COURSE SYLLABUS

COURSE NUMBER: BSC 1011 (Section 001)  COURSE TITLE: General Biology II

DEPARTMENT: Biological Sciences  REQUIRED TEXT:


FACULTY NAME: Matthew J. Drum Ph.D.  Pearson/Benjamin Cummings.

TERM/YEAR: Fall 2010  TELEPHONE: (850) 599-8394

OFFICE LOCATION: 208 Jones Hall  E-MAIL: matthew.drum@famu.edu

PREREQUISITE: Completion of BSC1010 or equivalent course, or by instructors consent

<table>
<thead>
<tr>
<th>CLASS</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETING TIMES</td>
<td>8:00 a.m. to 9:15 a.m.</td>
<td>8:00 a.m. to 9:15 a.m.</td>
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<tr>
<td>OFFICE HOURS</td>
<td>12:00 p.m. to 3:00 p.m.</td>
<td>9:30 a.m. to 12:00 p.m.</td>
<td>12:00 p.m. to 3:00 p.m.</td>
<td>3:00 p.m. to 5:00 p.m.</td>
<td>by appointment</td>
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</tbody>
</table>

Course Description

BSC1011 is the second of a two part course series which continues an introduction to the basic principals of biology. In particular, this course concentrates on organismal diversity. Phyla in the kingdom Protista, Fungi, Plantae, and Animalia will be discussed in separate units. Specific characteristics of each phyla will be discussed with emphasis on nutritional and reproductive strategies, habitat, behavior, and physiological and biochemical processes. In addition to the survey of biodiversity, BSC1011 students will be exposed to taxonomic techniques used to classify groups of organisms. Concepts in the science of systematics and phylogenetics will also be introduced to illustrate evolutionary relationships among these phyla. This course was designed to supplement the laboratory activities, which provides practical application of the topics discussed in the lecture section.

Course Purpose

Upon completion of BSC1011, students should have a greater appreciation of organismal diversity and a familiarity with the systematic classification of major taxonomic clades.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.5 (K, S) Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) Use technology to manage, evaluate and improve instruction. | F: 1,4,10 12 | I: 6,7 |
| CF: 2.6 (S, D) Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11,6 | I: 9,10 |
| CF: 3.3 (S, D) Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4 (D) Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5 (D) Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

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Approved/Revised 10/30/07
CRITICAL THINKING

Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

URBAN/RURAL EDUCATION

Through this focal area, the FAMU professional education candidate will:

CF: 6.4 (S) | Communicate effectively with students' parents and the community. | F: 5,11 | I: 6 |

Overall Goals of the Course
This is the second course of a two-course introductory sequence for Biology majors. The overall goal of this course is to continue building the foundation that was begun in General Biology I (BSC-1010), while moving from the cell to the system and organismal levels. Specifically, the lecture component of the course presents an introduction to evolutionary theory, an overview of animal diversity, an examination of animal anatomy and physiology, and finally an introduction to animal behavior. Although humans are used as the primary model for discussions of anatomy and physiology, evolutionary relationships and trends are introduced. The laboratory exercises provide an opportunity for you to examine actual specimens of the animals introduced in lecture.

Specific Behavioral Objectives
1. Define and describe the general terms, structures and concepts associated with each of the general biological topics discussed.
   a. This outcome will be assessed by the three, in-class multiple choice examinations.

