This is a sample syllabus for BSC2011. Students should reference the section syllabus provided at the beginning of the semester for specifics regarding assignments and grade assignments.
Biological Science II
BSC2011-xxxx
Fall 2022

Instructor:
Email:
Office Telephone:
Office Location:
Office Hours: Office hours will take place via Zoom. See Canvas site for details about meeting via Zoom. If you would like to schedule an appointment with me outside of office hours, please use the Calendly link found on Canvas. Students can request to meet with me face to face or via Zoom.
Teaching and Learning Assistants: Please refer to Canvas for TA and LA names, contact info, and office hours.
Attendance Associate: Email: Office Hours: appointments as needed via Zoom.

WHY ARE YOU TAKING THIS COURSE, AND WHAT WILL YOU LEARN?
Most of you have registered for this class because it is required for your major. BSC2011 is required for so many majors because this course covers foundational scientific knowledge required to fully understand many scientific fields. Overall, Biological Science II explores the mechanisms that generate variation and diversity in biological systems. This course facilitates our students’ transition into college-level scientific thinking and is designed to help students not only understand biology content, but to also hone skills such as designing scientific arguments or categorizing information, going beyond simple memorization.

This is the second part of a two-semester introductory biology course designed for those interested in pursuing a career in life sciences. This course provides an overview of the processes underlying animal embryonic development, inheritance genetics, evolution and ecology. The diversity of knowledge gained in BSC 2011 will aid students’ understanding in more advanced biology classes.

BSC2011 COURSE OBJECTIVES:

<table>
<thead>
<tr>
<th>Unit 1: DNA, Gene Regulation, and Animal Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are diverse kinds of cells generated from a single zygote?</td>
</tr>
<tr>
<td>Students will be able to: Identify and describe the set of processes that allow a linear sequence of information contained in DNA to direct the embryonic development of a complex multicellular eukaryotic organism from a single cell</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit 2: Mendelian Inheritance</th>
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<tbody>
<tr>
<td>How does a single pair of individuals produce genotypically and phenotypically diverse offspring?</td>
</tr>
<tr>
<td>Students will be able to: Explain the mechanisms that govern the patterns by which traits are inherited by offspring from parents and solve problems based on Mendelian inheritance</td>
</tr>
</tbody>
</table>

| Unit 3: Population Genetics and Evolution |
| How do populations become different from one another, and how are new species generated? | Students will be able to: List types of evidence for evolution; describe and compare the various mechanisms that result in changes in populations of organisms over evolutionary time; contrast micro- and macroevolution; explain the Hardy-Weinberg principle and apply this to solve problems in population genetics; explain the role of reproductive isolation in speciation and the various means by which populations may become reproductively isolated; contrast allopatric and sympatric modes of speciation; and interpret phylogenetic trees |
| How does the environment support a diversity of populations, communities, and ecosystems? | Students will be able to: Describe interactions among organisms at different ecological levels; explain how interactions between organisms and their physical environment determine patterns of distribution and abundance of organisms on Earth; describe threats to earth’s biodiversity; and recognize the importance of conserving biodiversity. |

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.

This course has been approved for the Liberal Studies disciplinary requirement of Natural Science and thus is designed to help students become an effective interpreter of scientific results and a critical analyst of claims about the natural world. Therefore, at the end of the semester, students will also be able to:

1. Pose questions or hypotheses based on scientific principles.
2. Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
3. Analyze and interpret research results using appropriate methods.

PLEASE NOTE: Three questions assessing these three competencies will be included in each of the four Unit Exams given throughout the semester.

COURSE MATERIALS:
Campbell Biology, 12th Edition, by Urry et al. Textbook access can be completed through FSU Bookstore and/or the Mastering links on the course Canvas site. For this course, the eText Only Follett Access will be required.

