

BSC 1309.01W Human Structure and Function Syllabus
Summer I 2015 (Syllabus also loaded as a Word Document in Doc Sharing)



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COURSE INFORMATION

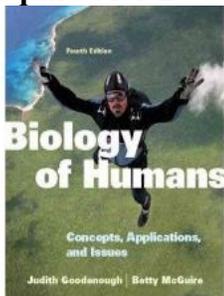
Course Description

BSC 1309 is a course for non-biology majors designed to apply the principles of biology to humans as a functional unit of our social organization. Fundamental principles of humans, as in all living organisms, include physical and chemical properties of life, organization, function, and evolutionary adaptation. This course will explore basic biological concepts in a manner that stresses relevance to the human population by focusing on current issues and should engage the student in thought-provoking analyses to reflect and integrate into societal interactions.

Course Materials

The course materials are required upon the commencement of the semester. While it is solely your discretion to purchase the required materials wherever you choose, extensions on assignments and/or exams will not be granted due to delay(s) in obtaining the required course materials. **Please Note:** I have a copy of the textbook for BSC 1309.01W available for use at Gee Library; however, the textbook cannot be checked out so that all students may have access should they require.

Required for BSC 1309.01W



ISBN 13: 9780321707024

Known for its unique “Special Topic” chapters and emphasis on everyday health concerns, the Fourth Edition of *Biology of Humans: Concepts, Applications, and Issues* continues to personalize the study of human biology with a conversational writing style, stunning art, abundant applications, and tools to help students develop critical-thinking skills. The authors give students a practical and friendly introduction for understanding how their bodies work and for preparing them to navigate today’s world of rapidly expanding—and shifting—health information. **Please Note:** The textbook for the lecture portion of the course has been adopted as part of the rental textbook program by the University. Students may of their choosing decide to purchase or rent the textbook

Student Learning Outcomes/Objectives

- 1. Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances or data.
- 2. Communication** - In written, oral, and/or visual communication, A&M - Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
- 3. Empirical and Quantitative Skills** - Students will be able to interpret, test, and demonstrate principles revealed in empirical data.
- 4. Teamwork** - Students will be able to work together toward a shared purpose relevant to the course or discipline with a sense of shared responsibility for meeting that purpose.

COURSE REQUIREMENTS

Instructional / Methods / Activities/ Assessments

This course provides specific activities and assessments to assist you in achieving the outcomes/objectives identified for the course. You will work toward achieving these outcomes/objectives through (1) thorough understanding of the course requirements and expectations; (2) course exams derived from the study guides for the chapter readings; (3) assessments/assignments assessing Critical Thinking and Empirical and Quantitative Skills; and (4) a group presentation assessing Communication and Teamwork. Below is an explanation of each course activity and assessment that include the due date, assignment instructions, and other requirements and expectations. Critical Thinking, Empirical and Quantitative Skills, Communication, and Teamwork are required components by SACS (Southern Accreditation of Colleges and Schools) for this course.

Method of Instruction

This course will provide a range of activities/assessments to assist you in achieving the outcomes/objectives for BSC 1309.01W. You will work towards achieving these outcomes/objectives through various assessments/assignments, a group presentation, and course exams. This course is delivered 100% online, thus you will need an accessible, dependable, and compatible computer and internet connection. You are required to check the compatibility of your computer with that listed on the homepage of myLEO or that located on the homepage of eCollege. Exam study guides, hyperlinks for animations of biological mechanisms, genotype and phenotype Punnett square diagram, and the textbook PowerPoint for each of the chapters are provided under **Doc Sharing** within your eCollege course. Additionally, I have provided a Camtasia PowerPoint (voice-overlay PowerPoint) for each of the assigned textbook chapters covered for the semester. A hyperlink to the Camtasia PowerPoints is located on the **Course Home** page of your eCollege course. The red, bold letter hyperlink is titled: **Camtasia PowerPoint for Textbook Chapters**. The Camtasia PowerPoint is comparable to a traditional face-to-face lecture. These may be used as a supplement to support your learning; however, they are **not** designed or intended to replace your reading and studying the textbook and exam study guides.

