

BIO 1020: ZOOLOGY LECTURE

@ The College of Southern Maryland

COURSE OUTLINE

PROF. PAUL A. BILLETER

Summer 2012

17 May - 26 June

Section 9099 TTh 4:30p - 7:40p LaPlata Campus

This syllabus is on line at: < <http://www.itc.csmd.edu/bio/paulb> >

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A. CONTACTING PROFESSOR BILLETER

OFFICE: Room ST-212, Science & Technology Bldg.

OFFICE HOURS: [\[Click Here\]](#)

E-MAIL: paulb@csmd.edu **E-mail is my preferred way of receiving communication from you.**

OFFICE PHONE: (24hrs/7days) 301.934.7815 or 301.884.8131 x7815 or 301.870.3008 x7815

FAX: 301.934.7688 BIO DEPT. 301. 934.7843

B. COURSE TEXTBOOKS [\[return to top\]](#)

1. Simon, Reese and Dickey: Campbell Essential Biology Custom Edition for CSM or 4th edition . **Required**
2. [CourseCompass & MasteringBiology Website](#): This is the website that supports the text. You will need an access code to use the website. The code will be in the textbook when you buy it (new). **Required**

* "Course Compass" and "Mastering Biology" are the same thing! We are actually using CourseCompass (because it's cheaper) but the publisher, Pearson, is phasing out CourseCompass" and merging it into "MasteringBiology." Don't be confused by that.

GETTING TEXTBOOKS [\[return to top\]](#)

I suggest you buy your book at the college bookstore. The book and its associated website at "CourseCompass" are both required for the course. The book has an Access Code to the CourseCompass website included in its price. If you figure out a cheaper way to get a book and access to CourseCompass, that's great, but remember *caveat emptor!* (buyer beware!)

C. TENTATIVE COURSE OUTLINE [\[return to top\]](#)

The day to day assignments, readings, activities and quizzes are found at the [CourseCompass](#) website that supports your text. Explore all the green buttons in the left column but the "CHAPTER CONTENTS" button will show you the specific work for each chapter. Get started as early as possible.

A suggested sequence of events is listed here. The course will go in this order but exact dates are tentative. There is only one way to know the precise schedule and to keep on track: ATTEND CLASS!

MODULE A: SCIENCE, LIFE & EVOLUTION: Chaps. 1,13,14

1/17: CHAP 1: Introduction to Science, Biology and Life [\[Link to CourseCompass\]](#)

1/23: CHAP 13: Biology and Evolution; Darwin; How Populations Evolve [\[Link to CourseCompass\]](#)

1/30: CHAP 14: How Biological Diversity Evolves [\[Link to CourseCompass\]](#)

EXAM I: Module A

MODULE B: EVOLUTION & DIVERSIFICATION OF ANIMAL KINGDOM: Ch. 15,17

2/6: CHAP 15: The Evolution of Microbial Life (The pathway to animals. Origins of Life, Eukaryotes, and Multicellularity) (pp.292-299; 306-307; 311) [\[Link to CourseCompass\]](#)

2/13: CHAP 17: The Evolution of Animals [\[Link to CourseCompass\]](#)

2/20: CHAP 17: The Evolution of Animals [\[Link to CourseCompass\]](#)

EXAM II: Module B

MODULE C: DO Sweat the Little Stuff: Atoms, Molecules and Cells. Chaps. 2,3,4,5

2/27: CHAP 2: Essential Chemistry for Biology [\[Link to CourseCompass\]](#)

3/5: CHAP 3: The Molecules of Life [\[Link to CourseCompass\]](#)

3/19: CHAP 4: A Tour of the Cell [\[Link to CourseCompass\]](#)

3/26: CHAP 5: The Working Cell [\[Link to CourseCompass\]](#)

EXAM III: Module C

MODULE D: DNA, Genes, and Genetics

4/2: Chap 10: The Structure and Function of DNA [\[Link to CourseCompass\]](#)

4/9: Chap 10: The Structure and Function of DNA [\[Link to CourseCompass\]](#)

4/16: Chap 8: Cellular Reproduction: Cells from Cells [\[Link to CourseCompass\]](#)

4/23: Chap 9: Patterns of Inheritance [\[Link to CourseCompass\]](#)