This course participates in the Follett Access program. You are automatically enrolled to receive your materials and will be charged through your FSU portal. If you have opted out and need to opt back in, or to opt out of receiving the discounted materials, visit the link below. For more information, follow this link: https://studentbusiness.fsu.edu/how-pay/follett-access-textbook-program or contact the bookstore at follettaccess@fsu.edu. ISBN: 9780135856055
All student questions should be directed to follettaccess@fsu.edu

Course Website: Canvas (https://canvas.fsu.edu/). Students will find grades, powerpoint slides, handouts, lesson materials, homework, problem sets, study guides, announcements, and articles posted on the course website. Please refer to the course website and check your FSU e-mail frequently to receive updated information.
Top Hat: We will be using Top Hat Pro (www.tophat.com) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text
LETTER GRADE CALCULATION:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1-4 Mid Unit Assessments</td>
<td>4 @ 50 points</td>
<td>200</td>
</tr>
<tr>
<td>Unit 1-3 End of Unit Assessments</td>
<td>3 @ 110 points</td>
<td>330</td>
</tr>
<tr>
<td>Top Hat Participation Credit</td>
<td>60 points</td>
<td>60</td>
</tr>
<tr>
<td>Online Canvas Assignments</td>
<td>4 @ 25 points</td>
<td>100</td>
</tr>
<tr>
<td>In-Person Class Assignments</td>
<td>4 @ 25 points</td>
<td>100</td>
</tr>
<tr>
<td>Mid Unit Reflections</td>
<td>4 @ 10 points</td>
<td>40</td>
</tr>
<tr>
<td>End of Unit 4 Assessment and Cumulative Final</td>
<td>110 + 60 = 170</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS = 1000 points

➢ There is one extra credit assignment: an optional assignment, worth up to 20 points extra credit in the course. This assignment is an in-depth investigation into a particular topic we cover in class.

GRADE AND ASSIGNMENT CONCERNS DEADLINE:

My expectation is that students will bring their concerns regarding their grades or assignments to my attention within 1 week of receiving the grade for the assignment. I expect students to resolve all of their concerns with me regarding grades, absences, and assignments by final deadline of Friday, December 9 at 5:00 pm in order to have these changes reflected on the final grade submitted to the Registrar’s office. Additional changes (within reason) may be made after final grade submission, but these will need to be discussed with me and a final grade change will need to be issued. Please, let me help you as soon as I can--do not wait to address your concerns!

FINAL COURSE LETTER GRADES

Assessments will account for 70% of your final grade. Final grades will be calculated to the nearest 1/100 of a percentage point. Final percentages will not be rounded off or rounded up at the end of the semester. Final course grades will include plus/minus options.

<table>
<thead>
<tr>
<th>Final Letter Grade</th>
<th>Point Range</th>
<th>Percent (%) Range (Final point total/1000 possible pts)</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>925-1000</td>
<td>92.50-100</td>
</tr>
<tr>
<td>A-</td>
<td>895-924.9</td>
<td>89.50 - 92.49</td>
</tr>
<tr>
<td>B+</td>
<td>865-894.9</td>
<td>86.50 - 89.49</td>
</tr>
<tr>
<td>B</td>
<td>825-864.9</td>
<td>82.50 - 86.49</td>
</tr>
<tr>
<td>B-</td>
<td>795-824.9</td>
<td>79.50 - 82.49</td>
</tr>
<tr>
<td>C+</td>
<td>765-794.9</td>
<td>76.50 - 79.49</td>
</tr>
<tr>
<td>C</td>
<td>725-764.9</td>
<td>72.50 - 76.49</td>
</tr>
<tr>
<td>C-</td>
<td>695-724.9</td>
<td>69.50 - 72.49</td>
</tr>
<tr>
<td>D+</td>
<td>665-694.9</td>
<td>66.50 - 69.49</td>
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<tr>
<td>D</td>
<td>625-664.9</td>
<td>62.50 - 66.49</td>
</tr>
<tr>
<td>D-</td>
<td>595-624.9</td>
<td>59.50 - 62.49</td>
</tr>
<tr>
<td>F</td>
<td>0-594.9</td>
<td>00.00 - 59.49</td>
</tr>
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</table>
OPTIONAL RECITATIONS:
I will hold an optional recitation sessions. Students are not required to attend recitations. We will use this time to review practice problems and course content. Students can bring questions to recitation, or just come to listen and practice material. Any practice problems we complete in recitation will also be posted in Canvas.

COURSE ASSIGNMENTS AND EVALUATION:

MID-UNIT ASSESSMENTS
There will be a mid-unit assessment on Canvas for each of the four units. Questions on each assessment may consist of multiple-choice questions or short answer questions (details regarding this will be announced on Canvas and in class). The questions on the mid-unit assessments will be based only on the material covered in the unit prior to the day of the assessment. Mid-unit assessments will be available on Canvas on the date listed in the course schedule. Honorlock will not be used for assessments in this course.

