

**VALDOSTA STATE UNIVERSITY**  
**BIOLOGY 1108: Principles of Biology II**  
**Spring 2013**

INSTRUCTOR: Dr. J. A. NIENOW

OFFICE: 2089 Biology/Chemistry Building; 249-4844

Office hours: MW 4:00 to 5:00, F 11:00 to 12:00, or by appointment

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TEXTS:

- Sadava, A., H. C. Heller, G. H. Orians, W. K. Purves, D. M. Hillis. 2008. Life: The Science of Biology. 8th edition. W.H. Freeman & Co. Gordonsville, VA.

OTHER RESOURCES:

- <http://www.valdosta.edu/~jnienow>
- <http://www.thelifewire.com>
- [BlazeView](#)
- [www.aamc.org/students/mcat/preparing/bsttopics.pdf](http://www.aamc.org/students/mcat/preparing/bsttopics.pdf)--contains information concerning biology topics covered by the MCAT

PREREQUISITES: A grade of C or better in Biology 1107.

COURSE DESCRIPTION: An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.

GENERAL COURSE GOALS: The primary goal of this course is to introduce you to the underlying principles of biology. Because this is an introductory course, no one topic will be studied in great detail. However, you should have sufficient background at the end of the semester to pursue interesting topics in higher level courses. You should also gain the background necessary to understand the biology behind many of the problems and issues facing this country. It is also hoped that you will gain an understanding of how biologists and other scientists approach problems.

The biology program also seeks to develop some of your general college skills, in particular, your communication skills, your information processing skills, and your ability to think. Your communication skills will be exercised primarily through library assignments and written and/or oral reports of lab activities. Your information processing skills will be developed because of the nature of biology. You will be supplied with a large quantity of information in a very short time, which you must learn in some detail or you will not do well in this course. This will not be wasted effort, however. The ability to digest and incorporate large amounts of information quickly is a valuable skill in most fields of endeavor. Your ability to think will be involved in the analysis of lab exercises, class assignments, and test questions.

SPECIFIC COURSE GOALS: By the end of this course, students will be able to:

- answer questions that demonstrate an understanding of fundamental concepts of biology, including the scientific method and experimental design; the role of evolution in shaping the modern world; and commonalities in the ways multicellular organism deal with basic biological problems (GEO 5; BEO 1-4)
- perform a variety of standard lab techniques used in biological research (GEO 5)
- use critical thinking skills and written communication skills to analyze and evaluate the content quality of written and visual media relating biological knowledge (GEO 4 & 7)
- present the results and conclusions of data collected in the lab in standard scientific writing format (GEO 4 & 7; BEO 1)

**ATTENDANCE:** Students are responsible for attending class and for the material presented in all classes. There will be no make-ups of missed labs, quizzes, and other assignments. Students who have missed 20% of regularly scheduled class meetings, especially labs, are subject to a failing grade for the course; student's missing 4 or more labs cannot and will not receive a grade higher than a D.

**LECTURE EXAMS:** (GEO 5; BEO 1-5): There will be four unit exams, each worth 125 points. The exams will consist of short answer questions. The dates of these exams are included in the attached schedule of lectures. **DO NOT MISS THESE EXAMS WITHOUT PRIOR PERMISSION.** A comprehensive final exam, worth 200 points, is scheduled for the end of the semester. It will consist entirely of multiple choice questions. If you are caught cheating on an exam you will receive no points and your name will be submitted to the honor board. Estimated total from exams--700 points.

**QUIZZES** (GEO 5 & 7; BEO 1): Expect a 20-minute, 10- to 15-point quiz at the beginning of each laboratory. **DO NOT BE LATE.** The clock starts when the quizzes are handed out and ends when I say it ends. You will not be allowed extra time if you are late. If you miss the quiz completely, you will receive a zero for the quiz; microscope penalties will still be assessed. The questions will cover the procedures and results of the previous week's exercises--pay particular attention to the independent and dependent variables when appropriate. Estimated total from quizzes--100 points.

**LABORATORY REPORTS** (GEO 3, 4 & 5, BEO 1): Each student is responsible for writing, and re-writing as directed, informal lab reports over selected labs. By the time this assignment is completed, a student should have earned an estimated 100 points.

