Instructor: Susan Gossett, Adjunct Faculty
Office Location: Science Technology Center, Room 201
Office Hours: Mondays and Wednesdays 7:30 a.m. - 9:00 a.m.
Office Phone: None
Email: susan.gossett@tamuc.edu
Email Response Time: Within 24 hours excluding weekends and holidays

Course Information

Required Lecture Textbook

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.

ISBN 13: 9780321707024

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.

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

Minimal Technical Skills Needed

Students will utilize the Learning Management System to access their eCollege course for (1) monitoring their course grade throughout the semester; (2) accessing exam study guides; (3) accessing resources for the Transcription and Translation and Genetics and Heredity assessments; (4) accessing documentation containing websites for videos of biological mechanisms; (5) accessing the presentation teamwork rubric; and (6) website link containing audio-overlay of the chapter’s PowerPoint. Additionally, students will need a basic working knowledge of Microsoft PowerPoint to utilize in their team presentation.

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) will be given on Monday, October 3 and the assessment for Empirical and Quantitative Skills (Transcription and Translation) will be given on Monday, October 17. 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. I have provided a study guide in Doc Sharing in your BSC 1409.01E eCollege course for the two 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 for the presentation components may be found in Doc Sharing of the student’s BSC 1409.01E 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 in your BSC 1409.01E eCollege course. 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 are located in Doc Sharing of the student’s BSC 1409.01E eCollege course. The accompanying Camtasia PowerPoints have a link embedded on the Home Page of the student’s BSC 1409.01E eCollege course.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Scheduled Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I – Chapters 2, 3, and 4</td>
<td>September 12</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Exam II – Chapters 19, 20, and 21</td>
<td>September 26</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Exam III – Chapters 5, 6, and 7</td>
<td>October 10</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Exam IV – Chapters 8, 9, and 10</td>
<td>October 24</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Exam V – Chapters 11, 12, and 13</td>
<td>November 14</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Exam VI – Chapters 14, 15, and 16</td>
<td>December 5</td>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>Final Exam – Chapters 17 and 18</td>
<td>December 14</td>
<td>8:00 a.m.</td>
</tr>
</tbody>
</table>

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. You can monitor your grades in “real time” in your eCollege course for BSC 1409.01E.
**Student Responsibilities/Tips for Success in the Course**

1. Students should read and be familiar with the assigned reading prior to class and work the exam study guide for the chapter.
2. Students should regularly attend class and be an active participant (e.g. asking questions for clarification).
3. Students should utilize course resources in provided in eCollege.
4. Students should develop a habit of checking their University email daily for course communication.
5. Students should utilize the Academic Success Center if they find outside tutoring assistance is needed.

### BSC1409.01E Course Grading

<table>
<thead>
<tr>
<th>Course Grade Schematic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Course Exams</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total BSC1409.01E Course Grade</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

## 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.

### Course Grading Scale – BSC1409.01E and BSC 1409.01L Combined

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

**Please Note:** You can monitor your grades in “real time” in your eCollege course for BSC 1409.01E (does **not** include laboratory assignment grades for BSC 1409 laboratory.

## 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

**Access and Navigation to Pearson Learning Studio (eCollege)**

This course will utilize Pearson Learning Studio, the learning management system used by Texas A&M University-Commerce for course grade monitoring and course resources.
Pearson Learning Studio (eCollege) Access and Log in Information

To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.  http://www.tamuc.edu/myleo.aspx
You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week). If you experience LearningStudio (eCollege) technical problems, contact the Learning Studio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site  http://247support.custhelp.com/
The student help desk may be reached in the following ways:
1. Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
2. Phone: 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative. Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.
Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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 link to the Camtasia PowerPoint (voice-overlay) for each of the assigned chapters located on the Home Page of their BSC 1409.01E eCollege course.

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

1. 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 preventing 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.

**TAMUC Attendance**

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

2. 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. With the exception of using a laptop for taking class notes, all other electronic devices are prohibited in the classroom (e.g. cell phones, headphones, etc.). Students who violate classroom policies regarding electronic devices will be asked to put them away. Students who fail to comply with the classroom policy for electronic devices and refuse to put them away will be asked to leave the classroom.