END OF UNIT ASSESSMENTS
There will be an end of unit assessment on Canvas for each of the four units. End of Unit Assessments 1-3 will be non-comprehensive but will cover all of the material of a particular unit. The final exam will consist of two parts: (A) A non-comprehensive End of Unit 4 Assessment and (B) a comprehensive portion. Questions on each assessment may consist of multiple-choice questions or short answer questions (details regarding this will be announced on Canvas and in class). End of unit assessments will take place during scheduled class time, on the dates listed in the course schedule. Honorlock will not be used for assessments in this course.

TOP HAT PARTICIPATION CREDIT
We will be using Top Hat Pro (www.tophat.com) for class participation. You will be able to review lecture videos and submit answers to questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat’s Getting Started Guide (https://bit.ly/31TGMIw).

If you already have a Top Hat account, go to https://app.tophat.com/e/143633 to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or...

- Go to https://app.tophat.com/register/student
- Click "Search by school" and input: Florida State University
- Search for our course with the following join code: 143633

If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat Pro course. If you have already purchased Top Hat for a separate course, you will not be prompted to pay again. Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Students will complete Top Hat for completion credit the on the days class meets. Students will earn 1 point per question answered; students do not need to get the questions correct to earn credit. Students can earn UP TO the max possible points on Top Hat questions, but more than the max number of opportunities will be offered to earn credit. Once a student has earned the maximum points, they can no longer earn Top Hat credit for the course. In addition, students will be able to miss some opportunities (unexcused absences, forgetfulness, etc.) and will still have the chance to earn full credit in this assignment category. Top Hat opportunities will begin on Monday August 29.
ONLINE CANVAS ASSIGNMENTS
Students will submit work for Online Canvas Assignments via Canvas. There will be 4 online assignments total. Please see the course schedule for details about when these assignments will be available online. Students are allowed to use course materials such as their textbook or notes while completing this work. The purpose of these assignments is to provide opportunities for practice and preparation for assessments. All students are expected to submit their own work for each assignment.

IN-PERSON CLASS ASSIGNMENTS
Students will also complete assignments in person, during class time. There will be 4 in-person class assignments total. Please see the course schedule for details about when these assignments will be available; students will be given time during class to work with others to complete these. Students are also allowed to use course materials such as their textbook or notes while completing this work. The purpose of these assignments is to encourage scientific thinking and engagement with course concepts; thus, students can collaborate with others in the class, or the class assistants, to discuss ideas from the assignments. However, all students are expected to submit their own work for each assignment.

MID UNIT REFLECTIONS
For each unit, students will submit a short reflection on Canvas focusing on their study strategies, quiz experience, and preparation plans for the next End of Unit Assessment. These reflections will be scored based on completion with effort. “Completion with effort” refers to students answering each question in the reflection prompt, using complete sentences. See assignment instructions on Canvas for more details.

OPTIONAL (EXTRA CREDIT) ASSIGNMENT
This optional assignment, worth up to 20 points extra credit, is designed to be an in-depth investigation into a particular topic that we cover in class. The investigation will include researching primary literature, finding a TED Talk or science podcast, and evaluating the credibility of scientific sources. The expectations for this assignment are high and the grading follows a strict rubric. See Canvas for full details, rubric, and deadline.

UNIVERSITY ATTENDANCE POLICY:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Religious Holy Days Memo Spring 2021:
Links instructors and students can use regarding requested absences for Religious Holy Days:
https://interfaithcouncil.fsu.edu/
http://www.interfaith-calendar.org/

ABSENCES AND MISSED COURSE WORK POLICIES IN THIS COURSE:
1. ASSESSMENTS: Students who miss a Mid Unit or End of Unit assessment due to an unexcused absence will receive a “0” on the assessment. Students who have excused absences may take a make-up assessment within one week of the excused missed assessment with prior approval from the course instructor.
2. **TOP HAT PARTICIPATION:** A maximum number of points can be earned for Top Hat credit, but students can miss a small number of questions and still earn full credit in this assignment category, as more than the max number of opportunities will be offered. Students who miss the assignment due to an unexcused absence will not earn this credit for the day(s) they miss. Consideration for Top Hat participation credit may be given to those who miss the assignment due to an excused absence.

3. **ASSIGNMENTS and REFLECTIONS:** Students who miss an Assignment/Reflection due an unexcused absence will receive a “0” on the assignment. Students who have excused absences may complete a make-up assignment due **within one week** of the missed assignment with prior approval from the instructor.

