

Integrated Principles of Biology 1 Syllabus – Fall 2025

BSC2010 ONLINE ONLY

I. INSTRUCTOR INFORMATION

Professor:

Stefanie Gazda, Ph.D.

Email: stefanie.gazda@ufl.edu

Office Hours will be posted on Canvas and in an updated Syllabus by the start of the course.

Teaching Assistants:

TAs (and their Office Hours) will be posted on Canvas and in an updated Syllabus by the start of the course.

All Office hours will be held via Zoom.

II. COURSE INFORMATION

The entire course will be conducted online through the course CANVAS website. You can directly access the Canvas login at <https://elearning.ufl.edu/>.

This is the syllabus for class numbers 11126, 11127, 11128, 11129, 11151, 11152, 11153, 11130, 11150

COURSE COMMUNICATION

All e-mail correspondence to course instructors must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course number in the subject line. E-mails not meeting these requirements may not be recognized by our e-mail filters and thus may not be answered. For the timeliest responses, use the Inbox Tool in Canvas.

COURSE TEXTBOOK

You will need the textbook AND an Achieve access code for this course. An eBook is included with Achieve and is accessible via Canvas. You may choose to buy a hard copy of the textbook or an eBook access code. If you choose to purchase the eBook, you may access it directly in Canvas. Instructions on how to access Achieve and connect your account can be found in the Orientation Module in Canvas.

Principles of Life, **3rd Edition**, by David M. Hillis; Mary V. Price; Richard W. Hill; David W. Hall; Marta J. Laskowski. Sinauer Associates and Macmillan (publisher).

If you have problems registering, purchasing, or logging in, please contact Customer Support at <https://community.macmillan.com/community/digital-product-support>. You can reach a representative 7 days a week through the online form, by chat, or by phone at (800) 936-6899.

Achieve

Achieve is an online assignment and tutorial system from the textbook publisher. It is required for this course and includes an eBook with purchase. Each new copy of the Principles of Life textbook comes automatically packaged with Achieve and an eBook. Instructions on how to access Achieve and connect your account can be found in the Orientation Module in Canvas.

If you have problems registering, purchasing, or logging in, please contact Customer Support at <https://community.macmillan.com/community/digital-product-support>. You can reach a representative 7 days a week through the online form, by chat, or by phone at (800) 936-6899.

UF All Access

Please note that this course will be participating in the UF All Access program. Students will be able to opt-in to the REQUIRED access to Achieve with eBook access for Principles of Life when classes begin and pay for these materials through their student account. Students who do not choose to “opt-in” will be able to purchase a standalone Achieve code with eBook access through the UF Bookstore or online through the Achieve site. Both options provide access to the same material, however, opting-in will provide the course materials at the lowest price. There will also be a print version of the textbook available at the UF Bookstore for students who wish to have a physical hardcopy of the text as a companion to the required online materials.



COURSE DESCRIPTION

General Biology Core: In this course students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication.

This is the first of a two-semester sequence that prepares students for advanced biological sciences courses and allied fields. The BSC Online Lecture course (BSC 2010) is a separate course from the BSC Online Lab course (BSC 2010L).

PREREQUISITE KNOWLEDGE AND SKILLS

Degree-seeking students only. Prerequisite: None

MINIMUM TECHNICAL SKILLS

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

.HEIC files are NOT accepted for any assignments or discussions. Please save images as .jpeg files.

As this is an online course, all assignments should be typed whenever possible, including tables: Only type-written documents in a recognizable file format will be accepted; photos/scans of hand-written text or screenshots of typed documents will not be graded and will result in no credit for that assignment (the only exception is for some diagram labels which may be hand-written; these will be made clear on the assignment instructions).

Files should be uploaded in PDF format; do not save text as images within a PDF. If your PDF cannot be read by the Turnitin software (a grey icon will appear in your gradebook next to the assignment), you will need to resubmit it in a readable format **prior** to the due date.

If your assignment/discussion/quiz/other does not meet these requirements it will not receive credit.

It is the responsibility of the student (not the instructor or TAs) to make sure their submissions are readable. Resubmissions after the deadline due to improper file submissions are not allowed.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

The primary goal of this course is to establish a coherent foundation of knowledge in biology and to prepare students for comprehension in advanced biology courses and science in general.