The link for the Camtasia PowerPoints is located at the following website:

https://www.youtube.com/playlist?list=PL_DB0U-7mwGuN9AaSHt3Udv1fL0HYE0wT

Class Live

Weekly scheduled virtual office hours with the exception of the final week of the semester will be held through eCollege on Saturdays from 7:00 p.m. until 9:00 p.m. You can locate the system requirements and access instructions under **Live** located on the toolbar of your eCollege course. You must have read the week's assigned readings prior to the scheduled session to discover the topic(s) you wish covered during the scheduled session. The "class live" sessions allow you to "virtually chat" with me to ask specific questions about the weekly assigned readings requiring clarification or needing to ask a question(s). The "class live" session is **not** a timeframe to review the entire chapter(s); however, it is an opportunity for you to clarify specific aspects supporting your success in the course. You will need to submit the topic/question and acknowledgement of your attendance to me via email at least 24 hours in advance of the scheduled "class live" session. Scheduling allows the timeframe to be focused and productive. If a situation occurs in which no student enrolled in the course replies they will be attending or have a question for clarification, the session for that week will **not** be held. The "class live" sessions will be recorded so students who may not be able to attend can review as their schedule permits. You may also post questions within the week's discussion or email me with specific questions or obtain clarification on the course activities and/or clarification on assigned readings. **Please Note:** I reserve the

right to reschedule the “class live” session should a circumstance(s) arise. Students will be notified of the change through the University email system with the rescheduled date and time.

eCollege Discussion Forum

You are encouraged to participate in a “virtual learning” classroom through weekly discussions related to the assigned readings; however, participation in this peer learning is **optional** and is **not** factored into the course grade. The following are suggestions for the discussion forums: (1) share a new learning you found within the week’s assigned readings; (2) discuss one of the learning objectives noted for the week’s assigned readings on the week’s eCollege unit page; (3) discuss an aspect presented in the readings which has a personal interest or meaning to you (e.g. disease or condition affecting a family member or friend, how it may relate to your chosen degree, etc.); (4) discuss a news article and/or reading/viewing pertaining to information presented in the week’s readings; or (5) discuss/ask questions of aspects presented on the corresponding exam study guide. You are invited to comment on the postings of other students which may relate to interesting chapter learning(s) and/or questions for the instructor or other students. Your posting should reflect good communication and writing skills. You are expected to comply with the University’s adherence to follow the tenets of common decency and acceptable behavior conducive to a positive learning environment in your virtual communications (copy of the University’s student handbook is provided in **Doc Sharing** of the course). I will be reviewing weekly discussion forums to answer questions and learn along with each of you. **Please Note:** I will review discussion forums **only** for the week of the assigned readings.

Introduction

The **Student Lounge** within BSC 1309.01W eCollege course is a chance for you to “virtually meet” your colleagues in the class as well as an opportunity to “virtually” introduce yourself to me. While the introduction is not a graded component for the course, it does provide an opportunity for you to identify other students who may share similar goals and interests in which “virtual study groups” or “presentation groups” might be formed. The **Student Lounge** may also be employed by presentation groups for planning their chosen/assigned presentation topic.

Course Weekly Readings

There will be assigned chapter readings for each week during the semester for BSC 1309.01W. You will find the scheduled textbook chapter weekly readings at the end of the syllabus under **COURSE OUTLINE / CALENDAR** corresponding to the individual weeks located with the eCollege course.

Course Exams

Study guides for each of the course exams is located in **Doc Sharing** of your eCollege course. You should focus your study and exam preparation on the specific concepts and terms presented on these documents. You should work the study guides as you progress through the week’s assigned reading(s). In **Doc Sharing** of your eCollege course, I have provided a Genotype and Phenotype Punnett Square document for your review. In **Doc Sharing** of your eCollege course, there is also a document with hyperlinks for biological mechanisms to facilitate visual learning. If you have difficulty with understanding or requiring clarification, you may choose to post the question in the **Discussion** forum for the week in which the chapter(s) is covered, send to me for coverage for the week’s **Class Live** session, or view the chapter’s Camtasia PowerPoint. There will be seven exams this semester allowing you to have smaller “chunks” of biological information in which to be tested over at one time as well as distributing the percentages for the course grading over more components than if only a few exams were scheduled. Each exam is composed of 20 multiple choice questions derived from the terms and/or concepts presented on the study guide. There is a timeframe of 40 minutes allocated to complete the

exam before it will be submitted by the system. All course exams are available when the semester begins on **June 8**. All exams have a “universal” due date of **July 9 at 11:59 p.m.** to allow students to modify the coursework components based on their personal needs. I am including a schedule below of the recommended dates of completion as well as the required due date of completion.