**Additional notes regarding the attendance policy in this course:**
- **For Fall 2022:** I understand that you are taking this course under unusual circumstances. We will work with you on excused absences. Please contact the attendance associate directly regarding these concerns and we will work with students on a case-by-case basis.
- It is expected that students keep up with all class lessons. If you miss a lesson, it is still your responsibility to watch the recording, obtain notes, review the powerpoint slides and resources, and attend our office hours to get caught up on the material you missed.

**TECHNICAL ISSUES TIPS:**
Unfortunately, I will not reopen assignments, exams, quizzes, etc. due to undocumented technical issues with Canvas. To avoid these problems, try following these tips I have learned from years of working with students on these issues!
- Do not use Safari or iOS to submit work on Canvas. Canvas does not always work well with these browsers so it’s not recommended by ODL to use them.
- Do not submit work using your phone if possible.
- Make sure you have a reliable wifi connection.
- Take screenshots of your work once it is submitted in case something happens.
- Collect documentation of power outages etc. if you experience issues.

If you experience technical issues while submitting work, contact Dr. and with your documentation of the issue as soon as possible.

**PRE PROGRAM @ ACE: FREE ACADEMIC ASSISTANCE**
This class will participate in the Proactive Referral and Engagement (PRE) program ([https://ace.fsu.edu/pre-student-faqs](https://ace.fsu.edu/pre-student-faqs)). The purpose of this program is to give you early academic assistance and advice so that you succeed in this class. Therefore, I may share information about your class performance with Dr. Samantha Tackett at the ACE. The ACE has multiple tutoring options. If you prefer individual appointments at a set time, then you can use this Campus Connect link to schedule appointments for course-based tutoring and study support: [https://fsu.campus.eab.com/student/appointments/new?type=tutoring](https://fsu.campus.eab.com/student/appointments/new?type=tutoring)
ACADEMIC HONOR POLICY:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy)

The Florida State University Academic Honor Policy has eight different types of violations:
1. Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).
2. Cheating: Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise, unauthorized collaboration on an exam.
3. Unauthorized Group Work: Unauthorized collaborating with others. Typical examples include: working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.
4. Fabrication, Falsification, and Misrepresentation: Unauthorized altering or inventing of any information or citation that is used in assessing academic work. Typical examples include: submitting a false excuse for a class absence or tardiness in a scheduled academic exercise.
5. Multiple Submissions: Submitting the same academic work (including oral presentations) for credit more than once without instructor permission.
6. Abuse of Academic Materials: Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.
7. Complicity in Academic Dishonesty: Intentionally helping another to commit an act of academic dishonesty.
8. Attempting to commit any offense as outlined above.

Students are expected to do their own original work. Any student caught cheating, including using papers, reports, or tests from other students will be penalized to the full extent allowed by the Student Handbook. Resubmitting your own work from previous courses is also considered a violation.

A note on the Academic Honor Policy in this course:
- I encourage and expect that students will discuss ideas from assignments as instructed in the course. However, unless otherwise instructed, students should complete and submit their work individually without collaborating with other students.
- Work that should not be completed in collaboration with others includes (but is not limited to): Mid Unit Assessments, End of Unit Assessments, and the Optional (Extra Credit) Assignment. See specific assignment instructions on Canvas for details as well. This includes sharing questions or answers with other students in the class during the testing window.
- In addition, students should not consult any unauthorized online platform while completing coursework for this class. These include, but are not limited to, sites such as Chegg or Course Hero.
For any writing assignment, students should submit writing in their own words and submit their own, individual work to Turnitin. All outside sources must be properly acknowledged using in-text citations and Works Cited. Before writing an essay assignment, I suggest reviewing strategies to avoid plagiarizing sources: http://guides.lib.fsu.edu/plagiarism

With permission from the student, meetings with Dr. regarding honor policy concerns will be recorded via zoom for documentation.

STATEMENT REGARDING HB233 CLASS LECTURE RECORDING:

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

DEPARTMENT OF BIOLOGICAL SCIENCE DIVERSITY & INCLUSION STATEMENT:

The faculty, staff, and students of the Department of Biological Science are committed to making our department and discipline more inclusive. We share a collective responsibility towards each other’s well-being, with an understanding that the relevance and ingenuity of biological science depends on greater inclusion of under-represented groups. For this reason, we are dedicated to preventing all forms of discrimination that unfairly disadvantage some, privilege others, and run counter to our values of equity and justice. We strive for a cohesive and collaborative culture focused on excellence in research, teaching, mentoring, and service. We are committed to valuing, celebrating and leveraging the differences and similarities within our community to create a fertile environment for problem-solving—one that is both inventive and compassionate.

