\text{Weighted Lecture Score} = \left( \frac{\text{Lecture Points Earned}}{\text{Lecture Points Possible}} \times 100 \right) \times 0.60
\]

Laboratory contributes 40% of your final semester grade. All earned points from lab score will be calculated by summing the points earned in lab, divided by the points possible in lab, and weighted at 40%. **Note: Lab grading is based on the protocol set forth on the Lab Syllabus and takes precedent over what is outlined here if different. Lab grades are reported to the lecture professor at the end of the semester. If you have questions about your lab grade, you must communicate with your lab instructor/professor.

\[
\text{Weighted Lab Score} = \left( \frac{\text{Lab Points Earned}}{\text{Lab Points Possible}} \times 100 \right) \times 0.40
\]

The weighted lecture score will be added to the weighted laboratory score to calculate the final semester score.

\[
\text{Final Semester Score} = \text{Weighted Lecture Score} + \text{Weighted Lab Score}
\]

Example 1.

If a student scores perfectly on every assignment in lecture, they would earn 990 points of 990 possible points. The weighted lecture average would be calculated as follows:

\[
\text{Weighted Lecture Score} = \left( \frac{990}{990} \times 100 \right) \times 0.60 = 60
\]

If the same student scores perfectly on every assignment in lab, they would earn 1,180 points of 1,180 possible points (**Note: this does not accurately reflect the actual number of points available in Biology II Lab; this is only an example if these number of points were possible for calculation purposes). The weighted lab average would be calculated as follows:

\[
\text{Weighted Lab Score} = \left( \frac{1,180}{1,180} \times 100 \right) \times 0.40 = 47.2
\]
Weighted Lab Score = (1 * 100) * 0.40
Weighted Lab Score = 40

To determine the final semester grade for this same student, the following calculation would be made:

Final Semester Score = 60 + 40
Final Semester Score = 100

This student would receive an A as the final course grade.

Example 2.
If a student earns 720 points throughout the entire lecture courses of 990 possible points, the weighted lecture average would be calculated as follows:

Weighted Lecture Score = ((720 ÷ 990) * 100) * 0.60
Weighted Lecture Score = (0.7273 * 100) * 0.60
Weighted Lecture Score = 43.64

If the same student earned 950 points of 1,180 possible points (this does not accurately reflect the actual number of points available in Biology II Lab; this is only an example if these number of points were possible). The weighted lab average would be calculated as follows:

Weighted Lab Score = ((950 ÷ 1,180) * 100) * 0.40
Weighted Lab Score = (0.8051 * 100) * 0.40
Weighted Lab Score = 32.20

To determine the final semester grade for this same student, the following calculation would be made:

Final Semester Score = 43.64 + 32.20
Final Semester Score = 75.84

This student would receive a C as the final course grade.

