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 sections xxxx
Spring 2023

Instructor:  
Email:  
Office Telephone:  
Office Location:  
Office Hours:  Office hours will take place via Zoom; see Canvas site for details for Zoom link information. 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: attendancebsc@gmail.com 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? 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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Mendelian Inheritance</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does a single pair of individuals produce genotypically and phenotypically diverse offspring? 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.

Unit 4: Ecology

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.

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. 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.

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 message.

**LETTER GRADE CALCULATION:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Points Structure</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1-4 Mid Unit Assessments</td>
<td>4 @ 50 points each</td>
<td>= 200 points</td>
</tr>
<tr>
<td>Unit 1-3 End of Unit Assessments</td>
<td>3 @ 110 points each</td>
<td>= 330 points</td>
</tr>
<tr>
<td>Top Hat Participation Credit</td>
<td>60 points (more than 60 opportunities will be offered)</td>
<td>= 60 points (max)</td>
</tr>
<tr>
<td>Online Canvas Assignments</td>
<td>4 @ 25 points each</td>
<td>= 100 points</td>
</tr>
<tr>
<td>In-Person Class Assignments</td>
<td>4 @ 25 points each</td>
<td>= 100 points</td>
</tr>
<tr>
<td>Mid Unit Reflections</td>
<td>4 @ 10 points each</td>
<td>= 40 points</td>
</tr>
<tr>
<td>End of Unit 4 Assessment and Cumulative Final</td>
<td>110 + 60 = 170 points</td>
<td>= 170 points</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td></td>
<td>= 1000 points</td>
</tr>
</tbody>
</table>

➢ 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, May 5 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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<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>
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<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>
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<tr>
<td>D+</td>
<td>665-694.9</td>
<td>66.50 - 69.49</td>
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<td>D</td>
<td>625-664.9</td>
<td>62.50 - 66.49</td>
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<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>
</tbody>
</table>
OPTIONAL RECITATIONS:
I will hold an optional recitation session. 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 (www.tophat.com) for graded class participation. You will be able to review lectures 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 LTI 1.3 course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (https://bit.ly/31TGMlw).

To begin Top Hat access for our course, go to our Canvas site and click the Top Hat LTI 1.3 link on the navigation panel. You will be taken to the Top Hat site associated with our course. If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat course. If you have already purchased Top Hat classroom access for a separate course, you will not be prompted to pay again. Section 3 join code is 967021. Section 4 join code is 958042.

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 January 17.
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.

Additional notes regarding the attendance policy in this course:
- **When in doubt, reach out!** I understand that situations arise outside of this class that can affect your ability to complete coursework. We will work with you on excused absences and missed work, but you must communicate with us. If you are not sure if something is excusable, please contact the attendance associate directly to find out. We work with students on a case-by-case basis, so when in doubt, just ask!
- We allow students to make up **one assignment** if missed due to an unexcused absence (ex: illness without doctor’s note, car trouble, etc.). The student must complete the absence tracker form and communicate with the attendance associate within one week of the missed assignment to use this make up opportunity. Otherwise, students should follow course policy for making up excused absences only.
- I expect students to keep up with all class lessons. If you miss a lesson, it is still your responsibility to obtain notes, review the powerpoint slides and resources, and attend our office hours to get caught up on the material you missed.
- If you miss work due to an absence, please fill out the **absence tracker form** on Canvas ASAP.
Documentation for an absence (e.g. doctor’s note, official documents, etc.) must be sent to the attendance associate. Documents should contain the student’s name and dates of the missed days. Please redact any other personal information.

Students who plan to miss coursework due to a pre-booked family vacation must contact the attendance associate within the first two weeks of the semester to discuss potential arrangements for make up work.

Students experiencing stressful situations are always welcome to reach out to Case Management on campus. Case Management works with students experiencing a variety of concerns and can offer support and absence documentation on behalf of the student: https://dsst.fsu.edu/cms/connect-with-us

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 are expected to contact the attendance associate and instructor within one week of the missed assessment to discuss making up the work.

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 Top Hat questions due to an excused absence or technical issue; students are expected to contact the attendance associate and instructor within one week of the missed Top Hat lesson.