ACADEMIC SUCCESS:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

AMERICANS WITH DISABILITIES ACT:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:
(1) must register with and provide documentation to the Office of Accessibility Services (OAS);
(2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
(3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request
for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.
This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
https://dsst.fsu.edu/oas

CONFIDENTIAL CAMPUS RESOURCES:
Centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

<table>
<thead>
<tr>
<th>Victim Advocate Program</th>
<th>University Counseling Center</th>
<th>University Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center A, Rm. 4100</td>
<td>Askew Student Life Center, 2nd floor</td>
<td>Health and Wellness Center</td>
</tr>
<tr>
<td>(850) 644-7161</td>
<td>942 Learning Way</td>
<td>(850) 644-6230</td>
</tr>
<tr>
<td>Available 24/7/365</td>
<td>(850) 644-8255</td>
<td><a href="https://uhs.fsu.edu/">https://uhs.fsu.edu/</a></td>
</tr>
<tr>
<td>Office Hours: M-F 8-5</td>
<td><a href="https://counseling.fsu.edu/">https://counseling.fsu.edu/</a></td>
<td></td>
</tr>
<tr>
<td><a href="https://dsst.fsu.edu/vap">https://dsst.fsu.edu/vap</a></td>
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</table>

FREE TUTORING FROM FSU:
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SEXUAL HARASSMENT POLICY:
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. https://registrar.fsu.edu/bulletin/graduate/information/university_notices/

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:
Incomplete grades will not be assigned except in the case of exceptional unforeseen circumstances as determined by the instructor. See the link below for the Incomplete Grade Policy: https://registrar.fsu.edu/bulletin/undergraduate/information/academic_regulations/