Exam Available		Recommended Completion		Chapters Covered on Exam
Date	Time	Date	Time	
June 8	12:00 a.m.	June 13	11:59 p.m.	Chapter 2/2a, Chapter 3, and Chapter 4
June 8	12:00 a.m.	June 20	11:59 p.m.	Chapter 19/19a, Chapter 20, and Chapter 21/21a
June 8	12:00 a.m.	June 27	11:59 p.m.	Chapter 5, Chapter 6, and Chapter 7
June 8	12:00 a.m.	July 1	11:59 p.m.	Chapter 8/8a, Chapter 9, and Chapter 10/10a
June 8	12:00 a.m.	July 4	11:59 p.m.	Chapter 11, Chapter 12/12a, and Chapter 13/13a
June 8	12:00 a.m.	July 7	11:59 p.m.	Chapter 14, Chapter 15/15a, and Chapter 16
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 17/17a and Chapter 18/18a

Exam Available		Exam Due		Chapters Covered on Exam
Date	Time	Date	Time	
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 2/2a, Chapter 3, and Chapter 4
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 19/19a, Chapter 20, and Chapter 21/21a
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 5, Chapter 6, and Chapter 7
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 8/8a, Chapter 9, and Chapter 10/10a
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 11, Chapter 12/12a, and Chapter 13/13a
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 14, Chapter 15/15a, and Chapter 16
June 8	12:00 a.m.	July 9	11:59 p.m.	Chapter 17/17a and Chapter 18/18a

If you fail to take one of the exams during the scheduled timeframe, it **will require an excused absence** as defined in the University’s Student’s Guide Handbook, Policies and Procedures, and Conduct (copy provided within the **Doc Sharing** of your course). It is your responsibility to contact me and to provide the appropriate excused documentation so that a time might be scheduled to complete the exam. All make-up work (e.g. assignments, assessments, and/or exams) **MUST** be taken within two (2) days of the date noted on your official excuse of returning to school. If you fail to contact me and to provide the appropriate documentation, you will receive a grade of zero for the missed assignment/assessment/exam. If you should incur technical problems with eCollege-based problems accessing or submitting an exam or assessment, I have provided the guidelines you should follow under **Course Policy for Reporting Problems with eCollege** of the syllabus for excused consideration. As the course schedule allows ample timeframes in which to take the course assessments and exams, you should not find it necessary to miss the scheduled due date and timeframe.

Student Learning Outcome Assessments/Assignments

There are two assessments/assignments given to support the student learning outcomes/objectives for the course of Critical Thinking and Empirical and Quantitative Skills. Both assessments/assignments are available when the semester begins on **June 8**. While these have a “universal” due date of **July 9 at 11:59 p.m.** to allow students to progress through the coursework that best meets their personal schedule, I am including a “recommended” date of completion. The student learning assessments/assignments will cover the specific topics of study of Genetics and Heredity (Chapter 20) as an assessment of Empirical and Quantitative Skills and Transcription and Translation (Chapter 21) as an assessment of Critical Thinking. The two assessments/assignments are scheduled after the concepts have been covered during the semester. If you deem appropriate, please review the chapters indicated above prior to taking the assessment/assignment or contact me via email for clarification or assistance with the concepts of Transcription and Translation and/or Genetics and Heredity. In **Doc Sharing** of your eCollege course, I have provided a Genotype and Phenotype Punnett Square

document for your review. In **Doc Sharing** of your eCollege course, there is also a document with hyperlinks for biological mechanisms including Transcription and Translation to facilitate visual learning. The assessments/assignments will evaluate a student's ability to:

- Analyze, evaluate, or solve a problem when given a set of circumstances or data.
- Interpret, test, and demonstrate principles revealed in empirical data.