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2. Demonstrate written communication skills.
   a. This outcome will be assessed by the final essay examination, as well as the in class short answer quizzes;
3. Exhibit the ability to critically analyze and interpret scientific data.
   a. This outcome will be assessed by the written systematics assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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<tbody>
<tr>
<td>Lecture Exam</td>
<td>Define and describe the general terms, structures and concepts associated with each of the general biological topics discussed. This outcome will be assessed by the three, in-class multiple choice examinations.</td>
<td>I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>FEAPs: 1.1: 1j, 1k, 1l, 1m, 2.1: 2i, 2j, 2k, 3.1: 3b, 3c, 3i, 3j, 3k, 3l, 4.1: 4b, 4c, 4g, 4j, 5.1: 5a, 5b, 5k, 6.1, 7.1: 7b, 7g, 8.1: 8b, 8c, 8f, 9.1: 9f, 9g, 9k, 9l, 9m, 10.1, 11.1, 12.1: 12b, 12c, 12i, 12j, 12k, 12l</td>
<td>FTCE: 1) 1, 15 4) 6 7) 1 - 10 8) 2, 11, 13 10) 1 - 4, 9, 10, 13</td>
<td>CF: 1.5, 2.1, 2.2, 2.6, 2.7, 3.1-3.5, 4.1-4.5, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>Demonstrate written communication skills. This outcome will be assessed by the final essay examination, as well as the in class short answer quizzes</td>
<td>I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>FEAPs: 1.1: 1j, 1k, 1l, 1m, 2.1: 2i, 2j, 2k, 3.1: 3b, 3c, 3i, 3j, 3k, 3l, 4.1: 4b, 4c, 4g, 4j, 5.1: 5a, 5b, 5k, 6.1, 7.1: 7b, 7g, 8.1: 8b, 8c, 8f, 9.1: 9f, 9g, 9k, 9l, 9m, 10.1, 11.1, 12.1: 12b, 12c, 12i, 12j, 12k, 12l</td>
<td>FTCE: 1) 1, 15 4) 6 7) 1 - 10 8) 2, 11, 13 10) 1 - 4, 9, 10, 13</td>
<td>CF: 1.5, 2.1, 2.2, 2.6, 2.7, 3.1-3.5, 4.1-4.5, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7</td>
</tr>
<tr>
<td>Bioinformatics Project</td>
<td>Exhibit the ability to critically analyze and interpret scientific data. This outcome will be assessed by the written systematics assignment</td>
<td>I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>FEAPs: 1.1: 1j, 1k, 1l, 1m, 2.1: 2i, 2j, 2k, 3.1: 3b, 3c, 3i, 3j, 3k, 3l, 4.1: 4b, 4c, 4g, 4j, 5.1: 5a, 5b, 5k, 6.1, 7.1: 7b, 7g, 8.1: 8b, 8c, 8f, 9.1: 9f, 9g, 9k, 9l, 9m, 10.1, 11.1, 12.1: 12b, 12c, 12i, 12j, 12k, 12l</td>
<td>FTCE: 1) 1, 15 4) 6 7) 1 - 10 8) 2, 11, 13 10) 1 - 4, 9, 10, 13</td>
<td>CF: 1.5, 2.1, 2.2, 2.6, 2.7, 3.1-3.5, 4.1-4.5, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7</td>
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**National and State Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance

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skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Standard.

**Standard 7: Planning**
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10: Collaboration, Ethics, and Relationships**
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.
   
   1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.
   
   1.PRE.k Reviews assessment data and identifies students' strengths and weaknesses.
   
   1.PRE.l Communicates individual student progress in student, parent, and staff conferences.
   
   1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
   
   2.PRE.i Provides opportunities for students to receive constructive feedback on individual work and behavior.
   
   2.PRE.j Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
   
   2.PRE.k Develops short- and long-term personal and professional goals relating to communication.

3. **CONTINUOUS IMPROVEMENT**
   3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.
   
   3.PRE.b Participates in and supports the overall school improvement process.
   
   3.PRE.c Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
   
   3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

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3.PRE.j  Seeks to increase her/his own professional growth by participating in training and other professional development experiences.
3.PRE.k  Has observed others in the role of steward and can demonstrate some of the skills involved.
3.PRE.l  Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

4. **CRITICAL THINKING**

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.b  Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities.
4.PRE.c  Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.PRE.g  Demonstrates and models the use of higher-order thinking abilities.
4.PRE.j  Uses technology and other appropriate tools in the learning environment.

5. **DIVERSITY**

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.PRE.a  Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5.PRE.b  Fosters a learning environment in which all students are treated equitably
5.PRE.k  Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

6. **ETHICS**

6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. **HUMAN DEVELOPMENT AND LEARNING**

7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

7.PRE.b  Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.PRE.g  Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

8. **KNOWLEDGE OF SUBJECT MATTER**

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.PRE.b  Increases subject matter knowledge in order to integrate the learning activities.
8.PRE.c  Uses the materials and technologies of the subject field in developing learning activities for students.
8.PRE.f  Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. **LEARNING ENVIRONMENTS**

9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

9.PRE.f  Provides opportunities for students to be accountable for their own behavior.
9.PRE.g  Provides a safe place to take risks.
9.PRE.k  Arranges and manages the physical environment to facilitate student learning outcomes.
9.PRE.l  Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
9.PRE.m  Provides clear directions for instructional activities and routines.

