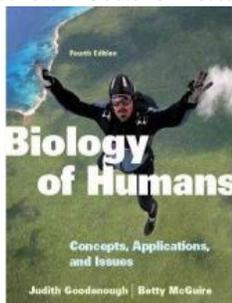


**BSC 1409.01E Human Structure and Function
Fall 2015 Course Syllabus**

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Course Information**Required Lecture Textbook**

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 provide students a practical and friendly introduction for understanding how their bodies function and for preparing them to navigate today’s world of rapidly expanding and shifting health information. **Special Note:** The lecture textbook has been chosen to participate in the rental program offered by the University bookstore.

Course Description

BSC 1409 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, and function. 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. .

Student Learning Objectives

Southern Association of Colleges and Schools (SACS) requires the following Core Competencies for course accreditation: Communication, Teamwork, Critical Thinking, and Empirical and Quantitative Skills.

Critical Thinking - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances or data.

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.

Empirical and Quantitative Skills - Students will be able to interpret, test, and demonstrate principles revealed in empirical data.

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 will provide a variety of activities and assessments to assist you in achieving the learning objectives for the course. You will work toward achieving these objectives through assigned readings, course exams, two assessments/assignments, and participation in a group presentation. Following is an explanation of each course requirement including due dates, assignment instructions, and other requirements.

Attendance (Not Graded)

Attendance will be taken at the beginning of each class period. Attendance records are used for institutional reporting (e.g. financial aid, TRiO, mid-term, athletic scholarships, etc.). A documented excused absence (refer to the University's Student's Guide Handbook, Policies and Procedures, and Conduct on TAMUC-website) will be required if you fail to attend class to qualify as excused.

Critical Thinking and Empirical and Quantitative Skills Assessments/Assignments

There are two assignments covering specific topics of study which will be used to assess portions of the learning objectives for the course. These assignments are designed to evaluate the student's understanding of the subject matter. Assessments evaluate a student's ability to:

- Analyze, evaluate, or solve a problem when given a set of circumstances or data (Critical Thinking)
- Interpret, test, and demonstrate principles revealed in empirical data (Empirical and Quantitative Skills).

The Critical Thinking assessment will cover the topics of Transcription and Translation (Chapter 21). The assessment covering the topic of Genetics and Heredity (Chapter 20) will be given to assess Empirical and Quantitative Skills. Both assessments will be given after the topics have been covered during class lecture.

Assessment Method (20% of BSC1409.01E Course Grade)

The assessments for Critical Thinking (Genetics and Inheritance) and the assessment for Empirical and Quantitative Skills (Transcription and Translation) will be given on **October 8**. Each assessment will be given in a multiple choice format. The two assessments each represent 10% of the BSC1409.01E course grade. You will need a scantron (Form Number 882-E) for each of the assessments.

Group Presentation

You will work within a group to research, compose, and present one of the textbook chapters. You and your group members should be able to effectively interpret and present the information contained in your chosen chapter. You will form groups and select your chapter for the presentation the first class day. Students not in attendance or late registering will be assigned a chapter and group by the instructor. Your group will present your chosen chapter on the date indicated on the syllabus correlating with the lecture topic on that date. All students within your group **must** participate in the presentation so that a grade might be individually derived for each team member.

Assessment Method (10% of BSC1409.01E Course Grade)

The presentation grade counts as 10% of your BSC1409.01E course grade. The criteria for the presentation is as follows: Organization (10%); Topic Knowledge (20%); Creativity and Visual Aids (10%); Communication Skills (20%); and Effectiveness as a Team Member (40 %). Team members will return a feedback form

evaluating each of the other member’s teamwork contribution. The remaining 60% of the presentation grade will be determined by me based on the Presentation Grading Rubric for Organization, Topic Knowledge, Creativity and Visual Aids, and Communication Skills. Your group should incorporate images, videos, or other resources in your presentation to convey your topic. The presentation grading rubric with criteria and point value of presentation components may be found on the following website: <http://faculty.tamuc.edu/sgossett> or located in Doc Sharing of your eCollege course.