Topic	Available	Recommended	Assessment/Assignment
Transcription and Translation (Chapter 21)	June 8	June 20	Critical Thinking
Genetics and Heredity (Chapter 20)	June 8	June 27	Empirical and Quantitative Skills

Topic	Available	Due	Assessment/Assignment
Transcription and Translation (Chapter 21)	June 8	July 9	Critical Thinking
Genetics and Heredity (Chapter 20)	June 8	July 9	Empirical and Quantitative Skills

The assessments/assignments are found within the week in which they are assigned. The assignment will consist of 10 questions derived from a question pool for the topic. You will have 20 minutes in which to complete the 10 questions.

Presentations

You will work within a group/team environment consisting of yourself and two other course members through eCollege to research, compose, and present a chosen (or assigned) biological concept(s). You may choose your team members to form a group of three and select your chosen topic from the list provided under Student Presentations of the eCollege course. If you have not joined a group/team and selected one of the topics by the response due date of **Saturday, June 13 at 11:59 p.m.**, I will assign you to a presentation group and will assign you a presentation topic. You may use the *Student Lounge* area within eCollege to communicate with class members to form your group and to plan your chosen/assigned presentation topic. The specific presentation topics are provided in the eCollege course *Main Menu* under the subheading of **Team Presentation Topics** located beneath the primary heading of **Student Presentations**. The presentation topics have specific minimum presentation points and a due date. All group presentations are due by **11:59 p.m. on Saturday, July 4**.

A presentation topic may only be selected by **one** group/team, thus the group/team responding first receives first choice. If the presentation topic has already been selected, the group/team will need to select another presentation topic. You (or one of your team members) should respond with your presentation topic and the names of your group/team members by **Saturday, June 13 at 11:59 p. m.** Only **one** designated member from each group/team should submit the information via email to the instructor. The date and time of the email will be used to determine "first" selection of a topic. The presentation due dates will vary based off the chosen/assigned topic. The due date for individual presentations is included on the **Team Presentation** located beneath the primary heading of **Student Presentations** in eCollege. You should be able to effectively interpret and present the principle(s) of your chosen/assigned topic. The criteria for the presentations is as follows: Organization (10%); Topic Knowledge (20%); Creativity and Visual Aids (10%); Communication Skills (20%); and Effectiveness as a Team Member (40 %). Group/team members will return the feedback form evaluating each of the other member's teamwork contribution. The grading rubric for the presentation may be found within **Doc Sharing** of eCollege. You will upload a separate graded teamwork rubric for each of your other group members in the **Dropbox** within eCollege. You and your group/team members may select one of the following options for the presentation: (1) upload a video via eCollege **Dropbox**; or (2) present via **Class Live** (for students with a computer webcam). Presentations via **Class Live** will need to be scheduled so that timeframes are mutually agreeable with the instructor. If you choose to present via **Class Live**, you will need to contact me one week prior to the scheduled due date so a time might be scheduled for the presentation. A **visual presentation** for each student will be necessary to assign a grade for the Communication Skills and Topic

Knowledge components of the grading rubric; therefore, each student must participate in a visual presentation so an individual grade may be assigned. Additionally, you and your team members will compose a PowerPoint or Prezi and upload via the **Dropbox**. Your PowerPoint must include appropriate scholastic referencing for sources used. You and your group may consider incorporating a video or other creative visual aid into your presentation.

Important Note: Some students may be on campus and/or attend classes on campus wherein the group may elect to present their topic as a “single unit” presentation while other students within a group may be remote and a “single unit” presentation is not possible. As each group/team will be unique, the group members are solely responsible as to how to proceed. Groups/teams may find it necessary to present via Class Live or upload individual videos due to the team/group circumstance. In the event of individual video uploads or Class Live presentations, the presentation must still adhere to a team effort and not represent the individual work of a single team member. Once the group/team is formed, whether from the selection of group/team members or from assigned group/team members, the responsibility of communication and teamwork resides exclusively with the group/team members. If your group/team member(s) do not respond to communications from other group/team member(s) or participate in the presentation assessment/assignment supporting the objectives/outcomes for the course, the group/team member(s) have sole discretion as to how to proceed. This is a required component of the course grade and the participation or non-participation is the sole choice of each student. Therefore, you or other group/team members should not email me about students who will not respond to communications and/or do not participate in the presentation. You and your group/team members will still be required to upload the “teamwork” grading rubric for their group/team members who do not participate.