<table>
<thead>
<tr>
<th>DATE (BY DAY OR WEEK)</th>
<th>TOPIC</th>
<th>Weekly Quiz Deadline</th>
<th>Discussion Forum Assignment Deadline</th>
<th>Wiki Assignment Deadline</th>
<th>Exam Deadline</th>
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<tbody>
<tr>
<td>Week 1-Aug 19th</td>
<td>Introduction and Scientific Method/Characteristics of</td>
<td>Introduction Aug 22</td>
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<tr>
<td>Week 2- Aug 23rd</td>
<td>Cells and Cell Division Pt. 1</td>
<td>Aug 29</td>
<td>Group 1 and 2</td>
<td>Aug 29</td>
<td>EXAM I Weeks 1-3 (Sept 11)</td>
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<tr>
<td>Week 3- Aug 30th</td>
<td>Cells and Cell Division Pt. 2</td>
<td>Sept 5</td>
<td>Sept 5</td>
<td>Group 3 Sept 5</td>
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<tr>
<td>Week 4- Sept 6th</td>
<td>Exam Review and Exam 1</td>
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<tr>
<td>Week 5- Sept 13th</td>
<td>Genetics and DNA Pt. 1</td>
<td>Sept 19</td>
<td>Sept 19</td>
<td>Group 4 Sept 19</td>
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<tr>
<td>Week 6- Sept 20th</td>
<td>Genetics and DNA Pt. 2</td>
<td>Sept 26</td>
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<td>Group 5 Sept 26</td>
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<tr>
<td>Week 7- Sept 27th</td>
<td>Review and Exam 2</td>
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<tr>
<td>Week 8- Oct 4th</td>
<td>Energy and Diet Pt. 1</td>
<td>Oct 10</td>
<td>Oct 10</td>
<td>Group 6 13</td>
<td>EXAM II Weeks 5-6 (Oct 9)</td>
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<tr>
<td>Week 9- Oct 11th</td>
<td>Energy and Diet Pt. 2</td>
<td>Oct 17</td>
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<td>Group 7 Oct 17</td>
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<tr>
<td>Week 10- Oct 18th</td>
<td>Review and Exam 3</td>
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<tr>
<td>Week 12- Nov 1st</td>
<td>Ecology and Env. Science Pt. 2</td>
<td>Nov 7</td>
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<td>Group 9 Nov 7</td>
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<tr>
<td>Week 13- Nov 8th</td>
<td>Evolution and Viruses Pt. 1</td>
<td>Nov 14</td>
<td>Nov 14</td>
<td>Group 10 Nov 17</td>
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<tr>
<td>Week 14- Nov 15th</td>
<td>Evolution and Viruses Pt. 2</td>
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<td>EXAM IV Weeks 11-14 (Nov 13)</td>
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<tr>
<td>Week 15- Nov 22nd - 24th</td>
<td>Final Review</td>
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<tr>
<td>FINALS WEEK</td>
<td>Due Nov 24</td>
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<td>FINAL EXAM, comprehensive (Friday, Dec 4)</td>
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<tr>
<td>DATE (BY DAY OR WEEK)</td>
<td>TOPIC</td>
<td>Readings (not graded)</td>
<td>Pre-Work</td>
<td>Homework</td>
<td>Virtual Lab</td>
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<tr>
<td>Week 1- Aug 19th</td>
<td>Introduction</td>
<td><strong>BB:</strong> Process of Science</td>
<td>Connect: Unit Introduction and Why Do Cells Become Cancerous?</td>
<td>Connect: Cancer Module 1</td>
<td>Connect: Virtual Lab Tutorial</td>
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<tr>
<td>Week 2- Aug 23rd</td>
<td>Cancer (Cells and Cell Division)</td>
<td><strong>BB:</strong> Scientific Methods and Dependent vs. Independent</td>
<td>Connect: Cancer Module 1</td>
<td>Connect: Cancer Module 1</td>
<td>Connect: Scientific Method</td>
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<tr>
<td>Week 4- Sept 6th</td>
<td>Cancer (Cells and Cell Division)</td>
<td>Connect: How is Cancer Treated?</td>
<td>Connect: Cancer Module 3</td>
<td>Connect: Module 3</td>
<td>BB: Decoding Cancer</td>
</tr>
<tr>
<td>Week 5- Sept 13th</td>
<td>Sickle Cell (Genetics and DNA)</td>
<td>Connect: Unit Introduction, What is Sickle Cell Disease?, and How Does the DNA Contain the Instructions for a Protein?</td>
<td>Connect: Sickle Cell Disease Modules 1 &amp; 2</td>
<td>Connect: Modules 1 &amp; 2</td>
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<tr>
<td>Week 6- Sept 20th</td>
<td>Sickle Cell (Genetics and DNA)</td>
<td>Connect: How are Genetic Diseases Inherited? and How are Genetic Diseases Treated?</td>
<td>Connect: Sickle-Cell Disease Modules 3 &amp; 4</td>
<td>Connect: Modules 3 &amp; 4</td>
<td>Connect: Human Genetics Virtual Lab</td>
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<tr>
<td>Week 7- Sept 27th</td>
<td>Research and Writing</td>
<td>BB: How to ID Good Research, How to spot Bad Science, How to Write, Science Rubrics, Research Paper Rubric</td>
<td>BB: Research Assignment</td>
<td>BB: Discussion Forum</td>
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<tr>
<td>Week 9- Oct 11th</td>
<td>Energy Drinks</td>
<td>Connect: How Do We Get Energy from</td>
<td>Connect: Energy Drinks</td>
<td>Connect: Modules 3</td>
<td>Connect: How</td>
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<tr>
<td>Week 11-Oct 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Climate Change (Ecology and Env. Sci)</td>
<td>Connect: What are the Consequences of Climate Change? and How Can Society Address Climate Change?</td>
<td>Connect: Climate Change Modules 3 &amp; 4</td>
<td>Connect: Climate Change Modules 3 &amp; 4</td>
<td>Connect: Climate Change Modules 3 &amp; 4</td>
</tr>
<tr>
<td>Week 13-Nov 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Influenza (Evolution and Viruses)</td>
<td>Connect: How Does the Immune System Respond to the Flu?</td>
<td>Connect: Influenza Module 3</td>
<td>Connect: Influenza Module 3</td>
<td>Connect: Influenza Module 3</td>
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<tr>
<td>Week 14-Nov 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exit Survey</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.

The time and point schedule may require adjustment. Additional assignments may or may not be provided at the Instructor’s discretion. Such assignments might include homework, group projects, reading assignments, quizzes, etc. Every attempt will be made to follow the time and evaluation schedules shown here. It is the student’s duty to regularly visit BlackBoard and check email to be aware of all assignments, deadlines, and changes to such.

**COURSE POLICIES**

**COVID-19**

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 with a university approved scheduled absence (athletics, military duty, etc.) must contact the lecture instructor well in advance of a scheduled absence, especially if the absence coincides with an exam. If a student has a University approved scheduled absence may be allowed to take an exam early (within one week of the scheduled exam) when the student notifies the instructor of a pre-planned excused absence at least two weeks in advance to the absence. Students who do not arrange to take exams ahead of time will not be eligible for this special consideration. A written excuse from the university department involved is required.

Late Work and Make-up Exams
You may always turn in assignments early. Except for excused absences, late assignments will not be accepted. If you know in advance that you will have an excused absence when an assignment is due, you must turn in that assignment before its due date. You should turn in assignments that were missed because of an unexpected, excused absence as soon as possible.

Extra Credit
There is no individual extra credit.

Participation
Consistent lack of participation in the course requirements will have a negative effect on your score, and it is up to you to stay organized and on track with assignments and other course deliverables.

Email
Email is the preferred and quickest way to resolve student issues. However, if your issue requires more in-depth discussions, please adhere to the virtual office hours instructions. 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.

Virtual Office Hours
If you would like to virtually meet with the Professor during office hours you must email the Professor with an appointment request at least 12 hours prior to your preferred meeting time. The Professor will create a Webex meeting room, and all meetings will be recorded.
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.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. 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/

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.

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 nonemergency 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 you hear a fire alarm, you will immediately evacuate the building and proceed to an open outdoor location away from the building.
  o 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. o Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency. o 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.
  o The notifications include emails, text and pre-recorded messages, as appropriate.
  o Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents
which disrupt regular campus activities.
  o Students can update personal contact information anytime at https://emergency.tamucc.edu/contactform/

• Shelter in Place via Code Blue.
  o "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.
  o 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

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.