BSC 1409.01E Course Exams

There will be a total of seven exams for the course. This scheduling permits (1) you to have smaller “portions” of biological information in which to be tested over at one time and (2) lower course percentages on exams than if only two or three exams were given. In an effort to allow you to focus your study in preparation for exams, study guides for each of the chapters covered this semester are provided at the website below. You should print and work the study guides as you progress through the assigned class reading. During lecture, I will make every effort to cover the pertinent points of the assigned reading presented on the study guide; however, you are responsible for obtaining the answers from your textbook. If you need assistance or clarification not covered during the class lecture, you may visit with me during my office hours. The exam study guides and accompanying Camtasia PowerPoints may be located at the following website:

<http://faculty.tamuc.edu/sgossett>

| Exam | Scheduled Date | Time |
|-----------------------------------|----------------|-----------|
| Exam I – Chapters 2, 3, and 4 | September 15 | 9:30 a.m. |
| Exam II – Chapters 19, 20, and 21 | October 6 | 9:30 a.m. |
| Exam III – Chapters 5, 6, and 7 | October 20 | 9:30 a.m. |
| Exam IV – Chapters 8, 9, and 10 | November 3 | 9:30 a.m. |
| Exam V – Chapters 11, 12, and 13 | November 17 | 9:30 a.m. |
| Exam VI – Chapters 14, 15, and 16 | December 8 | 9:30 a.m. |
| Final Exam – Chapters 17 and 18 | December 17 | 8:00 a.m. |

Assessment Method (Course Exams Count 70% of BSC1409.01E Course Grade)

The course exams count as 70% of your BSC1409.01E course grade. Each of the course exams will be composed of 50 multiple choice questions derived from the exam study guides. You will need a scantron (Form Number 882-E) for each of the course exams.

| BSC1409.01E Course Grading | |
|---|-------------|
| Course Grade Schematic | |
| Critical Thinking Assessment | 10% |
| Empirical and Quantitative Skills Assessment | 10% |
| Presentation | 10% |
| Course Exams | 70% |
| Total BSC1409.01E Course Grade | 100% |

Course Grading

The final course grade will be derived from the BSC1409.01E lecture grade portion (75%) and your BSC1409 laboratory grade (25%). During your scheduled laboratory, the faculty for laboratory instruction will provide you with a syllabus outlining laboratory grading policies and laboratory safety guidelines. Please take your laboratory attendance and assignments seriously as they reflect 25% of your final grade for this course. You can

monitor your grades in “real time” in your eCollege course for BSC 1409.01E (does **not** include laboratory assignment grades).

Course Grading Scale – BSC1409.01E Lecture and BSC1409.01L Laboratory Combined

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

Technology Requirements

You will need access to a reliable computer to access the exam study guides, the grading rubric for the course presentation, your grades in the eCollege course for BSC 1409.01E, and if you choose to view the Camtasia PowerPoint for the assigned chapters. If you do not have access to a personal computer, you may use those provided by Texas A&M University – Commerce at Gee library or in the Computer Lab located in the Science and Technology Center, Room 210.

Support

Camtasia PowerPoint for Assigned Chapters

Students who may be absent on a lecture day or who may want to review the information presented for a chapter of study, there is a Camtasia PowerPoint (voice-overlay) for each of the assigned chapters located on the following website: <http://faculty.tamuc.edu/sgossett>

Academic Success Center ...where minds meet

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>

Early Intervention for First-Year Students

Early intervention for freshmen is designed to communicate the University’s interest in their success and a willingness to participate fully to help students accomplish their academic objectives. The university through faculty advisors and mentors will assist students who may be experiencing difficulty to focus on improvement and course completion. This process will allow students to be knowledgeable about their academic progress early in the semester and will provide faculty and staff with useful data for assisting students and enhancing retention. Grade reports will be mailed by the end of the sixth week of the semester.

Course and University Procedures/Policies

Course Specific Procedures/Policies

You should arrive on time (**LATE** arrivals are disruptive and not conducive to a learning environment). It is **your responsibility** to maintain contact with me regarding your course participation. You need to inform me if

circumstances prevent your attendance in class. In the event you are absent on the date of a graded course component (e.g. exam, assessment/assignment, or presentation), you are responsible for providing me with the excused documentation and to schedule a time for completion.