**LABORATORY EXAMS:** There will be two lab practical exams, each worth 50 points. The dates of the exams are listed in the syllabus. Due to the nature of these exams, they cannot be made up--If you miss the exam you will receive a zero. If you need to reschedule because of a prior appointment, be sure to check with your instructor well in advance of the exam. Estimated total from lab exams--100 points.

**OTHER ASSIGNMENTS:** Your instructor will periodically assign some tasks to be completed either during or outside of class. These will be based on lab exercises. Be prepared. Your grade will be determined by how well you complete the assignment. The estimated total from miscellaneous assignments is 100 points.

**PLAGIARISM:** Be sure you read the plagiarism document available on the Biology Department webpage. Single violations will be punished with a zero for the assignment. Multiple violations could result in much more serious consequences, including a failing grade in the course and, possibly, expulsion from the University. You should also be aware that all members of the biology faculty well aware of Google and know how to use it if plagiarism is suspected. You might also want to look at [www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml](http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml)

GRADING: Your grade will depend on how well you do on the exams, quizzes, and reports. Expect the following grading scale (based on the total number of points actually assigned):

A = 90 - 100 %  
B = 80 - 89 %  
C = 70 - 79 %  
D = 60 - 69 %  
F < 60 %

DROPPING A COURSE WITHOUT PENALTY: In order to officially drop a course without penalty, a student must obtain and fill out a drop/add form from the Registrar's Office, acquire appropriate signatures, and return the completed form to the Registrar's Office before the designated date (published in the academic calendar). If you don't officially withdraw, and instead just stop coming to class, you will receive an F for the course. It will then take three A's in science classes cancel out that F and bring your GPA back up to 3.0 so you can maintain your scholarship.

SPECIAL NOTE 1: Grades will be neither posted nor given out over the telephone.

SPECIAL NOTE 2: Students requiring special accommodations because of disability must discuss their needs with me as soon as possible. Those needing accommodations who are not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty). More information can be found at [www.valdosta.edu/access](http://www.valdosta.edu/access).

#### STUDY TIPS

1. Take good notes during lecture. Then, as soon as you can after class, sit down and rewrite the notes in a logical outline. Use your book to fill in the gaps and clarify the places where the lecture did not make any sense. It also helps if you write your outline in complete sentences. Note: this technique is so valuable, it is actually part of your grade for this course.
  2. Form small study groups and study together on a regular basis someplace without TV, stereo or other distractions.
  3. Read the relevant sections of the textbook--someone spent a lot of time and energy writing the book and you spent a lot of cash buying it. As you read, think about how the material fits in with lecture. Add the material to your lecture outlines.
  4. Answer the review questions at the ends of the chapters. Make sure you understand why the correct answer to the multiple choice questions is the correct answer and the other answers are not.
  5. If you don't understand something ask questions, either in class or during office hours.
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## VALDOSTA STATE UNIVERSITY GENERAL EDUCATIONAL OUTCOMES (GEO)

1. Students will demonstrate understanding of the society of the United States and its ideals. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies. They will possess sufficient knowledge of various aspects of another culture, including the language, social and religious customs, aesthetic expression, geography, and intellectual and political history, to enable them to interact with individuals within that society from an informed perspective. They will possess an international viewpoint that will allow them to examine critically the culture of their own nation and to participate in global society.
3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages. They will be able to find information using computer searching tools.
4. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be able to collect, analyze, and interpret data. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to use basic knowledge of statistics to interpret and to analyze data. They will be able to evaluate arguments based on quantitative data.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences. They will develop understanding of the relationships among the visual and performing arts, literature and languages, and history and the social sciences. Students will be versed in approaches appropriate to the study of those disciplines; they will identify and respond to a variety of aesthetic experiences and engage in critical thinking about diverse issues. They will be able to identify the components of and respond to aesthetic experiences in the visual and performing arts. They will develop knowledge of world literature within its historical and cultural frameworks. They will understand modern issues within a historical context and the role of the individual in various forms of societies and governments.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems. They will judge values and practices in a variety of disciplines.

## DEPARTMENT OF BIOLOGY EDUCATIONAL OUTCOMES (BEO)

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.
2. Describe the evolutionary process responsible for biological diversity, explain the phylogenetic relationships among the other taxa of life, and provide illustrative examples.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and function of DNA/RNA to the development of form and function of the organism and to heredity
5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

### SCHEDULE OF LECTURES AND LABS

BIOLOGY 1108, Spring 2013

Note: Pacing and testing dates may be changed if the need arises. Attend class regularly.