SYLLABUS CHANGE POLICY:
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE/LESSON</th>
<th>TOPIC</th>
<th>ASSIGNMENTS AND READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: DNA, GENE REGULATION, &amp; ANIMAL DEVELOPMENT</strong></td>
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</table>
| 1 | Monday, August 22 Unit 1 Lesson 1 | Introduction to Class/ First Day Attendance | Chapters to Review: 1, 5, 16, 17, 11, 18, 20  
*Complete First Day Attendance Quiz*
| Wednesday, August 24 Unit 1 Lesson 2 | Molecular Mechanisms in Development | Read: Chapters 18, 47 |
| **UNIT 2: MENDELIAN INHERITANCE** | | | |
| 2 | Monday, August 29 Unit 1 Lesson 3 | Cellular Mechanisms in Development | Read: Chapters 18, 47  
*Top Hat Credit starts today*
| Wednesday, August 31 Unit 1 Lesson 4 | Animal Development II (Fertilization, Cleavage, Gastrulation, Neurulation) | Read: Chapter 47  
Due by end of class: In-Person Class Assignment #1 |
| 3 | Monday, September 5 | Labor Day No Class | |
| Wednesday, September 7 Unit 1 Lesson 5 | Animal Development III (Fertilization, Cleavage, Gastrulation, Neurulation) | Read: Chapter 47  
Due on Canvas: Mid Unit 1 Assessment, available 5:00 pm  
Sept 7 – 11:59 pm Sept 8 (covers Unit 1 Lessons 1-4) |
| 4 | Monday, September 12 Unit 1 Lesson 6 | Pattern Formation Developmental Genes Evolutionary Developmental Biology ("EvoDevo") Unit 1 Catch up | Read: Chapters 19, 21, 25, 47  
Due on Canvas: Online Canvas Assignment #1, available 12:00 am Sept 12 – 11:59 pm Sept 13 |
| **UNIT 3: POPULATION GENETICS AND EVOLUTION** | | | |
| 5 | Monday, September 19 Unit 2 Lesson 1 | Cell Division and Mitosis | Read: Chapters 11, 12  
Due on Canvas: Unit 1 Reflection by 11:59 pm |
| Wednesday, September 21 Unit 2 Lesson 2 | Meiosis The Cell Cycle and Cancer | Read: Chapters 13, 18 |
| 6 | Monday, September 26 Unit 2 Lesson 3 | Mendel's Laws of Inheritance Mono and Dihybrid Crosses | Read: Chapter 14  
Due by end of class: In-Person Class Assignment #2 |
| Wednesday, September 28 Unit 2 Lesson 4 | Probability and Genetics | Read: Chapter 14  
Due on Canvas: Online Canvas Assignment #2, available 12:00 am Oct 10 – 11:59 pm Oct 11 |
| 7 | Monday, October 3 Unit 2 Lesson 5 | Exceptions to Mendel's Findings | Read: Chapter 14  
Due on Canvas: Mid Unit 2 Assessment, available 5:00 pm  
Oct 3 – 11:59 pm Oct 4 (covers Unit 2 Lessons 1-4) |
| Wednesday, October 5 Unit 2 Lesson 6 | Sex Determination Sex linked Traits | Read: Chapters 14, 15 |
| 8 | Monday, October 10 Unit 2 Lesson 7 | Pedigrees and Genetic Disorders Unit 2 Catch up | Read: Chapters 14, 15  
Due on Canvas: Online Canvas Assignment #2, available 12:00 am Oct 10 – 11:59 pm Oct 11 |
| **UNIT 4: ECOLOGY** | | | |
| 9 | Monday, October 17 Unit 3 Lesson 1 | History of Evolutionary Thought Darwin's Model and Evidence Natural Selection and Adaptation Sexual Selection | Read: Chapters 1, 22  
Due on Canvas: Unit 2 Reflection by 11:59 pm |
| Wednesday, October 19 Unit 3 Lesson 2 | Population Genetics (Hardy-Weinberg Theorem) | Read: Chapter 23  
Due by end of class: In-Person Class Assignment #3 |
| 10 | Monday, October 24 Unit 3 Lesson 3 | Mechanisms of Evolution | Read: Chapter 23 and 26 |
| Wednesday, October 26 Unit 3 Lesson 4 | Species Concepts Reproductive Isolation Speciation | Read: Chapter 24  
Due on Canvas: Mid Unit 3 Assessment, available 5:00 pm  
Oct 26 – 11:59 pm Oct 27 (covers Unit 3 Lessons 1-3) |
| 11 | Monday, October 31 Unit 3 Lesson 5 | Phylogeny Maintenance of Genetic Variation + Linkage Unit 3 Catch up | Read: Chapter 23  
Due on Canvas: Online Canvas Assignment #3, available 12:00 am Oct 31 – 11:59 pm Nov 1 |
| Wednesday, November 2 | End of Unit 3 Assessment during class time. | | |
| 12 | Monday, November 7 Unit 4 Lesson 1 | Conservation Biology Climates and Biomes | Read: Chapters 54, 56  
Due on Canvas: Unit 3 Reflection by 11:59 pm |
| Wednesday, November 9 Unit 4 Lesson 2 | Populations and Growth Models | Read: Chapters 52, 53, 54 |
| 13 | Monday, November 14 | Population Regulation  
Unit 4 Lesson 3  
Applied Population Dynamics | Read: Chapters 52, 53, 54  
Due by end of class: In-Person Class Assignment #4 |
|---|---|---|---|
|  | Wednesday, November 16 | Community Ecology I  
Unit 4 Lesson 4  
Species Interactions | Read: Chapter 54  
Due on Canvas: Mid Unit 4 Assessment, available 5:00 pm  
Nov 16 – 11:59 pm Nov 17 (covers Unit 4 Lessons 1-3) |
| 14 | Monday, November 21 | Community Ecology II  
Unit 4 Lesson 5  
Species Interactions | Read: Chapter 55 |
|  | Wednesday, November 23 | THANKSGIVING BREAK Nov 23-27 | NO CLASS |
| 15 | Monday, November 28 | Energy Flow  
Unit 4 Lesson 6  
Nutrient Cycling | Read: Chapter 55  
Due on Canvas: Unit 4 Reflection by 11:59 pm |
|  | Wednesday, November 30 | Unit 4 Catch up  
Cumulative Review for Final Exam | Due on Canvas: Online Canvas Assignment #4, available 12:00 am Nov 30 – 11:59 pm, Nov 31 |
| Final Exam Week | Monday, December 5 to Friday December 9 | End of Unit 4 + Cumulative Final Exam:  
To view final exam times: https://registrar.fsu.edu/registration_guide/fall/exam_schedule/ |