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10. PLANNING
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

11. ROLE OF THE TEACHER
11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

12. TECHNOLOGY
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.b Uses technology tools on a personal basis.
12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.
12.PRE.i Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.
12.PRE.j Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
12.PRE.k Uses technology to collaborate with others.
12.PRE.l Develops professional goals relating to technology integration.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1 Knowledge of the investigative processes of science
1.1 Identify components, proper use, and care of light microscopes.
1.15 Identify evidence of the dynamic nature of science in the face of new scientific information.

4 Knowledge of the interaction of cell structure and function
4.6 Compare characteristics of the major taxa (e.g., domains, kingdoms, phyla), including cellular characteristics.

7 Knowledge of the structural and functional diversity of protists, fungi, and plants
7.1 Identify major types of protists, fungi, and plants.
7.2 Identify the positive and negative effects of protists, fungi, and plants on other living things.
7.3 Relate the structures of specialized plant tissues to their functions.
7.4 Relate the characteristics of vascular and nonvascular plants to adaptations allowing these organisms to broaden their ecological niches.
7.5 Identify the functions of the major organs of angiosperms and gymnosperms and the survival advantages associated with those organs.
7.6 Compare the structures of monocots and dicots (e.g., seeds, vascular bundles, venation, flower parts).
7.7 Relate the major mechanisms (e.g., transport, storage, water conservation, reproduction, transpiration) in plants to environmental stimuli.
7.9 Identify methods of reproduction in plants.
7.10 Analyze patterns of alternation of generations in plants, fungi, and algae.

8 Knowledge of the structural and functional diversity of animals
8.2 Characterize major animal body plans (e.g., symmetry, coelomic character, embryonic origin).
8.11 Analyze the interconnectedness of animal organ systems.
8.13 Identify aspects of animal social behavior (e.g., communication and signals, dominance hierarchy, territoriality, aggression, courtship, innate and learned behavior).

10 Knowledge of evolutionary mechanisms
10.1 Compare the current theory of evolution by natural selection with previous scientific theories of evolution (e.g., Lamarck, Darwin).
10.2 Analyze exceptions to and limitations of the biological species concept.
10.3 Compare systems of classification (e.g., classical taxonomy, phenetics, cladistics).
10.4 Apply a taxonomic (e.g., dichotomous) key to a set of objects.
10.9 Interpret examples of evidence for evolutionary theory (e.g., molecular, morphological, embryological, paleontological).

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10.10 Analyze aspects of modern scientific theories (e.g., primitive precell, endosymbiotic) on the origin and early evolution of life on Earth.
10.13 Identify basic trends in hominid evolution from early ancestors to modern humans.

National Science Teachers Association Standards

C.2.a. Core Competencies. All teachers of biology should be prepared to lead students to understand the unifying concepts required of all teachers of science, and should in addition be prepared to lead students to understand:
2. Similarities and differences among animals, plants, fungi, microorganisms, and viruses.
4. Scientific theory and principles of biological evolution

C.2.b. Advanced Competencies. In addition to these core competencies, teachers of biology as a primary field should be prepared to effectively lead students to understand:

C.2.c. Supporting Competencies. All teachers of biology should also be prepared to effectively apply concepts from other sciences and mathematics to the teaching of biology including basic concepts of:
24. Earth and space sciences including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes in the Earth.
8. Organization and functions of cells and multicellular systems.
9. Behavior of organisms and their relationships to social systems.
5. Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.