EXAM IV: Module D

Wednesday 6/13 is the last day to withdraw or change status between Audit/Credit
Tuesday 6/19 is DEADLINE for all extra credit

D. ABOUT THE COURSE: GOALS, OBJECTIVES, ETC. [\[return to top\]](#)

The objective of this course is to present an introduction to the science of zoology -- the study of the biology of animals. After studying certain factual information and examining pertinent experiments and investigations, you should be able to interpret relations of form and function at several organizational levels of biology and zoology; critically discuss the underlying principles of selected areas of zoology; and recognize and classify major animal forms. You should also be better equipped to buy a car without getting ripped-off because...

This course has an implied objective which I consider equally, if not more, important than the objectives directly associated with zoology content material. It is not uncommon that half or more of the students enrolled in zoology are not majors in science. For many of you who fall in this category, this may be the only lab science you take in college. For some of you this is your FIRST college lab science course, but for many of you (if not most), this is (also) your LAST college lab science course.

As part of an overall college education, it is a role of the lab science course to elucidate the nature of empirical investigation that characterizes all science. Although science is sometimes defined as a body of publicly-verifiable fact, a scientist is more apt to emphasize the inquiry by which these facts are discovered. In other words, zoology is not just the facts published in your textbook and elsewhere; it is also the processes used to discover those facts. An understanding of both the FACTS and the PROCESS is important in this course. It is equally important that we understand HOW things are known in science as it is WHAT things are known in science. There is an emphasis on facts in lecture and process in the lab, but both are important in both places.

To those of you who consider yourselves to be career-oriented, job-conscious "Students of the New Millennium," I think it important to state at the outset that I don't consider you to be very different from the students of any other decade. Science has always required clear thinking and clear thinking is not new. Yet, consider the following statement from the Wall Street Journal (a reference you might heed more than your biology professor), listing what one firm that hires college graduates listed as what it looks for when promoting staff personnel to managerial and executive positions:

"... an individual's ability to deal with abstract problems involving judgment and the ability to reason is often more significant at that juncture than any technical knowledge.... What is critically important in the long-term, is the broader dimensions of knowledge and insight that enable people to deal successfully with a variety of social and economic problems."

Regardless of your background, major or future plans, the ability to think clearly will always serve you well. By carefully studying a science -- any science -- the introductory lab science course can make a student a better observer, a more careful and precise thinker, and a more deliberate problem solver (and, therefore, help you buy a car without getting ripped-off!!). To a large measure, that's what a college education is all about. I welcome you to my course and I urge you to work hard, learn as much as you can, and earn the grade of your choice.

E. DISABLED STUDENTS POLICY: [\[return to top\]](#)

If you have a learning or other disability (e.g. hearing problems, vision problems, etc.) please inform your instructor and contact Ms. Glennis Daniels-Bacchus, the college's learning specialist. Her office is in the [S.C.C.](#) and her phone is 7614. Ms. Bacchus will verify your status and provide you with appropriate assistance/accommodations.

F. TESTS AND GRADING: [\[return to top\]](#)

Five Items will be used to calculate your Final grade. Each item is worth 20% of your final grade.

- 1-3. Four Hour Exams. These are TENTATIVELY scheduled on the dates shown on the outline above.
5. The TED Guest Lectures Summaries
6. Online Chapter Quizzes

$$\text{FINAL GRADE} = [(\text{Ex I} + \text{Ex II} + \text{Ex III} + \text{TEDs} + \text{Quizzes}) \div 5] + \text{X-Credit}$$

EXAMS AND ASSIGNMENTS: [\[return to top\]](#)

Your final lecture grade is the average of the 5 items above. Any optional extra credit points earned (see below) will be added to your final average to determine your final grade.

1. The grading scale is: 90's = A; 80's = B; 70's = C; 60's = D; less than 60 = F.
2. Hour Exams are "typically" 50-75 multiple-choice questions. They will contain material from the Lectures, Reading Assignments and [Course-Compass](#), required activities at the textbook website and textbook reading assignments. There will be a few questions on each exam based on the [TED lectures](#).
3. Each exam covers the material since the last exam; in that sense, they are not cumulative. But all scientific knowledge builds upon earlier knowledge so an understanding of earlier material is often necessary to understand new material.
4. The Course-Compass assignments are closely linked to the material in lecture and somewhat linked to the material in lab too. Many (perhaps 50+%) of the Exam questions in the lecture will be similar to those in the Course-Compass assignments and activities. A few, perhaps 20-30%, will be almost exactly the same as those on the Course-Compass Pre/Post Tests and the Self-Quizzes in the Chapter Reviews in the textbook. Take-away message: Do not ignore CourseCompass Quizzes and activities.