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 are expected to contact the attendance associate an instructor within one week of the missed assignment to discuss making up the work.

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/

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). 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

If you would like to contact Dr. Samantha Tackett directly for assistance, please use the information below:

Email: stackett@fsu.edu
Phone: 850-645-4047
Office: William Johnston Building G015B

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 their pledge 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.
3. Unauthorized Group Work: Unauthorized collaborating. 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 affects grades given for academic work or attendance. Typical examples include: submitting a false excuse for a class absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.
5. Multiple Submissions: Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make exceptions regarding whether students may incorporate existing work into new assignments clear in writing.
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.

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](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 to 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.
Students with disabilities needing academic accommodations should:

1. register with and provide documentation to the Office of Accessibility Services (OAS); and
2. request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and,
3. meet (in person, via phone, email, skype, zoom, etc…) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

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:**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

<table>
<thead>
<tr>
<th><strong>Victim Advocate Program</strong></th>
<th><strong>Counseling and Psychological Services</strong></th>
<th><strong>University Health Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center A, Rm. 4100 (850) 644-7161 Available 24/7/365 Office Hours: M-F 8-5</td>
<td>Askew Student Life Center, 2nd floor 942 Learning Way (850) 644-8255</td>
<td>Health and Wellness Center (850) 644-6230</td>
</tr>
<tr>
<td><a href="https://dsst.fsu.edu/vap">https://dsst.fsu.edu/vap</a></td>
<td><a href="https://counseling.fsu.edu/">https://counseling.fsu.edu/</a></td>
<td><a href="https://uhs.fsu.edu/">https://uhs.fsu.edu/</a></td>
</tr>
</tbody>
</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](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/](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/](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></td>
<td></td>
<td><strong>UNIT 1: DNA, GENE REGULATION, &amp; ANIMAL DEVELOPMENT</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | Tuesday January 10 | Introduction to Class/ First Day Attendance Scientific Inquiry | Chapters to Review: 1, 5, 16, 17, 11, 18, 20  
*Complete First Day Attendance Quiz* |
|      | Thursday January 12 | Molecular Mechanisms in Development | Read: Chapters 18, 47 |
| 2    | Tuesday January 17 | Cellular Mechanisms in Development Animal Development I (Fertilization, Cleavage, Gastrulation, Neurulation) | Read: Chapters 18, 47  
*Top Hat Credit starts to day* |
|      | Thursday January 19 | Animal Development II (Fertilization, Cleavage, Gastrulation, Neurulation) | Read: Chapter 47 |
| 3    | Tuesday January 24 | Animal Development III (Fertilization, Cleavage, Gastrulation, Neurulation) | Due on Canvas: Mid Unit 1 Assessment, available 5:00 pm Jan 24 – 11:59 pm Jan 25 (covers Unit 1 Lessons 1-4)  
Due by end of class: In-Person Class Assignment #1 |
|      | Thursday January 26 | Morphogenic Mechanisms Pattern Formation | Read: Chapter 47 |
| 4    | Tuesday January 31 | Developmental Genes Evolutionary Developmental Biology (“EvoDevo”) Unit 1 Catch up | Read: Chapters 18, 21, 25, 47  
Due on Canvas: Online Canvas Assignment #1, available 12:00 am Jan 31 – 11:59 pm Feb 1 |
|      | Thursday February 2 | *End of Unit 1 Assessment during class time.* | |
| 5    | Tuesday February 7 | Cell Division and Mitosis | Read: Chapters 11, 12  
Due on Canvas: Unit 1 Reflection by 11:59 pm |
|      | Thursday February 9 | Meiosis The Cell Cycle and Cancer | Read: Chapters 13, 18 |
| 6    | Tuesday February 14 | Mendel’s Laws of Inheritance Mono and Dihybrid Crosses | Read: Chapter 14 |
|      | Thursday February 16 | Probability and Genetics | Read: Chapter 14  
Due by end of class: In-Person Class Assignment #2 |
| 7    | Tuesday February 21 | Exceptions to Mendel’s Findings | Read: Chapter 14  
Due on Canvas: Mid Unit 2 Assessment, available 5:00 pm Feb 21 – 11:59 pm Feb 22 (covers Unit 2 Lessons 1-4) |
|      | Thursday February 23 | Sex Determination Sex Linked Traits | Read: Chapters 14, 15 |
| 8    | Tuesday February 28 | Pedigrees and Genetic Disorders Unit 2 Catch up |  
Due on Canvas: Online Canvas Assignment #2, available 12:00 am Feb 28 – 11:59 pm Mar 1 |
|      | Thursday March 2 | *End of Unit 2 Assessment during class time.* | |
| 9    | Tuesday March 7 | History of Evolutionary Thought Darwin’s Model and Evidence Natural Selection and Adaptation | Read: Chapters 1, 22  
Due on Canvas: Unit 2 Reflection by 11:59 pm |
|      | Thursday March 9 | Population Genetics (Hardy-Weinberg Theorem) | Read: Chapter 23  
Due by end of class: In-Person Class Assignment #3 |
| 10   | March 13-March 17 | **SPRING BREAK** | |
| 11   | Tuesday March 21 | Mechanisms of Evolution | Read: Chapter 23 and 26 |
|      | Thursday March 23 | Species Concepts Reproductive Isolation Speciation | Read: Chapter 24  
Due on Canvas: Mid Unit 3 Assessment, available 5:00 pm Mar 23 – 11:59 pm Mar 24 (covers Unit 3 Lessons 1-3) |
| 12   | Tuesday March 28 | Maintenance of Genetic Variation + Linkage Sexual Selection | Read: Chapter 23 |
|      | Thursday March 30 | Understanding Phylogenies Unit 3 Catch up |  
Due on Canvas: Online Canvas Assignment #3, available 12:00 am Mar 30 – 11:59 pm Mar 31 |
| 13   | Tuesday April 4 | *End of Unit 3 Assessment during class time.* | |