Fundamental concepts discussed include the scientific methods by which we come to know things in science, the chemical composition and processes that make up all life, genetic processes and the means of inheritance of traits, the mechanisms and processes of natural selection, and adaptation and evolution of life on Earth. An additional course goal is to develop critical thinking skills for the development of reasoned thought and for evaluation of life experiences.

Student Learning Outcomes (SLOs) of the course will be achieved if, by its conclusion, students can (SLOs in **bold** are State mandated):

1. Demonstrate scientific literacy by articulating and practicing the scientific method.
2. **Evaluate data regarding validity.**
3. **Read and interpret a variety of scientific data.**
4. Describe a scientific hypothesis and identify testable predictions that logically follow.
5. **Identify major macromolecules and state their importance to living organisms.**
6. **Compare and contrast the components of prokaryotic and eukaryotic cells and the molecular processes driving cellular structure, function, and cell division/replication.**
7. **Explain metabolism** and outline the process and molecular components of key metabolic pathways.
8. Describe the relationship between genotype and phenotype and **solve problems in transmission genetics.**

9. Predict the RNA and protein sequences that will be transcribed and translated from a given gene and **explain gene expression**.
10. Discuss the evidence that all living things are descended from a common ancestor and have changed and diversified into species through time and explain the mechanisms by which this has occurred.
11. Interpret and evaluate phylogenetic trees and use them to distinguish evolutionary predictions.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

The [general education student learning outcomes \(SLOs\)](#) describe the knowledge, skills and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: **content**, **communication**, and **critical thinking**.

Every general education course must address all three SLOs. Note that the [subject area objectives \(detailed above\)](#) describe the context within which the SLOs are achieved.

Category	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

To assess student performance in meeting these student learning outcomes for this course, students are evaluated by a variety of instruments throughout the course: three exams during the semester, short comprehension check quizzes used to assess comprehension and reasoning, and graded on-line activities, exercises and assessments. Student Learning Outcomes are further assessed in BSC 2010L, the companion lab course. In combination, BSC 2010 and BSC 2010L provide assessments of all categories of the General Education Student Learning Outcomes.

COURSE EXPECTATIONS

Each student is solely responsible for reading and following the instructions, guidelines, and schedules in this syllabus. Not having read the information in this syllabus or in instructor announcements will not constitute an excuse for missing an assignment or other assessment.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

III. COURSE POLICIES

As part of BSC 2010, you are required to complete online assignments. If at any time you have questions about these assignments, please contact the Online Instructor or your Teaching Assistants. A schedule will be posted on e-Learning with the due dates for each assignment. All assignments must be completed by the stated due date and time for credit. No credit will be given for assignments completed after the deadline. Extensions will NOT be given because of technical or personal issues that occur within 24 hours of the assignment deadline without appropriate documentation. Many assignments may take several days to complete, so make sure you have time to devote to that assignment before you begin. You are expected to work by yourself on the assignments and cheating will not be tolerated. Note that all due dates for assignments are clearly posted on the course website and reflect the most up-to-date information.

ATTENDANCE

Students are expected to check the Canvas course regularly for announcements, assignment due dates, and other course-related information. Students are to complete all assigned work (quizzes, activities, etc.) by the due dates. Students are strongly encouraged to read the assigned chapters before attempting any of the assignments as this will make it easier to comprehend the material.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies.

TIME COMMITMENT

The University of Florida assumes that each student will devote 3-4 hours per week per credit-hour to each course, including time in lectures and labs. Because BSC 2011 is three credits, each student should therefore expect to devote 9-12 hours per week to this course during a regular semester. A recommended time allocation is in the table. If you find yourself spending more than the recommended number of hours per week on average on these activities, discuss this with your course instructor to see if you can refine your study habits. If you find yourself spending less than the recommended

Activity	Hours/Week
Lectures/Videos	1
Online Exercises	2-4
Textbook Readings	2-3
Review and Study	2-4

number of hours per week on average, you should recognize that you may have difficulty learning and comprehending the material in this time, and this will probably be reflected in poor performance on the various assessments, causing you to receive a lower overall course grade.