Exams are answered on ScanTron forms. Bring a #2 pencil for exams. I don't supply pencils.

MAKE-UP EXAMS: PLEASE READ CAREFULLY!!! [\[return to top\]](#)

If you must miss a Module Exam due to extraordinary circumstances (i.e., hospital stay, job-related travel, etc.), it is YOUR responsibility to notify me prior to the exam date to make arrangements to make up the missed exam. If you do not notify me prior to missing an Hour Exam, I will request a doctor's note or similar verification to award you an excused absence. You MUST then MAKE UP THE EXAM WITHIN FIVE DAYS.

ANY EXAM TAKEN LATE FOR ANY REASON WILL BE ASSESSED A 15 POINT PENALTY

I will NOT be putting exams in the testing center anymore except under extraordinary circumstances. Your education is your responsibility. Taking exams on time is one of your responsibilities. I will make accommodations for serious illnesses and extreme circumstances but I do not make accommodations for your social schedule and other trivia. If you are not committed to placing your college education among the top two or three priorities in your life, please drop the course and sign up during a semester when you actually do have time for your education and can take it seriously. (or accept the 15 point penalty). You can make up lost penalty points via extra credit. If you MUST miss an Exam, you can take it during one of my other zoology classes or during my [office hours](#). (See the times and locations at [top](#) of syllabus).

G. ASSIGNMENTS [\[return to top\]](#)

ASSIGNMENT 1. THE TED LECTURE SERIES: (20% of Final Grade)

Prepare summary/reflection/connection paper of the assigned guest lectures at TED.com. The TED (Technology, Education and Design) Lecture Series is a series of 18 minute lectures by eminent scholars, scientists, artists, educators and designers. There are more than 700 of them; you will be watching about ten (five in the Summer).

WHAT IS TED? TED is a small nonprofit organization devoted to spreading interesting to the public. It began in 1984 as a conference bringing together people from three worlds: Technology, Entertainment and Design. Since then its scope has become much broader. The "Talks" are typically limited to ~18 minutes. We hope they encourage thought and discussion among our zoology students.

WHAT YOU DO:

1. Go to the TED website via Course Compass or directly at www.TED.com .
2. Watch each assigned lecture and take notes as you would for any college lecture.
3. For each lecture you will do three things:
 - a) **Summary:** Write an abstract/summary of the lecture (200+ words (YES, I count the words and there are stiff penalties for not meeting the minimum.)
 - b) **Reflection:** Choose one idea from the lecture that you found interesting or provocative and write a paragraph (50-100 words) explaining why you chose it. Try to choose a scientific idea or fact and explain it scientifically. What I do not want is a simple statement like "The lecturer really liked polar bears and so do I and that was cool and so it was interesting OR "I never knew that and, like, it's cool, and like awesome." OK? Instead, do your assignment so I can say to myself: "Wow, this student's work is cool and so it was interesting and like awesome and like, scientific... So, it's an A."
 - c) **Connection:** Choose one idea from the lecture and explain how it connects to anything in the textbook (50-100 words) explaining how it connects or is related to something else in the course. You must cite the chapter or page in the text that the lecture connects to.

SUBMITTING THIS ASSIGNMENT:

The required TEDs are posted on the Course Calendar at BlackBoard. They must be submitted by 11:59pm on the first five Sundays of the course. The first one is due on 5/20, 3 days from tonight. 11:59pm Sunday night is the DEADLINE, you may submit it late the next day (Monday 12am-11:59pm) with a 50% late penalty. After the one day grace-period, they are zeros. All the TED Lectures, collectively, count 20% (1/5th) of your final grade.