See next page for Unit 4 schedule
<table>
<thead>
<tr>
<th>Unit 4: Ecology</th>
<th>Date</th>
<th>Topic</th>
<th>Read Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td></td>
<td>Thursday April 6</td>
<td>Conservation Biology</td>
<td>Read: Chapters 54, 56</td>
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<td>Unit 4 Lesson 1</td>
<td>Climates and Biomes</td>
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<td>Tuesday April 11</td>
<td>Populations and Growth Models</td>
<td>Read: Chapters 52, 53, 54</td>
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<td>Unit 4 Lesson 2</td>
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<td>Thursday April 13</td>
<td>Population Regulation</td>
<td>Read: Chapters 52, 53, 54</td>
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<td>Unit 4 Lesson 3</td>
<td>Applied Population Dynamics</td>
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<td>Tuesday April 18</td>
<td>Community Ecology I</td>
<td>Read: Chapter 54</td>
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<td>Unit 4 Lesson 4</td>
<td>Species Interactions</td>
<td>Due on Canvas: Mid Unit 4 Assessment, available 5:00 pm Apr 18 – 11:59 pm Apr 19 (covers Unit 4 Lessons 1-3)</td>
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<td>Thursday April 20</td>
<td>Community Ecology II</td>
<td>Read: Chapter 55</td>
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<td>Unit 4 Lesson 5</td>
<td>Species Interactions</td>
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<td>Tuesday April 25</td>
<td>Energy Flow</td>
<td>Read: Chapter 55</td>
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<td>Unit 4 Lesson 6</td>
<td>Nutrient Cycling</td>
<td>Due on Canvas: Unit 4 Reflection by 11:59 pm</td>
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<td>Thursday April 27</td>
<td>Unit 4 Catch up</td>
<td>Due on Canvas: Online Canvas Assignment #4, available 12:00 am Apr 27 – 11:59 pm Apr 28</td>
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<td>Unit 4 Lesson 7</td>
<td>Cumulative Review for Final Exam</td>
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<td>Monday May 1 – Friday May 5</td>
<td>End of Unit 4 + Cumulative Final Exam:</td>
<td>To view final exam times: <a href="https://registrar.fsu.edu/registration_guide/fall/exam_schedule/">https://registrar.fsu.edu/registration_guide/fall/exam_schedule/</a></td>
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