COMMUNICATION WITH YOUR ONLINE INSTRUCTOR

When you have a question about the assignments, check the following sources first to see if it is already answered, before e-mailing your Online Instructor:

- Course Syllabus
- e-Learning Announcements (this is the primary means that your Online Instructor has to communicate with you in a timely manner)
- e-Learning Study Room Posts

If you still cannot find the answer to your questions:

- If it is a question that others might find useful to know the answer to as well, post it in the e-Learning Study Room section at the end of the Module in question.
- If it is a question specific to you (e.g., account or grade specific), e-mail your instructor. Barring unusual circumstances, expect a reply with 24 hours during the week (do not expect an immediate response in the evenings). E-mails sent Friday evening through the weekend will be answered on Monday (do not expect a response on the weekend). E-mails and e-Learning Discussion posts are checked at least once per day, but sometimes not more than that.

COURSE ACTIVITIES AND MATERIALS

Class materials will be posted on the course e-Learning website (<https://elearning.ufl.edu/>). The course is found under “e-Learning in Canvas.” You are responsible for all Announcements posted on the course website for this class. Each module will begin on a Friday and close on the second Monday at 11:59 pm EDT/EST.

There are several different types of assignments that students will have to complete. For most assignment types (activities, tutorials, etc.) you will receive a grade based on the grading rubric provided. Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment’s deadline for any accommodation to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within Canvas, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. You will not be granted an extension for technical problems if you do not contact the online instructor before the deadline.) It is best to get your assignments done at least two days early.

It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Repeated for emphasis: technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!

Exams

There will be three "midterm" exams, but no cumulative "final" exam. Each exam will cover material from video lectures, comprehension checks, learning activities, online discussions, and the assigned reading in the textbook. Exams are available to take online on the day assigned anytime between 7:00 am and 7:00 pm EST. You will have 75 minutes to take the exam from the start time, and it must be completed in one sitting.

All exams will be multiple-choice and will be administered using Honorlock. You will have to download an extension for your browser, and you can only use Google Chrome. For detailed instructions about Honorlock, review the student instructions page in the Orientation Module.

If necessary, exams MAY be scaled using the following approach: The top 3% of the scores will be averaged, and the difference from 100 points will be added to each exam score.

Exams will be available for review by appointment for one week after the exam date; specific times for exam review will be announced following each exam. Exams will not be available for review after the semester has ended.

Make-up Exams

No make-up exams will be given without prior permission or documentation of illness. Students that will be missing an exam due to a pre-arranged university-approved excused absence (sports, etc.) should let the instructor know a minimum of two weeks in advance. These students may be required to take the make-up exam before the scheduled in-class exam. Personal travel, work shifts/outside employment, etc., are typically NOT considered approved excused absences, and will not qualify for a make-up exam.

Unavoidable emergency circumstances (e.g. severe illness, hospitalization, or family emergencies) that cause you to miss an exam require you to obtain a letter from a medical professional or the Dean of Students office (<https://care.dso.ufl.edu/instructor-notifications/>) that specifies the time period for which you are excused from classwork, or other similar documentation, and submit it to your instructor. Except for extraordinary circumstances (e.g., prolonged hospitalization), **these notes must be received within three business days after the exam.** Make-ups must be rescheduled within five business days after the original exam date. Make up exams may be short-answer or essay format.

Comprehension Checks

Each module will contain 2 comprehension checks. These checks will require you to read, watch videos, and/or complete an exercise from the book. You will then answer questions by taking a quiz in

Canvas. You will be graded based on the number of questions answered correctly out of the total number of questions on the quiz. You will have TWO chances to complete the quiz. Your final quiz grade will be the HIGHEST score from the two quiz submissions.

Learning Activities (Individual Assignments)

Each module will contain 1-3 learning activities. These assignments, unless otherwise stated, will be graded based on the specific grading rubric for each assignment. Rubrics for each assignment are available in their module section. It is advisable to look at the rubrics prior to submitting your assignment to make sure you have included all the required information for the assignment.

You will complete these activities individually.

All discussions must take place in Canvas on the appropriate Discussion Board. Discussions outside of Canvas will not be graded, and caution is advised when other platforms are used (see the section on Academic Conduct below).

Achieve

Achieve is an online assignment and tutorial system from the textbook publisher. It is required for this course and includes an eBook with purchase. Each new copy of the Principles of Life textbook comes automatically packaged with Achieve. If you purchase a used textbook, you will still need to purchase access to Achieve. You are required to have access to Achieve for the ENTIRE course. It is your responsibility to ensure that your access DOES NOT expire before the end of the semester.