FORMAT: This project must be typed in size 12 Times New Roman font with 1.5 line spacing. Each Lecture assignment must have:

- 1) a title
- 2) your name
- 3) the date you wrote it.
- 4) your class meeting time (e.g. 10am M/W)
- 4) the typed summary labeled "Summary."
- 5) the typed reflection labeled "Reflection."
- 6) the typed connection labeled "Connection."

AVOID PLAGIARISM: Be particularly assiduous when summarizing TED Lectures. Each lecture has an online transcript and I have these all copied to a file in software that professors use to find plagiarized material. It's an academic Robo-Cop! Write the summaries in your own words or you will get busted for plagiarism and get a zero. Use proper English for academic papers.

TED IS AN EASY A: If you follow these instructions, do a decent job, use the spell-check, format properly and get the thing in by the deadline YOU WILL get a high grade on it, probably A or B.

The TEDs are one of the most enjoyable parts of this course and, along with the quizzes, the two things you have total control over getting A's on. If it has a 200+ word summary, is on time, and especially if the Reflection and Connection paragraphs are done thoughtfully (IMO), you WILL get an A or B.

[You may do additional TED lectures for extra credit, See below.](#)

ASSIGNMENT 2. CHAPTER PRE-TESTS AND POST TESTS (20% of Final Grade)

WHAT TO DO: Each text chapter has a Pre-Test (called a "Reading Quiz") and a Post-Test (called a Post-Test!) You will find them at CourseCompass. You are required to take both these quizzes. After you take the quiz, submit it to CourseCompass for immediate grading AND PRINT OUT YOUR RESULTS. You will hand in your printouts and they will count for 20% of your final grade. You may re-take these quizzes as often as you like. They are good practice for the Exams.

The grade on the pre-test does not matter, do the best you can and learn where you need to focus your efforts when studying/reading the chapter. The post-test will count toward your grade...

[You must get at least a 90% on the Post-Test.](#) There are "hints" and you may take the test as many times as you need to in order to get a 90%. Print out your Post-Test results and save them to be turned in for a grade.

WHAT IS THIS ASSIGNMENT ALL ABOUT? These quizzes are Learning Tools. They are open-book, they have hints, and you may take them as many times as you like and with your friends helping you if you want. Some students who are convinced they are clever will quickly figure out how to get high grades on the quizzes through minimal effort and by "cheating." This is a silly thing to do. Students who do this are essentially proclaiming "Look at me, I don't give a damn about learning anything in college AND I'm a cheater."

The 20% value of this assignment is essentially nominal. Everyone who does the quizzes will get an A because you are required to keep trying until you get at least a 90. So, if you... 1) do it and 2) do it in on time, 3) you WILL get an A on this assignment! Period. The whole idea is for you to study for the exams by taking the quizzes and taking them seriously.

The Course-Compass assignments, activities and quizzes are closely linked to the material in lecture. Many (perhaps 50+%) of the Module Exam questions will be similar to those in the CourseCompass quizzes, assignments and activities. Several, perhaps 20-30+%, will be almost exactly the same as those on the Course-Compass Pre- and Post-Tests and the Self-Quizzes in the Chapter Reviews in the textbook. It makes sense to take these quizzes seriously and it does not make sense to take them any other way than seriously. Do not ask a friend to Xerox their quizzes and then write your name on it. CourseCompass tells me if and when and how many times you took any quiz. If the quiz you give me and the quiz you took at CC don't match, you get a zero and you get reported to the Dean of Students for cheating.

Some students who do not (and some who do) do very well on exams, do exceptional work on these assignments and increase their final grades substantially. You have 4 ways to get a better grade in this class: 1) exams, 2) online pre- and post-tests 3) TED Lecture summaries and 4) Extra Credit... "Just Do It."

H. EXTRA CREDIT [\[return to top\]](#)

Students wishing to learn more and/or perhaps earn a higher grade may do so via extra credit. The available extra credit option this semester requires viewing and reporting on additional TED Lectures.

EXTRA CREDIT ACTIVITIES ARE OPTIONAL AND YOUR FINAL GRADE WILL NOT BE AFFECTED IF YOU DO NOT DO THEM. You may earn up to 10 points of extra credit in the zoology lecture. You may not increase your grade in lecture or lab by more than 1 (one) Letter-Grade via extra credit; i.e. it's possible to go from C to B with extra credit but not from C to A. Earning the maximum of 10 points of extra credit will definitely raise your final letter to the next higher letter (as long as your grade is between 50 and 89) so extra credit is very powerful.