Welcome Activity Assignment

The first step in any successful journey is to know the road traveled, thus the first step towards your success in the course is to know and understand the expectations and requirements for the course outlined in the syllabus. As your success in the course is important to me, the first assignment for the course is to do this short Welcome Activity after reading the syllabus. Although the Welcome Activity is **not** a graded component for the course, it does ensure both you and I are equally committed to your success. The Welcome Activity is located under Week 1 and is due prior to **11:59 p.m. on Saturday, June 13**. After reading the syllabus (and if needed contacting me to obtain clarification on any aspect contained), you will submit the “Welcome Activity” via a Word Document to the **Dropbox** located within the eCollege course (**Dropbox** is located on the course toolbar). After you have read the syllabus and are confident of your understanding of the requirements and expectations for the course, you will upload your document with the following wording:

I, _____ (your name), have read and understand the course syllabus expectations and requirements for BSC 1309.01W Human Structure and Function. I have checked the compatibility of my computer with that for eCollege, and I am aware of how to contact eCollege Technical Support by email, phone, or chat should a circumstance and/or circumstances require for problems and/or questions that are eCollege-based. I have navigated the course and am familiar how to access the toolbars of the course and where to locate the Camtasia PowerPoints, study guides for exams, Presentation Grading Rubric, Genotype and Phenotype Punnett Square, the hyperlinks for animations of biological mechanisms, the University’s Student’s Handbook of Policies and Procedures, and Conduct, and the course exams and/or assessments.

Furthermore, I understand my course exams and the two assessments/assignments have a specific due date as noted on the syllabus. I am aware I need to form and participate in a presentation group to meet the Core Competencies of Communication and Teamwork. Either one of my team members or I will send our topic and the name of my other two team members to Ms. Gossett prior to 11:59 p.m. on Saturday, June 13. If I have not formed a group, joined a group, and/or chosen a topic prior to 11:59 p.m. on Saturday, June 13, I understand Ms. Gossett will assign me to a group and presentation topic. I understand I must participate in a visual

presentation to meet the components of the Presentation Grading Rubric of Communication and Topic Knowledge. I understand the individual group presentations have a universal due date of Saturday, July 4 as outlined on the Student Presentation list in eCollege based on the topic chosen/or assigned to my group. I am aware of my choices of how I may choose to present the visual presentation.

I understand the course guidelines of circumstances that constitute an excused absence as well as my responsibility of the documentation I am to provide Ms. Gossett in the event this might occur. I enrolled in BSC 1309.01W Human Structure and Function because _____ (why you feel this course will benefit you in your future goals). I believe this course will benefit my future goal by _____ (your expectations of what to achieve from the course).

Course Grading

BSC 1309.01W Grading Schema

All course assessments/assignments/exams will be based on a percentage scale. Following is an explanation of how the course assessments/exams will reflect towards your final grade.

BSC 1309.01W Grade Determination

Transcription and Translation - Critical Thinking Assessment/Assignment	10%
Genetics and Heredity - Empirical Quantitative Skills Assessment/Assignment	10%
Presentation (60% Instructor Grade and 40% Team Members on Teamwork)	10%
Average of 7 Course Exams	70%
	100%

Course Grading Scale - BSC 1309.01W

The following is the overall scale/grading schema for the course.

A	90 -100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 or lower

Please Note: The math rules of “rounding” apply in determination of the course’s final grade (e.g. 89.4 would constitute a final grade of B in the course whereas 89.5 would constitute a final grade of A for the course). Grades are available in the grade book of the eCollege course. You can track your progress in the course in “real time” as the percentages for each exam and assessment/assignment is reflected in the criteria of the eCollege grade book. There is no “extra credit” offered for the course, thus you should take each of the assigned exams and assignments seriously.