Instructions on correctly registering for Achieve will be available on the Canvas course site once the semester has started. Please wait for these instructions before registering for Achieve; incorrect registration on Achieve may result in receiving zero points for all Achieve assignments.

If you have problems registering, purchasing, or logging in, please contact Customer Support at <https://community.macmillan.com/community/digital-product-support>. You can reach a representative 7 days a week through the online form, by chat, or by phone at (800) 936-6899.

Study Rooms

To facilitate actual discussion beyond the required assigned group discussions, a “Study Room” will be set up in e-Learning in Canvas at the end of each module. Any questions regarding the lecture material or the online assignments should be posted there, so that your instructors, or your fellow students will be able to provide answers. Do not be shy about asking questions; after all, if you are confused about the material there will certainly be other students with the same questions.

I DO NOT GIVE OUT EXTRA CREDIT! If you would like to earn more points towards your score, the best way to do this is to participate more. The more Study Rooms that you participate in, the more credit (up to 5% of your total grade) you can earn. Participation should be of quality: for example, repeated **questions already answered, or questions asked within three hours of the closing of the Study Room (thus not allowing sufficient time to be answered) do not count**. Posts that do not follow the Netiquette policies do not count as participation.

COURSE GRADING

Assignment totals are subject to change at the discretion of the instructor. All grades will be posted on e-Learning, and it is the responsibility of the student to check their grades to make sure they are accurate. If there is a discrepancy, you must let us know within ONE week of the grade being posted on e-Learning.

Please note that the total score calculated in Canvas is out of 105%. However, your grade is calculated based on a score out of 100%. For example, if you do not participate in any Study Rooms through the semester but earn 100% on everything else you will earn an A. Because all assignments are in Canvas from the start of the semester, they all affect your score, and it will be more strongly affected towards the beginning of the course.

Assignments	Percentages
Exams (3)	40% (13.33% each)
Comprehension Checks	20%
Individual Assignments	25%
Achieve Assignments	15%
Study Rooms	5% (Extra Credit)

Point Range (%)	Letter Grade
≥ 90.00	A
≥ 86.66	A–
≥ 83.33	B+
≥ 80.00	B
≥ 76.66	B–
≥ 73.33	C+
≥ 70	C
≥ 66.66	C–

The minimum grade cutoffs are listed to the left. These cutoffs will not be raised; in other words, if you receive 90% of the possible points, you are guaranteed to earn an A grade. Final scores will NOT be rounded (i.e., 89.99% is not 90%).

Note that the current UF policy for assigning grade points is available at the following undergraduate catalog web page: [Grades and Grading Policies](#). A minimum grade of C is required for general education credit.

Please do not request individual special treatment regarding grading at the end of the semester; **we do not adjust grades for individuals for any reason**. Plan to do well on all exams and other assessments from the beginning of the semester; if you are having difficulty in the class, please let

your instructors know *before* the exams rather than after.

PARTICIPATION

Group assignments require you to discuss answers in groups. You must adhere to the netiquette policies outlined below. There are rubrics for discussions, but keep in mind that posts should make educated initial posts about the topic and properly cite sources and provide constructive criticism and feedback for groupmates' posts.

CLASS DEMEANOR OR NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Review the [Netiquette Guide for Online Courses](#) for expected student behavior.

When posting on the Discussion Board in your online class, you should:

- Make posts that are on-topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending them.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

COURSE TECHNOLOGY REQUIREMENTS

It is the responsibility of the student to maintain a functioning computing system and internet connection that can meet the minimum technical requirements of the course.

Computing/internet connectivity issues will NOT be acceptable excuses for missed deadlines unless they are brought to the attention of the instructor at least 48 hours prior to the deadline and accompanied by the ticket number from technical support.

Papers required for assignments can be found in the Course Reserves. You cannot access the Course Reserves link if using a Chrome browser. You will have to use Firefox, or alternatively you can access them directly from the ARES site of the UF Library. You may have to be on the UF VPN network.