You will be permitted to make-up an exam or assignment; however, it will require a **documented official excuse** (refer to the University's Student's Guide Handbook, Policies and Procedures, and Conduct). All make-up work must be completed within two (2) days of the date noted on your official excuse for returning to school. It is your responsibility to schedule a time during my office hours to complete the assessment/assignment and/or exam. Assessments, presentations, and/or exams not taken or not in compliance with an official excused absence will be recorded as a score of zero.

In order to create a "learning environment" free of disruptions, you **MUST TURN OFF** your cell phone as well as all other electronic devices. The only acceptable electronic device is a laptop computer you are using to take class notes. You give up the privilege of using your laptop in class if you are caught "surfing the web," reading email, watching videos, etc.

ADA Statement

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 and 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 Texas A&M University-Commerce shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. This policy is enforced both in traditional and virtual classroom environments. The student should refer to the University's Student's Guide Handbook, Policies and Procedures, and Conduct.

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.

Plagiarism is a criminal activity. The student 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. You are being educated to be credible in your field of study. If you plagiarize or cheat, you lose the credibility that is precious to any field. As in any unacceptable behavior, actions are accompanied by a result/consequence. As a consequence of plagiarism or cheating in this course, the result/consequence to your action will be an "F" for the course and could also incur further University disciplinary consequences.

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| Course Outline/Calendar of Reading Assignments, Assessments, and Exams Schedule |
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| Week | Date | Class Assignment |
|-------------|--------------|---|
| 1 | September 1 | Introduction to Course, Syllabus Review, and Presentation Group Formation |
| 1 | September 3 | Chapter 2—Chemistry Comes to Life |
| 2 | September 8 | Chapter 3—The Cell |
| 2 | September 10 | Chapter 4—Body Organization and Homeostasis |
| 3 | September 15 | Test I over Chapter 2, Chapter 3, and Chapter 4 |
| 3 | September 17 | Chapter 19—Chromosomes and Cell Division |
| 4 | September 22 | Chapter 20—Genetics and Human Inheritance |
| 4 | September 24 | Chapter 21—DNA and Biotechnology |
| 5 | September 29 | Chapter 21—DNA and Biotechnology |
| 5 | October 1 | Chapter 5—The Skeletal System |
| 6 | October 6 | Test II over Chapter 19, Chapter 20, and Chapter 21 |
| 6 | October 8 | Critical Thinking and Empirical and Quantitative Skills Assessments |
| 7 | October 13 | Chapter 6—The Muscular System |
| 7 | October 15 | Chapter 7—Neurons: The Matter of the Mind |
| 8 | October 20 | Test III over Chapter 5, Chapter 6, and Chapter 7 |
| 8 | October 22 | Chapter 8—The Nervous System |
| 9 | October 27 | Chapter 9—Sensory Systems |
| 9 | October 29 | Chapter 10—The Endocrine System |
| 10 | November 3 | Test IV over Chapter 8, Chapter 9, and Chapter 10 |
| 10 | November 5 | Chapter 11—Blood |
| 11 | November 10 | Chapter 12—The Cardiovascular and Lymphatic Systems |
| 11 | November 12 | Chapter 13—Body Defense Mechanisms |
| 12 | November 17 | Test V over Chapter 11, Chapter 12, and Chapter 13 |
| 12 | November 19 | Chapter 14—The Respiratory System |
| 13 | November 24 | Chapter 15—The Digestive System |
| 13 | November 26 | Thanksgiving Day |
| 13 | December 1 | Chapter 16—The Urinary System |
| 13 | December 3 | Chapter 17—Reproductive Systems/Sexually Transmitted Diseases |
| 14 | December 8 | Test VI over Chapter 14, Chapter 15, and Chapter 16 |
| 15 | December 10 | Chapter 18 and 18a—Development throughout Life/Autism Spectrum Disorders |
| 16 | December 17 | Final Exam over Chapter 17 and Chapter 18 8:00 a.m. – 10:00 a.m. |

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