TECHNOLOGY REQUIREMENTS

You will need regular and dependable access to a computer with a broadband Internet connection. You are required to check the compatibility of your computer and browser upon the commencement of the course for eCollege. If you find it necessary, you may also take the eCollege tutorial offered to you should you require extra assistance in navigating the eCollege platform.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, contact Technology Services at (903) 468 - 6000 or helpdesk@tamuc.edu

Course Navigation

BSC 1309.01W assessments/assignments, exams, and if you choose the presentation for BSC 1309.01W will be completed and submitted through eCollege. The eCollege course is divided into five weekly units. Each weekly unit will have an Overview with Learning Objectives and Activities and Assignments, Assignment, and Discussion. Assignments/assessments and/or exams are contained within the weekly unit in which they are assigned. The **COURSE REQUIREMENTS** and the **CALENDER OUTLINE / CALENDER** included within the syllabus will provide you with an itemized schedule of assessments/assignments, exams, and guidelines needed to be successful in the course. You should begin by reading the course syllabus, paying particular attention to the course calendars for assessments/assignments and exams, and then complete the Welcome Activity Assignment.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with you will be through the University email system. Any changes to the syllabus or other course information will be disseminated to you in this manner via your official University email address available to me through the eCollege course. It is your responsibility to check your University email regularly for pertinent information relating to the course, assignments, exams, and/or due dates. If you email me during a typical class week, you can expect a reply within 24 hours. If you send an email during holidays and/or on the weekends, you can expect a reply within 24 hours of the following typical class date.

myLEO Support

Your myLEO email address is required to send and receive all student correspondence. If you have any difficulty accessing the myLEO portal, please contact the IT Support Center at (903) 468 - 6000 during regular business hours (8:00 a.m. - 5:00 p.m. excluding holidays Monday through Friday) or you may email at helpdesk@tamuc.edu. You may also access information at <https://leo.tamuc.edu>

eCollege Student Technical Support

Texas A&M University-Commerce provides you technical support in the use of eCollege. All you have to do is call or email and a knowledgeable representative will help you solve your e-College-based technical issue(s). You may reach the eCollege student help desk by the following means 24 hours a day, 7 days a week.

Chat Support: Click on the 'Live Support' on the tool bar within your course to chat with an eCollege representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege Technical Support Representative

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative

Help: Click on the ‘Help’ button on the toolbar within the course for information regarding working with eCollege (e.g. how to submit to the dropbox).

Course Policy for Reporting Problems with eCollege Preventing Due Date and Time for Submissions

If you should encounter eCollege-based problems either accessing or submitting course assessments/assignments, presentation, or exams, the following procedure **MUST** be followed in order to qualify as excused consideration for missing an assignment/assessment or exam due date:

1. You **MUST** report the problem to the eCollege helpdesk (Phone 1-866-656-5511 Toll Free) to speak with an eCollege Technical Support Representative or by email at helpdesk@online.tamuc.org to initiate a support request with an eCollege Technical Support Representative
2. You **MUST** file your problem with the eCollege helpdesk and obtain an eCollege helpdesk ticket number prior to the due date and time (problems reported after an exam/assignment due date and time will not be considered)
3. You **MUST** email me with the eCollege helpdesk ticket number, the date reported, and the time reported to advise me of the problem (if you send an email to the eCollege helpdesk you may copy me on the email in lieu of sending me a separate email)
4. At this point, I will contact the eCollege helpdesk and follow-up with you to schedule a time and date in which the assessment/assignment/exam may be taken if the situation warrants an excused reason

Please Note: Your personal computer or internet access problems are not a legitimate excuse for filing a ticket with the eCollege helpdesk. You are required upon the commencement of the course to check compatibility of your computer and browser and/or to take the eCollege tutorial offered to you should you require extra assistance in navigating the eCollege platform. The only consideration that qualifies as an excused technical reason for missing an assessment/assignment/exam due date will be those that are eCollege-based and occur during the scheduled date and time.

Internet Access

A dependable and compatible internet connection is necessary to participate in the course assessments/activities and exams. You are required to ensure compatibility and accessibility as previously outlined in **TECHNOLOGY REQUIREMENTS**. Additionally, you must have a dependable computer and/or access to a dependable computer to participate in the course assessments/assignments and exams.