LATE WORK

Late work will not be accepted, unless there is written documentation from the Dean of Students Office (<https://care.dso.ufl.edu/instructor-notifications/>), or due to a documented technical issue. You should submit the documentation to the DSO first and THEN email me saying that you have sent in the documentation. Do NOT submit any documentation to me. It is up to the student to make sure

that I receive the notification from the DSO in a timely fashion (within five business days of the absence). If there is an issue with you completing your assignments on time, contact your instructor immediately. Do not wait until the last minute!

MAKE-UPS

There are no alternative assignments available for the work. Once assigned, assignments are always available online up until the deadlines. Because they are assigned well ahead of time, documentation of illness or a serious personal matter must be provided for at least five of the seven days of the week of the assignment's deadline for any accommodation to be made. It is especially important not to wait until just before the deadlines to complete assignments. A computer problem happening just before the deadline is not a valid excuse for not completing the assignment. If there is a technical problem with accessing the website or a particular assignment within CANVAS, you must contact eLearning technical support and the online instructor at least 48 hours prior to the deadline, so appropriate steps can be taken to fix the issue and appropriate extensions can be given if necessary. (Thus, check early that you can access the assignments. You will not be granted an extension for technical problems if you do not contact the online instructor before the deadline.) It is best to get your assignments done at least two days early. It is your responsibility to have and maintain all the equipment and services necessary to participate in an online course.

Repeated for emphasis: Technical problems must be reported to the online instructor at least 48 hours prior to the submission deadline, no exceptions!

DROP/ADD/WITHDRAWAL

A student can drop/add during the drop/add period with no penalty. After drop/add, a student who drops will receive a W until the date listed in the academic calendar. After that date, the student may be assigned an "E" (fail). Note: it is the responsibility of the STUDENT to withdraw from a course, not the instructor. Failure to participate/complete the class does NOT constitute a drop.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: 1) the email they receive from GatorEvals; 2) their Canvas course menu under GatorEvals; or 3) the central portal at <https://my-ufl.bluera.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

IV. UF POLICIES

UF Online students are bound by the same UF policies as on-campus students. Please read this section in full.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Use of GroupMe, Discord, and similar group chats facilitate communication and can be an important part of creating community in a course, especially an online course. However, such groups typically exclude instructional staff and present great temptation for unauthorized academic dishonesty as described above. In this course, the use of GroupMe, etc. to share answers, screenshots of quizzes, “compare” work, etc. is not authorized. Discussion of exam content, questions, in any fashion, on any medium, will be reported via the SCCR process and if a student is found responsible, the instructor will impose a sanction, such as a 0 on the assignment or exam, plus a full letter grade decrease for the course. Instructors will monitor the discussion boards on Canvas, and authoritative answers to questions about material or course mechanics can be found there.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” Disability Resource Center webpage (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

No accommodation is available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student. Accommodations are not retroactive.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

SOFTWARE USE

All faculty, staff, and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

V. TECHNOLOGIES

This course uses the following technologies.

HONORLOCK

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome browser](#); furthermore, the Honorlock extension must be added to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](#).

ZOOM

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to one hundred participants.

You can find resources and help using Zoom at <https://ufl.zoom.us>.

VI. GETTING HELP

Resources are available at [Distance Learning's Getting Help](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints about your experience in this course, please visit [Distance Learning's Student Complaint Process](#) to submit a complaint.

College can be an incredibly stressful time in a person's life. Resources are available on campus to help students meet academic goals and solve personal problems, which may interfere with their academic performance. If you find that you are having difficulty emotionally or academically, there is substantial support available. See "*A Self Help Guide for Students*" or contact one of the following services:

- UF Counseling and Wellness Center, Radio Rd Facility, 392-1575
- Dean of Students Office, 202 Peabody Hall, 392-1261
- Career Resource Center, Reitz Union, 392-1601
- CLAS Academic Advising Center, Farrior Hall, 100 Fletcher Drive, 392-1521
- UF Field and Fork Pantry, 564 Newell Dr., 294-3601

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students (202 Peabody Hall, 392-1261) for support. Furthermore, please notify your instructor(s) if you are comfortable in doing so. This will enable us to provide any resources that we may possess.

TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu/.
- **University Police Department:** Visit police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/.