If you intend to earn extra credit you must get started early (in the first week of class would be nice).

EXTRA CREDIT OPTION FOR ZOOLOGY LECTURE: ADDITIONAL TED LECTURES (0-10 Points)

You may view up to 10 additional TED Lectures. The lectures you choose must be 1) at least 11 minutes long and 2) not already assigned as part of the course.

Go to the TED index at [\[http://www.ted.com/talks/tags\]](http://www.ted.com/talks/tags) and choose your lectures from these categories: [\[Biology \(49\)\]](#) [\[Biomechanics \(5\)\]](#) [\[Biosphere \(13\)\]](#) [\[Biotech \(11\)\]](#)

WHAT TO DO & FORMAT:

Follow the instructions under "G" above. Do extra-credit TEDs the same way you do the required TEDs.

SUBMITTING THIS ASSIGNMENT: Submit your extra credit TEDs in a paper folder by 5/19.

ALL EXTRA CREDIT IS DUE BY Tuesday June 9th, YOU MAY NOT CRAM EXTRA CREDIT INTO THE LAST WEEK OF CLASS TO GET YOURSELF OUT OF A JAM YOU GOT INTO BY SLACKING OFF. THAT'S NOT WHAT EXTRA CREDIT IS FOR! DON'T ASK FOR AN EXTENSION FOR EXTRA CREDIT.

LATE EXTRA CREDIT WORK WILL NOT BE ACCEPTED !!!

* * *

I. STUDENT HONESTY [\[return to top\]](#)

All forms of dishonesty, including cheating and plagiarism, will NOT be tolerated. A grade of ZERO will be given for any exam, quiz, project, etc., on which the student cheated and/or used plagiarized material. In addition, the student shall be subject to disciplinary action, as set forth under "Judicial Procedures" in the CSM Student Handbook, which may result in dismissal from the college. Be particularly assiduous when summarizing TED Lectures. Plagiarized material earns you a zero. Write the summaries in your own words or you will get busted.

J. ATTENDANCE POLICY [\[return to top\]](#)

I do not count attendance in lecture in computing your final grade, but I strongly suggest that you avoid unnecessary cuts. I do keep a personal record of student attendance to help me evaluate your progress, if necessary. If you must miss a class it is your responsibility to get the material you missed from another student. I may take attendance at any time during the class. If you are not present (absent, arrive late, leave early, in the bathroom, etc.) you are marked absent for that period.

K. RESPONSIBILITIES OF THE STUDENT [\[return to top\]](#)

1. WORK HARD AND EARN THE GRADE OF YOUR CHOICE. (By this, I mean... it is my opinion that everyone in the class today can earn an A provided two things are true. 1) You want to get an A and are willing to do the work required to earn it and 2) You have the time to do that work. #1 is an internal phenomenon; it comes entirely from within you. #2 is often an external constraint. If YOU require an hour of studying every night to earn an A in zoology and your job takes 8 hours and your commute takes 3 hours and you sleep once in a while, take an occasional bath, eat a few meals, take care of the kids/spouse/boyfriend or girlfriend, etc. etc. etc. and after all that is accomplished, it is 11:30 pm; you are out of time and will have to find 1.5 hours for zoology tomorrow or accept that you do not have enough time in your life to earn an A and will have to settle for a lower grade. If you have ever fallen asleep while reading a college text or read a textbook chapter and have no clue what you have just read when you get to the end, you can benefit from improved study skills and time management skills. Click below (#2) to improve your text reading success.
2. KEEP UP-TO-DATE ON TEXT READING ASSIGNMENTS AND COURSECOMPASS ACTIVITIES!!! *Want to have more success studying and reading your textbook? [Click here](#)*
3. There will be a considerable body of important new terminology, so learn it as you go. (flash cards help, make some or use the ones in CourseCompass.)
4. Spelling has always been one of my difakultys, so I keep a dickshunary close by and must work to spell correctly. I expect you to learn the correct spelling of new words rather than adopting a "close enough" approach.
5. If you have problems with lecture topics or get confused on certain points, please come to my office for assistance. My office is in the ST Bldg., Room 212. The zoology lecture moves rapidly and presents a lot of material in a short period of time. DO NOT allow yourself to get lost in the shuffle or fall behind. I will work with students to whatever extent is necessary (within reason) to help you succeed; so take advantage of my office hours if necessary. You are responsible for your own education; I am ready to help you in any way I can, provided you ask! My [office hours](#) this semester are listed on my website.
6. The college's Student Success Center ([SSC](#)) also provides a variety of painless services directed at helping students performing at all levels to do better. Workshops on college success skills, study strategies, etc., and also tutoring, are available through the SSC. See me or visit the SSC downstairs in the Library to learn how to take advantage of these services.
7. Read and understand the "[Student Code of Conduct](#)" in the [Student Handbook](#).
8. Ask questions, get involved and help create a classroom atmosphere which is conducive to learning.