Learner Support

The Academic Success Center (ASC) is focused on providing academic resources to help each student reach their intellectual potential and achieve academic success. They provide excellent resources available on their website to increase your ability to study effectively, facilitate time management strategies, and enhance your learning. The Academic Success Center also offers on campus tutoring. Please visit their website for more information: <http://asc@tamuc.edu>

Tuition and Personal Loans and Waivers and Exemptions

The course textbook is required when the course begins. The reading assignments, assessments/assignments, and exam dates are based on the commencement of the course. While it is solely your decision to purchase the required course textbook wherever you choose, extensions on course assignments and/or exams will not be granted if you choose to purchase the required course textbook from an alternative source resulting in a delayed receipt and/or participation in the coursework. Texas A&M University - Commerce offers assistance for tuition and emergency loans. I am providing the following resources from Texas A&M University - Commerce you may research if needed.

1. If you do not receive Financial Aid or if you did not receive enough aid to pay for everything, please access the following link:

<http://www.tamuc.edu/admissions/tuitionCosts/bursar/tuitionEmergencyLoan.aspx>

2. You may qualify for a short-term personal loan, you may access at the following link:

<http://www.tamuc.edu/admissions/tuitionCosts/bursar/tuitionEmergencyLoan.aspx>

3. You may also research if you qualify for any waiver or exemption of tuition/fees at:

<http://www.tamuc.edu/admissions/tuitionCosts/bursar/waiversExemptions.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance Policy

While this is an online course, you are expected to “virtually attend class” and actively participate. I will monitor your activity/participation through the user activity available to me through eCollege. Although this course does not require attendance as in traditional face-to-face classes, you should allocate time in your weekly schedule for reading, studying, and taking course assessments/assignments/exams as outlined in the syllabus schedule. Your participation, personal dedication, and organization are essential for success. Virtual classrooms are available to you through eCollege *Discussions* and *Class Live* supporting participation and success in a distance learning environment. You have chosen to pursue advanced knowledge and voluntarily committed to this distance learning environment. You should allocate adequate time each week to remain abreast of the readings, assignments, exams, and presentation.

Course Specific Procedures

Academic Honesty

Students who violate Texas A&M University - Commerce rules of scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment/assessment and/or exam, the possibility of failure in the course, and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In all instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor

- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is a criminal activity and defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Students must cite all sources of information. The copying of material whether parts of sentences, whole sentences, paragraphs, or entire articles, will result in a grade of zero and can result in further disciplinary action.

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

You are being educated to be credible in your field of study. If you plagiarize or cheat, you lose the credibility inherent to any field. As in any unacceptable behavior, actions are accompanied by a consequence. As a consequence of plagiarism or cheating in this course, the consequence to your action will be an “F for the course and could also incur further University disciplinary consequences. If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus. Students may review the University’s Student’s Guide Handbook, Policies and Procedures, and Conduct I have provided in **Doc Sharing** of the course.

Late Work

I do not accept late work ***unless*** it complies with the guidelines for an excused absence (e.g. illness, death, court subpoena, eCollege-based technical problems). As your instructor, my responsibility is to provide the information of course requirements and expectations upon the commencement of the course. As a student, it is your responsibility to ensure your understanding and adherence to the course requirements and expectations. As previously communicated in the syllabus noted under **COURSE REQUIREMENTS (Course Readings and Exams)** and **COMMUNICATION AND SUPPORT (Course Policy for Reporting Problems with eCollege)**, if you fail to take one of the assessments/assignments, exams, and/or to participate in your group presentation during the scheduled timeframe it ***will require an excused absence*** as defined in the University’s Student’s Guide Handbook, Policies and Procedures, and Conduct (copy provided in **Doc Sharing** of your course) or an eCollege helpdesk ticket number for e-College-based technical issues. It is your responsibility to contact me and to provide the appropriate documentation so that a time and date might be scheduled to complete the assessment/assignment/exam. If you fail to contact me and/or to provide the appropriate documentation, you will receive a grade of zero for the missed assessment/assignment/exam. As the course schedule allows extensive timeframes in which to take the course assessments/assignments/exams, you should not find it necessary to miss the scheduled due dates and/or timeframe.