ACADEMIC AND STUDENT SUPPORT

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services: career.ufl.edu/
- **Library Support:** Numerous ways to receive assistance with respect to using the libraries or finding resources: uflib.ufl.edu/
- **Teaching Center:** 352-392-2010 General study skills and tutoring: academicresources.clas.ufl.edu/
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and authoring papers: writing.ufl.edu/writing-studio/

VII. PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

Technology	Privacy Policy	Accessibility Policy/Statement
Instructure (Canvas)	Privacy Policy	Accessibility
Sonic Foundry (Mediasite Streaming Video Player)	Privacy Policy	Accessibility
Zoom	Privacy Policy	Accessibility
YouTube (Google)	Privacy Policy	Accessibility
Microsoft	Privacy Policy	Accessibility
Adobe	Privacy Policy	Accessibility
Honorlock	Privacy Policy	Accessibility
OpenStax	Privacy Policy	Accessibility
MacMillan Learning	Privacy Policy	Accessibility

VIII. COURSE SCHEDULE

The general schedule for a one-week module is as follows (students should check each module as this can vary depending on the requirements):

- Modules will “start” Friday at 12 am.
- Due by the following Friday at 11:59 pm:
 - Individual assignments, including Achieve assignments.
- Due by the following Monday at 11:59 pm:
 - Comprehension checks
 - Study Room questions/answers (optional)

Module Subject (Start Date)	Due Date	Learning Activities	Due Date	Assessments
0: Orientation (8/21)	8/29	Lectures: How to Navigate this Course (2:00)	9/2	Quizzes: Course Orientation Quiz Written Assessments: Introduce Yourself (initial post due 8/29), Course Study Room (closes 12/1)
1: Scientific Process (8/21)	8/29	Readings: Textbook Ch 1 (pp 1 – 18), Appendix B (pp B1 – B11) Lectures: Living Organisms (6:01), Study Types (6:57), The Scientific Method (8:25), Data Types and Causation (3:44), Graphs (4:54), Interpretation of Graphs and Test Statistics (5:39) Achieve: Intro Survey, Animation 1.1, Ch 1 Adaptive Quiz, Ch 1 Interactive Activities	9/2 (extended due to Labor Day)	Quizzes: Lesson 1.1, 1.2 Comprehension Checks Written Assessments: Graphing and Interpretation Assignment, Module 1 Study Room
2: Chemistry and the Building Blocks of Life (8/29)	9/5	Readings: Textbook Ch 2 (pp 21 – 38), Ch 3 (pp 42 – 67) Lectures: Atoms (3:24), Bonds (5:26), Functional Groups (3:36), Energy (3:32), Energy Transformation (2:00), Metabolism (1:43), Polysaccharides and Monosaccharides (2:55), Lipids (2:37), Nucleic Acids (3:41), Proteins (2:29), Protein Structure (5:07) Achieve: Animations 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, Ch 2, 3 Adaptive Quizzes, Ch 2, 3 Interactive Activities	9/8	Quizzes: Lesson 2.1, 2.2 Comprehension Checks Written Assessments: Module 2 Study Room
3: Cells: Organelles and Membranes (9/5)	9/12	Readings: Textbook Ch 4 (pp 70 – 98) Lectures: Cell History (4:43), Similarities and Differences Between Prokaryotes and Eukaryotes (7:53), The Nucleus (1:32), Mitochondria (1:28), Microtubules (1:35), The Extracellular Matrix (1:42), Oxygen Revolution (2:29), Theory of Endosymbiosis (6:00) Achieve: Animation 4.4, Simulation 4.5, Ch 4 Interactive Activities	9/15	Quizzes: Lesson 3.1, 3.2 Comprehension Checks Written Assessments: Stage 1: Cell Size Assignment, Compare and Contrast Cells Assignment, Module 3 Study Room
4: Cell Membrane and Signaling (9/12)	9/19	Readings: Textbook Ch 4 (pp 70 – 98), Ch 6 (pp 128 – 143) Lectures: Cell Membrane Bilayer (3:28), Cell Membrane Fluidity (3:49), Diffusion (1:12), Osmosis (0:46), Permeability (3:12), Facilitated Diffusion (8:40), Pinocytosis (0:42), Phagocytosis (0:40), Exocytosis (0:51), Types of Chemical Signaling (5:06), Signal Transduction Pathway (3:22), Ligands (2:44), Types of Transmembrane Receptors (7:41) Achieve: Animations 4.1, 4.2, 4.3, 6.2, Simulations 4.2, 4.3, 4.5, Ch 4, 6 Adaptive Quizzes	9/22	Quizzes: Lesson 4.1, 4.2 Comprehension Checks Written Assessments: Stage 2: Cell Size Assignment Module 4 Study Room
9/29: Exam 1 (Modules 1 through 4)				