Topical Outline and Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week of</th>
<th>Subject</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26th</td>
<td>Introduction to biological diversity</td>
<td>Campbell/Reece 26</td>
</tr>
<tr>
<td>September 2nd</td>
<td>Phylogeny and systematics</td>
<td>Campbell/Reece 27</td>
</tr>
<tr>
<td>September 9th</td>
<td>Protista I</td>
<td>Campbell/Reece 28</td>
</tr>
<tr>
<td>September 16th</td>
<td>Protista II</td>
<td>Campbell/Reece 28</td>
</tr>
<tr>
<td>September 23rd</td>
<td><strong>EXAM I</strong></td>
<td></td>
</tr>
<tr>
<td>September 30th</td>
<td>Plant Diversity I</td>
<td>Campbell/Reece 29</td>
</tr>
<tr>
<td>October 7th</td>
<td>Plant diversity II</td>
<td>Campbell/Reece 30</td>
</tr>
<tr>
<td>October 14th</td>
<td>Plant diversity III</td>
<td>Campbell/Reece 35, 38</td>
</tr>
<tr>
<td>October 21st</td>
<td><strong>EXAM II</strong></td>
<td></td>
</tr>
<tr>
<td>October 28th</td>
<td>Animal Diversity</td>
<td>Campbell/Reece 32</td>
</tr>
<tr>
<td>November 4th</td>
<td>Invertebrates</td>
<td>Campbell/Reece 33</td>
</tr>
<tr>
<td>November 11th</td>
<td>Vertebrates I</td>
<td>Campbell/Reece 34</td>
</tr>
<tr>
<td>November 18th</td>
<td>Vertebrates II</td>
<td>Campbell/Reece 34</td>
</tr>
<tr>
<td>November 25th</td>
<td>Development and reproduction</td>
<td>Campbell/Reece 40</td>
</tr>
<tr>
<td>December 2nd</td>
<td><strong>EXAM III</strong></td>
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<tr>
<td>December 9th</td>
<td><strong>FINAL EXAM</strong></td>
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</tbody>
</table>

Teaching Methods

Lectures, class discussions, brainstorming sessions, problem centered hands on investigations, research and technologies such as internet, CD-ROM, blackboard and computer animations

Course Evaluation

In addition to the one assignment, the students overall grade will be derived from Four 90-point exams (three regular exams and the final exam). Exams will cover topics discussed in lecture and information found in the textbook. All exams will be administered on the exam date outlined in this syllabus, and will begin promptly at 8:00 a.m. Students who are absent or over 10 minutes late to class on an exam date will not be given the exam and will receive a “0” for that exam. Students will have 50 minutes to complete each exam. Other exam policies are as follows:
1. The first three in-class exams are 50 questions, multiple-choice, and are Scan-tron, therefore, students will need no more than two sharpened pencils. The final exam is a comprehensive essay exam. Please leave notebooks, textbooks, note-sheets, book-bags, purses etc. at home, if you must bring any of the aforementioned, you will be asked to place materials at the front of the class or at the instructors podium.

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2. Once the student receives the exam, he or she will not be able to leave the classroom for any reason (this includes bathroom breaks). If the student chooses to leave he or she must turn in his or her exam.

3. Cell phones are not permitted on exam dates. Due to advances in text messaging, photo capabilities, etc. Cell phones are prohibited on exam dates. Any Student, who fails to comply with this, will receive a “0” for the examination.

4. Should a student need clarification of an exam question, he or she will raise his or her hand and the instructor will come to the student and address the question. Under no circumstance should a student leave his or her seat, or talk during an examination to anyone except the instructor. Again, students who fail to comply, will receive a “0” for the examination.

**Written assignment:** There will be one written assignment. This project will be assigned the third week of class, and will be due no later then noon, November 27th. This project will be worth up to 40 points (equivalent to three-fifths of an exam grade), and will test the students knowledge of systematics and taxonomy (Chapters 24 and 25, Campbell and Reece, 7th edition).

**Grading**

**Calculating your grade out of 400 possible**

- 90-100  A  400 x 0.9 = 360 (cutoff for A)
- 80-89  B  400 x 0.8 = 320 (cutoff for B)
- 70-79  C  400 x 0.7 = 270 (cutoff for C)
- 60-69  D  400 x 0.6 = 240 (cutoff for D)
- 59 & below = F (less than 240)

**Course Policies**

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**References**

4. Tree of Life Web Project: [http://tolweb.org/tree](http://tolweb.org/tree)