A FEW MORE THINGS THEY WANT ME TO TELL YOU: BORDERLINE GRADING POLICY: point 5 rounds up, point 499999 rounds down.

GENERAL ED. STUFF: The college's statement on general education is in the college catalog. Read it. This course deals particularly with items #17, 23, 24, 26, 33,52,53,59,69, and probably several others.

L. CLASSROOM ETIQUETTE [\[return to top\]](#)

1. **Turn off your cell phone and put it away!** Please do not fiddle with your cell phone in class (if you have a sick child at home or some other critical reason for having your cell phone turned on, discuss your reason with ME, prove it, and then put your phone on vibrate and stick it in your pocket.

Laptop computers are allowed but only if used for note-taking.

2. You may not eat in class. It is OK to have water or a soda but not a bucket of 'possum stew.

3. If you fall asleep in class, I will wake you up and urge you to go home to bed.

4. I may take attendance at anytime during the class. If you are not present (absent, arrive late, leave early, in the bathroom, etc.) you are marked absent for that period. Period.

more >>>>

Also called MasteringBiology !

Dear Student:

In this class you will be using “Course Compass/Mastering Biology,” a course-specific website built specifically for this class and our textbook. Your instructor will post the reading assignments, homework assignments and Chapter Quizzes here. Once you register, you will have easy access to all your materials with just a few clicks!

Before You Begin:

To register for CourseCompass // MasteringBiology you will need:

- A “Course ID” provided by your instructor: **__billeter55147__**
- A CourseCompass student access code (packaged with your new text or available for purchase at www.coursecompass.com)
- Your school’s zip code: **20646**
- Your valid email address _____ (Write down your email address here !)

Student Registration:

- Enter <http://www.coursecompass.com> in your Web Browser.
- Under **Students**, click Register.
- Read the “Before you start” information and click **Next**.
- Enter your **Course ID** exactly as provided by your instructor and click “**Find Course.**” *Your course information should appear. If not, contact your instructor to verify the correct Course ID.*
- Select **Access Code**, type your **Access Code** in the fields provided (one word per field), and click **Next**. *If you do not have an access code, click Buy Now and follow those prompts to purchase and register.*
- Read the License Agreement and Privacy Policy and click “**I Accept.**”
- On the Access Information Screen, you’ll be asked whether you already have a Pearson Education Account.
“**YES**” if you have registered for other Pearson online products and already have a login name and password. Fields will appear for you to enter your existing login information.
“**NO**” if this is the first time you have registered for a Pearson online product. Boxes will appear for you to create your login name and password.
“**NOT SURE**” if you want to check for a pre-existing account and receive an email with your login name and password.

Simply follow the registration screens and enter your information as prompted. You will enter your name, email address, school information, and provide a security question/answer to ensure the privacy of your account.

Once your registration is complete, you will see a **Confirmation** screen (this information will also be emailed to you). Simply print your confirmation and you are now ready to Log in and access your resources!

Logging In:

- Enter <http://www.coursecompass.com> and click the Student “**Log in**” button.
- Enter the **Login Name** and **Password** you created and click “**Log In.**”
- You will see your **Course** listed on the left; Click on this link and you are ready to access important Announcements and resources from your instructor.

Need Help?

Website assistance (including “How do I?” tours, searchable Help, and online “Chat”) is available at <http://247.pearsoned.com>.

We wish you success in your course!