Module Subject (Start Date)	Due Date	Learning Activities	Due Date	Assessments
5: Energy Pathways (9/19)	9/26	<p>Readings: Textbook Ch 5 (pp 102 – 125)</p> <p>Lectures: Redox Reaction and NAD-NADH (3:34), Oxidative/Cellular Respiration (3:04), Glycolysis (1:53), Fermentation (2:27), Pyruvate Oxidation (0:53), The Citric Acid Cycle (2:35), Products of the Citric Acid Cycle (0:53), Electron Transport Chains (3:55), Chemiosmosis (1:05), Electron Carriers (1:29), ATP Yield (1:36), Structures in Photosynthesis (4:53), Properties of Light (2:37), What is Photosynthesis? (0:38), Light Reactions (4:14), The Calvin Cycle (1:41)</p> <p>Achieve: Animations 5.1, 5.3, 5.4, 5.5, Ch 5 Interactive Activities, Ch 5 Adaptive Quiz</p>	9/29	<p>Quizzes: Lesson 5.1, 5.2 Comprehension Checks</p> <p>Written Assessments: ATP Hydrolysis Assignment Respiration and Photosynthesis Assignment Module 5 Study Room</p>
6: Cell Cycles (9/26)	10/3	<p>Readings: Textbook Ch 7 (pp 148 – 173)</p> <p>Lectures: Reproduction and Division Overview Video (4:13), Meiosis 1 and 2 Overview (3:29), Phases of Mitosis (9:56), Meiosis I (1:48), Meiosis II (1:56), Errors in Meiosis (2:51), Checkpoint Overview (5:34), Checkpoint Details (4:27)</p> <p>Achieve: Checkpoint Survey, Animations 7.1, 7.2, Ch 7 Interactive Activities, Ch 7 Adaptive Quiz</p>	10/6	<p>Quizzes: Lesson 6.1, 6.2 Comprehension Checks</p> <p>Written Assessments: Cell Cycles Assignment, Module 6 Study Room Assignment</p>
7: Inheritance, Genes, Chromosomes & Genomes (10/3)	10/10	<p>Readings: Textbook Ch 8.1 – 8.3 (pp 177 – 197)</p> <p>Lectures: Monohybrid Crosses (4:11), Punnett Squares (0:59), Dihybrid Crosses (1:18), Law of Segregation (1:48), Sex Linkages (3:27), Law of Independent Assortment (2:02), X-linked Traits (1:18)</p> <p>Achieve: Animation 8.1, Simulation 8.2, Ch 8 Interactive Activities, Ch 8 Adaptive Quiz</p>	10/13	<p>Quizzes: Lesson 7.1, 7.2 Comprehension Checks</p> <p>Written Assessments: Punnett Squares Assignment, Module 7 Study Room</p>
8: DNA Replication and Transcription (10/10)	10/16 (early due to Home-coming)	<p>Readings: Textbook Ch 9 (pp 204 – 225), Ch 10.1 – 10.3 (pp 228 – 244), Ch 7.4 (pp 164 – 166), Ch 16.3 (pp 376 – 385)</p> <p>Lectures: Replication in Prokaryotes (2:34), DNA Replication (2:40), Lagging Strand Synthesis (2:01), Transcription (2:37), Mutations Overview (2:26), Point Mutations (5:44), Chromosomal Mutations (4:02), Aneuploidy (3:33), Polyploidy (2:57)</p> <p>Achieve: Animations 9.3, 9.4, 10.1, 10.2, Ch 9 Interactive Activities, Ch 9 Adaptive Quiz</p>	10/20	<p>Quizzes: Lesson 8.1, 8.2 Comprehension Checks</p> <p>Written Assessments: Genetic Code: Rock Pocket Mice Assignment, Module 8 Study Room</p>
9: Translation & Gene Expression (10/16)	10/24	<p>Readings: Textbook Ch 10.4 – 10.5 (pp 245 – 252), Ch 11 (pp 257 – 278)</p>	10/27	<p>Quizzes: Lesson 9.1, 9.2 Comprehension Checks</p>