1-7-2013	LECTURE Introduction /Review of the principles of evolution	Chapter 21
1-9-2013	LECTURE—Reconstructing the history of life	Chapter 22
1-10-2013	LAB—Basic statistics via Excel	pp 1-10, handouts
1-14-2013	LECTURE—Brief history of life on Earth	Chapters 25/26
1-16-2013	LECTURE—Origins of multicellularity	Chapters 27/31
1-17-2013	LAB— Diversity: Porifera and Cnidaria Vertebrate Animal Tissues	pp. 60-70 pp. 70-77
1-21-2013	NO LECTURE; MLK HOLIDAY	Chapters 3, 10, 12
1-23-2013	LECTURE—Animal body plans	Chapters 32/33
1-24-2013	LAB—Vertebrate anatomy	pp. 84-91
1-28-2013	LECTURE—Animal body plans	Chapters 32/33
1-30-2013	<b>EXAM I</b>	Chapters 45/46
1-31-2013	LAB— Diversity: Platyhelminthes Vertebrate anatomy (contintued)	pp. 78-83 pp. 84-91
2-4-2013	LECTURE— Reacting to the environment—sensory systems	Chapters 45/46
2-6-2013	LECTURE— Reacting to the environment—sensory systems	Chapters 46/47
2-7-2013	LAB— Diversity: Annelida and Mollusca Sensory Systems	pp. 92-97 pp. 98-104
2-11-2013	LECTURE— Reacting to the environment—signal systems	Chapter 41
2-13-2013	LECTURE— Reacting to the environment--movement	Chapter 48
2-14-2013	LAB— Diversity: Nematoda and Arthropoda Cardiovascular System	pp. 105-110 pp. 111-115
2-18-2013	LECTURE—Nutritional systems	Chapters 49/51
2-20-2013	LECTURE—Circulatory systems	Chapter 50
2-21-2013	LAB-- Diversity: Echinodermata and Chordata (Pg 116-118) Digestive System and Excretory Systems (Pg 119-120)	pp. 116-118 pp119-120

2-25-2013	<b>EXAM II</b>	
2-27-2013	LECTURE—The movement to land	Chapters 32/33
2-28-2013	<b>FIRST LAB EXAM</b>	
3-4-2013	LECTURE—The movement to land	Chapters 28/29
3-6-2013	LECTURE—The movement to land	Chapters 28/29
3-7-2013	LAB— Diversity: Non-Tracheophytes (Seedless Plants)	pp. 11-18
3-11-2013	LECTURE—Body plans of seed plants	Chapter 34
3-13-2013	LECTURE— Reacting to the environment	chapter 37
3-14-2013	LAB— Diversity: Tracheophytes (Vascular Land Plants) Plant Anatomy-Roots, Stems and Leaves	pp. 19-27 pp. 28-36
3-18-2013	SPRING BREAK	
3-20-2013	SPRING BREAK	
3-21-2013	SPRING BREAK	
3-25-2013	LECTURE— Plant nutrition	Chapter 36
3-27-2013	LECTURE— Transport in plants	chapter 35
3-28-2013	LAB— Angiosperm development	pp. 37-45
4-1-2013	<b>EXAM III</b>	
4-3-2013	LECTURE—Evolution of plant reproductive systems	Chapters 28/29
4-4-2013	LAB— Growth, tropism, transpiration, and other environmental responses in plants	pp. 46-53
4-8-2013	LECTURE—Reproduction in seed plants	Chapter 38
4-10-2013	LECTURE— Plant development	Chapter 19
4-11-2013	LAB— Pollution: effects of chemical, thermal & acid pollution (Pg 54-59)	pp. 54-59
4-15-2013	LECTURE—Evolution of animal reproductive systems	Chapter 43
4-17-2013	LECTURE—Animal development	Chapter 44
4-18-2013	<b>SECOND LAB EXAM</b>	
4-22-2013	LECTURE—Control of development	Chapter 19
4-24-2013	LECTURE—Development and evolutionary change	Chapter 20
4-25-2013	LAB—	-
4-29-2013	<b>EXAM IV</b>	Chapter 31
4-30-2013	READING DAY—NO CLASSES	
5-1-2013	<b>FINAL EXAM @ 12:30 PM</b>	