Drop Course Policy

It is your responsibility to withdraw from the course according to University policy should this become necessary.

University Specific Procedures:

ADA Statement - Students with Disabilities

The American 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 have a disability requiring accommodation please contact: Office of Student Disability Resources or Services, Texas A&M University-Commerce, Gee Library, Room 132, phone (903) 886-5150 or (903) 886-5835, fax (903) 468-8148, or email StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (refer to Code of Student Conduct from Student Guide Handbook provided in Doc Sharing). This policy is required both in traditional and virtual classroom environments. Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

I will make every effort to adhere to the course outline/calendar as noted below. However, I reserve the right to change the schedule if a circumstance(s) necessitate. I will send communication of the change(s) through your University email. Please note this course outline/calendar runs on a Sunday - Saturday schedule with the exception of Week 1 beginning on Monday, June 8 and Week 5 ending final's week on Thursday, July 9. Although previously communicated that all course exams and assessments/assignments have a "universal" due date and time of 11:59 p.m. on Thursday, July 9, the following course outline/calendar includes the dates of "recommended" completion for BSC 1309.01W.

Class Reading Assignments, Course Exams, and Assessments/Assignments

Week	Due Date	
1	June 13	Introduction to Course, Syllabus Review, Class Introduction, and eCollege Tutorial (if not already taken), and Course Tutorial
1	June 13	Chapter 2—Chemistry Comes to Life Chapter 2a—Food Safety and Defense
1	June 13	Welcome Assignment
1	June 13	Presentation Group Formation and Topic Selection
1	June 13	Chapter 3—The Cell
1	June 13	Chapter 4—Body Organization and Homeostasis
1	June 13	Chapter 19—Chromosomes and Cell Division Chapter 19a—Stem Cells—A Repair Kit for the Body
1	June 13	Test I over Chapter 2, Chapter 3, and Chapter 4
2	June 20	Chapter 20—Genetics and Human Inheritance
2	June 20	Chapter 21—DNA and Biotechnology

2	June 20	Chapter 21a—Cancer
2	June 20	Chapter 5—The Skeletal System
2	June 20	Chapter 6—The Muscular System
2	June 20	Test II over Chapter 19, Chapter 20, and Chapter 21
2	June 20	Transcription and Translation (Chapter 21) Critical Thinking Assessment/Assignment
3	June 27	Chapter 7—Neurons: The Matter of the Mind
3	June 27	Chapter 8—The Nervous System Chapter 8a—Drugs and the Mind
3	June 27	Chapter 9—Sensory Systems
3	June 27	Chapter 10—The Endocrine System Chapter 10a—Diabetes Mellitus
3	June 27	Chapter 11—Blood
3	June 27	Test III over Chapter 5, Chapter 6, and Chapter 7
3	June 27	Genetics and Heredity (Chapter 20) Empirical and Quantitative Skills Assessment/Assignment
4	July 4	Chapter 12—The Cardiovascular and Lymphatic Systems Chapter 12a—Cardiovascular Disease
4	July 4	Chapter 13—Body Defense Mechanisms Chapter 13a—Infectious Diseases
4	July 4	Chapter 14—The Respiratory System
4	July 4	Chapter 15—The Digestive System Chapter 15a—Nutrition and Weight Control
4	July 4	Chapter 16—The Urinary System
4	July 1	Test IV over Chapter 8, Chapter 9, and Chapter 10
4	July 4	Test V over Chapter 11, Chapter 12, and Chapter 13
4	July 4	Group Presentation Due
5	July 7	Test VI over Chapter 14, Chapter 15, and Chapter 16
5	July 9	Chapter 17—Reproductive Systems Chapter 17a—Sexually Transmitted Diseases and AIDS
5	July 9	Chapter 18—Development throughout Life including 18a—Autism Spectrum Disorders
5	July 9	Final Exam over Chapter 17 and Chapter 18

* The instructor reserves the right to administer revisions to the class schedule if circumstances require.