Module Subject (Start Date)	Due Date	Learning Activities	Due Date	Assessments
		Lectures: tRNA (6:56), Ribosome (3:31), Translation (1:29), Initiation of Translation (2:33), Termination of Translation (1:44), Protein Targeting (3:02), Protein Modification (1:51), The Lac Operon (7:54), Inducible vs. Repressible Genes (4:29), Eukaryotic Promoters (3:55), Epigenetics (6:53), Alternative Splicing (4:31) Achieve: Animations 10.4, 11.1, 11.2, 11.3, Ch 11 Interactive Activities, Ch 10, 11 Adaptive Quizzes		Written Assessments: Promoters, Terminators, Start and Stop Codons, and Splice Sites Assignment, Module 9 Study Room
10/30: Exam 2 (Modules 5 through 9)				
10: Evolution I (10/24)	10/31	Readings: Textbook Ch 13 (pp 308 – 327) Lectures: Scientific Laws and Theories (2:31), Theory of Evolution by Natural Selection (11:04), Adaptation (3:27), Modes of Selection (7:39), Fossil Record (3:01), Homology (3:17), Biogeography (2:25), Direct Observations (4:11) Achieve: Animation 13.1	11/3	Quizzes: Lesson 10.1, 10.2 Comprehension Checks Written Assessments: Module 10 Study Room
11: Evolution II (10/31)	11/7	Readings: Textbook Ch 13.2 – 13.3 (pp 312 – 321), Ch 15.1 (pp 350 – 356) Lectures: Calculating Frequencies (8:20), The Hardy-Weinberg Equation (14:46), Gene Flow and Genetic Drift (6:13), Non-Random Mating (3:28), Heterozygote Advantage (2:56), Frequency-Dependent Selection (2:18), Neutral Theory (7:21) Achieve: Simulations 13.2, 13.3, 13.4, Ch 13 Adaptive Quiz	11/10	Quizzes: Lesson 11.1, 11.2 Comprehension Checks Written Assessments: Hardy-Weinberg and the Rock Pocket Mice Assignment, Module 11 Study Room
12: Phylogenetics (11/7)	11/14	Readings: Textbook Ch 14 (pp 330 – 347) Lectures: Tree Terminology (4:54), Interpreting Trees (10:18), Shared Evolutionary History (5:11), Clades (3:56), Phylogenetic Trees for Research (6:58) Achieve: Animation 14.1, Simulation 14.2, Ch 14 Interactive Activities, Ch 14 Adaptive Quiz	11/17	Quizzes: Lesson 12.1, 12.2 Comprehension Checks Written Assessments: Tree Construction Assignment, Module 12 Study Room
13: Speciation (11/14)	12/2 (shifted due to holidays)	Readings: Textbook Ch 16 (pp 371 – 388) Lectures: Species Concepts (8:42), Limitations of Species Concepts (6:30), Allopatric vs. Sympatric Speciation (7:31), The Dobzhansky-Muller Model (3:43), Pre-Zygotic vs. Post-Zygotic Mechanisms (4:16) Achieve: Animations 16.1, 16.2, Simulation 16.1, Ch 16 Interactive Activities, Ch 16 Adaptive Quiz	12/1	Quizzes: Lesson 13.1, 13.2 Comprehension Checks Written Assessments: Module 13 Study Room

Module Subject (Start Date)	Due Date	Learning Activities	Due Date	Assessments
14: History of the Earth (11/14)	11/12 (shifted due to holidays)	Readings: Textbook Ch 17 (pp 391 – 409) Lectures: The History of Life on Earth (2:25), Changes in Earth Over Time (2:55), Life in Earth's Eras (6:41) Achieve: Animation 17.1, Ch 17 Adaptive Quiz	12/1	Quizzes: Lesson 14.1 Comprehension Check Written Assessments: Continental Drift Assignment, The Pangea Puzzle Assignment, Module 14 Study Room
12/3: Exam 3 (Modules 10 through 14)				

VIV. DISCLAIMER

This syllabus represents the instructor's current plans and objectives. As we go through the semester, those plans may need to change to benefit student learning. Such changes, communicated clearly, are not unusual and should be expected. Other aspects of the class may not be modified during the term, such as the grading scheme, the attendance policy, and the objectives.