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

**Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures.

**Undergraduate Academic Dishonesty 13.99.99.R0.03**

ADA Statement

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 have a disability requiring an 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 Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url: http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M Commerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Reading Assignment, Assessments/Assignments, and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 29</td>
<td>Introduction to Course and Syllabus Review</td>
</tr>
<tr>
<td>1</td>
<td>August 31</td>
<td>Chapter 2 - Chemistry Comes to Life</td>
</tr>
<tr>
<td>1</td>
<td>September 2</td>
<td>Chapter 2a - Food Safety and Defense</td>
</tr>
<tr>
<td>2</td>
<td>September 5</td>
<td>Labor Day Holiday - No Class</td>
</tr>
<tr>
<td>2</td>
<td>September 7</td>
<td>Chapter 3 - The Cell</td>
</tr>
<tr>
<td>2</td>
<td>September 9</td>
<td>Chapter 4 - Body Organization and Homeostasis</td>
</tr>
<tr>
<td>3</td>
<td>September 12</td>
<td>Exam I over Chapter 2, Chapter 3, and Chapter 4</td>
</tr>
<tr>
<td>3</td>
<td>September 14</td>
<td>Chapter 19 - Chromosomes and Cell Division</td>
</tr>
<tr>
<td>3</td>
<td>September 16</td>
<td>Chapter 19a - Stem Cells: A Repair Kit for the Body</td>
</tr>
<tr>
<td>4</td>
<td>September 19</td>
<td>Chapter 20 - Genetics and Human Inheritance</td>
</tr>
<tr>
<td>4</td>
<td>September 21</td>
<td>Chapter 21 - DNA and Biotechnology</td>
</tr>
<tr>
<td>4</td>
<td>September 23</td>
<td>Chapter 21a - Cancer</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>September 26</td>
<td>Exam II over Chapter 19, Chapter 20, and Chapter 21</td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>Chapter 5 - The Skeletal System</td>
<td></td>
</tr>
<tr>
<td>September 30</td>
<td>Chapter 6 - The Muscular System</td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td>Genetics and Inheritance Empirical and Quantitative Skills Assessment</td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Chapter 7 - Neurons: The Matter of the Mind</td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>Chapter 8 - The Nervous System</td>
<td></td>
</tr>
<tr>
<td>October 10</td>
<td>Exam III over Chapter 5, Chapter 6, and Chapter 7</td>
<td></td>
</tr>
<tr>
<td>October 12</td>
<td>Chapter 8a - Drugs and the Mind</td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>Chapter 9 - Sensory Systems</td>
<td></td>
</tr>
<tr>
<td>October 17</td>
<td>Transcription and Translation Critical Thinking Assessment</td>
<td></td>
</tr>
<tr>
<td>October 19</td>
<td>Chapter 10 - The Endocrine System</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Chapter 10a - Diabetes Mellitus</td>
<td></td>
</tr>
<tr>
<td>October 24</td>
<td>Exam IV over Chapter 8, Chapter 9, and Chapter 10</td>
<td></td>
</tr>
<tr>
<td>October 26</td>
<td>Chapter 11 - Blood</td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>Chapter 12 - The Cardiovascular and Lymphatic System</td>
<td></td>
</tr>
<tr>
<td>October 31</td>
<td>Chapter 12a - Cardiovascular Disease</td>
<td></td>
</tr>
<tr>
<td>November 2</td>
<td>Chapter 13—Body Defense Mechanisms</td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>Independent Study Day - No Class</td>
<td></td>
</tr>
<tr>
<td>November 7</td>
<td>Chapter 13a - Infectious Diseases</td>
<td></td>
</tr>
<tr>
<td>November 9</td>
<td>Chapter 14 - The Respiratory System</td>
<td></td>
</tr>
<tr>
<td>November 11</td>
<td>Chapter 15 - The Digestive System</td>
<td></td>
</tr>
<tr>
<td>November 14</td>
<td>Exam V over Chapter 11, Chapter 12, and Chapter 13</td>
<td></td>
</tr>
<tr>
<td>November 16</td>
<td>Chapter 15a - Nutrition and Weight Control</td>
<td></td>
</tr>
<tr>
<td>November 18</td>
<td>Chapter 16 - The Urinary System</td>
<td></td>
</tr>
<tr>
<td>November 21</td>
<td>Chapter 17 - Reproductive Systems</td>
<td></td>
</tr>
<tr>
<td>November 23</td>
<td>Independent Study Day - No Class</td>
<td></td>
</tr>
<tr>
<td>November 28</td>
<td>Chapter 17a - Sexually Transmitted Diseases</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td>Chapter 18 - Development throughout Life</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Chapter 18a - Autism Spectrum Disorders</td>
<td></td>
</tr>
<tr>
<td>December 5</td>
<td>Exam VI over Chapter 14, Chapter 15, and Chapter 16</td>
<td></td>
</tr>
<tr>
<td>December 7</td>
<td>Independent Study Day - No Class</td>
<td></td>
</tr>
<tr>
<td>December 9</td>
<td>Independent Study Day - No Class</td>
<td></td>
</tr>
<tr>
<td>December 14</td>
<td>Final Exam over Chapter 17 and Chapter 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8:00 a.m. - 10:00 a.m.</td>
<td></td>
</tr>
</tbody>
</table>

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