



BIO 102: General Biology of Whole Organisms

Online Term V 2022

Instructor: Dr. Jennifer Borgo Raia

Office: SB 211

Phone: 383-8396

Email: jborgoraia@coker.edu

Extra Hours: I use Google Meet for appointments and side aside times for the space each week. They change because your schedules are varied, but there will be at least 2 one-hour blocks each week. I will use announcements to let you know the times. If those times don't work for you, then please send me your schedule and I'll find a time that works for both of us.

Text: Openstax.org Concepts of Biology. This is a free, online textbook:

<https://openstax.org/details/books/concepts-biology>

Mission Objectives: The Coker College mission statement states "The College's goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively". In this class, students will practice analytical thinking and scientific writing.

Course Philosophy: This course is designed as an introduction to organismal biology with emphasis on evolution, ecology, population biology and the general characteristics of microorganisms, plants, and animals.

Course Objectives: Upon successful completion of this course, student will be able to:

1. Understand the scientific method.
2. Understand basic evolutionary concepts.
3. Have an appreciation for the diversity of life on earth, and understand the underlying biological principles.
4. Have an appreciation for the major biomes on the planet, what characteristics typify them, and how organisms have evolved to live in those biomes.
5. Describe the concept of the population.
6. Describe the concept of the community.
7. Understand how many of the challenges currently facing us today relate to biology and how science can be used to evaluate possible solutions.
8. Understand graphical representations of data and how to through data to draw conclusions.

Biology of Whole Organisms Syllabus – Online Term V 2022

Grading:	Lecture Exams: 30 %
	Exam 1: 10 %
	Exam 2: 10 %
	Exam 3: 10 %
	Controversy Flyer: 20%
	Module Quizzes: 20%
	Module Activities: 20%
Discussion Board and Participation/"Attendance": 10%	

Exams will consist of multiple choice and short answer questions.

All write-ups need to be TYPED and submitted to Blackboard in a format that I can access/open (.doc, .pdf, .pages – google docs do **NOT** work). If I cannot open it, then it will be graded as a zero. Late work and quizzes will **NOT** be accepted regardless of the reason it was late or how late it was.

If you feel like you are struggling – contact me – we can try to work out the problem and possible solutions.

Student Behavior: All Coker College students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Disruptive behavior is not acceptable in this course. Points may be lost through poor behavior, particularly on discussion boards (*e.g.*, disruptive behavior, lack of respect for instructor or classmates).

Engagement Policy: Students are expected to follow the time-line associated with this class. That means you should be logging into Blackboard at least once a week (although it should be more like 3 times a week). **I DO NOT** accept late work, regardless of the reason it was late or how late it is and **NO** make-up exams or quizzes will be given once they have closed on Blackboard. Do not wait until the last minute to complete assignments. Blackboard/internet issues do happen but they are not a valid excuse for late work.

Dishonesty: Cheating and plagiarism (taking credit for someone else's work) will not be tolerated. I will take every precaution to eliminate the opportunities for dishonesty; however, it is the students' responsibility to remain above suspicion. Along those lines, all writing assignments are **INDIVIDUAL**. Therefore, your assignment should not look similar to your classmates' assignments. Students caught cheating will be referred to the Dean of Faculty/Provost. For further clarification on cheating and plagiarism policies of Coker College, consult your student handbook.

Pillar: This course represents an **Engaged Learning Pillar** in the general education curriculum. Students will be able to connect knowledge (facts, theories, etc.) from general education coursework to civic engagement and to the student's participation in civic life and/or community or professional contexts and structures.

This course is found within in the **Service Pillar** provide opportunities for students to develop knowledge and skills to serve their community at the local level while also providing opportunities for thinking creatively and critically about the issues local communities face.

Learning Outcomes Related to the Service Pillar:

- Identify the communities to which they belong
- Describe relationships among living things and how those relationships shape communities.

The Big Picture: This class is your introduction to organismal biology. You will learn how different groups have changed over time – basically how we got from one to the next. In moving along the groups, you will see how major biological systems have changed to become more efficient as ways of life shifted. While that might sound complex, if you're nervous about taking a science course, then this is the course for you. Every time you walk around outside, you will see things from class and you'll know even more about them. A walk in the woods is a terrific way to review class materials. I also think that the most valuable skill you can have in a world flooded with information is the ability to differentiate between those sources of information. This class will give you the skills to recognize good sources from bad and to interpret graphs on your own so that you don't have to rely on other's (sometimes biased) explanations.

How to be successful in this course (and all my courses):

1. Use the study cycle to shift from a cramming approach to actual learning/understanding (see video in Blackboard). We will cover too much material for cramming to be a successful technique.
2. Write down all due dates now (and as they are given).
3. Use some sort of reminder system (Google Calendar is one option) to keep up on assignments/exams.
4. Check your email once per day.
5. Check the Blackboard calendar at least once a week (if not more).
6. Ask questions if you don't understand something. You are not the only one.
7. Come to my extra hours. I stopped calling them "office hours" because that implies I am in my office to do office things. In reality, I am present during those hours to offer you extra help if necessary.
8. Don't leave things blank – I give partial credit. Try. The worst that will happen is that you get the same grade you would have by leaving it blank, but odds are good that you will at least get some points.
9. If you are struggling, nervous, etc., talk to me. I can help.
10. Have fun! Connect concepts to things relevant to your future goals, or keep an eye out for something that catches your interests. Environmental science connects to everything.

Lecture Schedule

Dates	Topic	Reading
Week 1: May 31 through June 5	Introduction to the course	Ch. 1
Week 2: June 6 through June 12	Evolution and speciation	Ch. 11
Exam 1 opens on Monday June 13 at 12:05am and closes on Friday, June 17 at 5pm.		
Week 3: June 13 through June 19	Tracing Evolutionary History	Ch. 12
Week 4: June 20 through June 26	Viruses and Microbial life Claim Topic and Sources due by Friday (June 24th) at 5pm	Ch. 13
Week 5: June 27 through July 3	Fungi Feedback “quiz” is this week!	Ch. 13
Exam 2 opens on Monday July 4th at 12:05am and closes on Friday, July 8th at 5pm.		
Week 6: July 4 through July 10	Plants Claim Flyer draft due by Friday (July 8th) at 5pm	Ch. 14
Week 7: July 11 through July 17	Animals Claim Flyer critiques due by Friday (July 15th) at 5pm	Ch. 15
Week 8: July 18 through July 24	Ecology Final flyer due by Friday (July 22nd) at 5pm	

Exam 3 opens on Thursday July 21st at 12:05am and closes on Tuesday July 26th at 5pm.

As you can see, there is one module for each week of the course. Within each module, you will find assigned readings, other course materials, activities/assignments, links to discussion boards, and a key concept quiz. **DISCUSSION FORUM POSTS (due Saturdays), ACTIVITIES (due Saturdays), AND QUIZZES (due the Tuesday immediately following the week) ARE DUE EACH WEEK.** You can work at your own pace, just be sure to turn in your work on time.

Disability Services: Reasonable accommodations will be provided for qualified students with disabilities. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through Robin Richardson (Advising and Disability Services; 383-8021) during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. The student is responsible for contacting Robin Richardson.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality

Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?

While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting

If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Counseling Services (843-383-8040) or Coker's Student Health Services (843-383-8141).

Additional information is located under the Title IX section on the Coker website:

<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>