

# Fall 2021 Course Syllabus

## Biology 1010: The Evolution & Diversity of Life

Department of Biology, College of Science & Mathematics, Valdosta State University

Dr. Leslie S. Jones [lesliesj@valdosta.edu](mailto:lesliesj@valdosta.edu)  
Office: 1096 Bailey Science Center  
Phone: 219-1337

Student Hours:  
Monday 1:00-2:00 in 1043 BSC  
Tuesday 11:00-12:00 in 1043 BSC

**Grad TA:** Cameron Chavarria – [cechavarria@valdosta.edu](mailto:cechavarria@valdosta.edu)

**PAL Facilitator:** Mardi Haynes – [mbhaynes@valdosta.edu](mailto:mbhaynes@valdosta.edu) (1043 BSC: Mon & Wed 5:00-6:00, Thursday 11:00-12:00)

**ASC Designated Tutor:** Alejandro Otero – [ajotero@valdosta.edu](mailto:ajotero@valdosta.edu) (Library: Mon 10:30-11:30, Tues 12:30-1:30, Thurs 2:30-3:30)

**1. Course Description:** This is a large lecture class with 178 students, so it is not possible to have flexible deadlines or make individual exceptions to the rules. There will be three Units (I. The Nature of Science, II. Evolution, III. Biodiversity) that each end with a midterm test. The scientific content is all interrelated and will be covered on a comprehensive final exam. There are several topics that will relate aspects of the natural sciences to socially significant issues. These will be covered on the tests and you will have the opportunity to express your personal opinions regarding these in essays that are only graded on the quality of your writing and the composition.

**2. Attendance: Class meetings are Mandatory,** and absences will seriously impact your grade. If you miss class for any reason, it is your responsibility to obtain notes from another student.

Absences for Covid or Quarantine must be verified after a self-report by the DOSO (Dean of Students Office)  
Other reasons may be excused at the discretion of the GTA.

The GTA must scan your ID card before class starts at 9:30. He will be on the West side of the BSC entrance starting at 9:15.

It is your responsibility to do this and you can only email Cameron within 48 hours if you forget.

*NO exceptions* for missing the computer check will be made later in the semester.

If you arrive after 9:30, you must go upstairs and enter the back of the room to avoid disrupting class.

If you are late, sit in the Tardy Section and you can sign in on the Tardy Sheet after class. (3 Tardies = 1 Absence)

If you know you need to leave early on any day, sit in the back so you can leave easily.

**3. Emails: Please Use Our Blazeview Emails for All Class Matters!!!**

My VSU email: [lesliesj@valdosta.edu](mailto:lesliesj@valdosta.edu) should only be used if it is urgent

*To be safe, you need to Check Your Blazeview Email OFTEN (several times per week) for updates*

Class emails are not text messages and are expected to be written coherently.

My title is **Dr. Jones** and you should start any email with that included in a greeting.

The first thing you should do is tell me **which of my classes you are in** because I have several.

The next sentence should contain the **reason for your message**.

After you explain yourself, you should close the message properly.

**4. A Very Important Message to Students:** I am making a default assumption that you are in college to get an education. Becoming an educated person takes work, and I expect you to make a sincere effort to learn. The second page of this syllabus outlines exactly what you will be expected to do and every due date during the semester. In college, you are expected to spend two hours working outside of class for every credit or actual hour you spend in class. These assignments are distributed in a way that should not take that much time for you to complete.

The most important contribution to your success will be your personal work ethic because the grade will be based on a variety of tasks that evaluate whether you learn the material. These will help you build a deeper understanding of the scientific content that is presented in the class sessions. You are expected to show conceptual knowledge, which requires far more depth than just memorizing factoids. I set the bar high in my courses because I know you can learn science. I want you to learn both the scientific content and the satisfaction of achieving something that took resolve and hard work.

You should read this entire document because it spells out important information about the course. If you do not try to apply these guidelines, you are putting yourself behind everyone in the class who does review it because they will understand more than you about what to expect within the nontraditional format of the course...

**5. Personal Responsibility: All assignment deadlines are final & late work will not be accepted!!**

If you miss a deadline, do not ask or push back on us with an excuse, because we can't change grades with this many students. Instead, think about how you can prevent yourself from missing anymore deadlines. At the end of the course, we are going to consider being flexible to give people who have done well on most assignments better grades than the final average equates to. Your grades will be posted in Blazeview all semester so that you will know where you stand. If that is not the grade you want at the end of the semester, make more effort to succeed!

# BIOL 1010A Fall 2021

SUN	MON	TUE	WED	THU	FRI	SAT
	August 16	Opening Challenge 17	18	19	20	21
22	.... 23	The Sciences 24	SB Ch 1 25	Levels of Org & This Virus 26	27	28
SB Ch 16 29	30	Holism Reductionism 31	September 1	Life 2	3	4
5	Labor Day 6	Biological Sex 7	SB Ch 35 8	Cultural Gender 9	10	11
Sex & Gender Essay 12	13	Natural World 14	Pretest Practice 15	Nature of Sci Test 16	17	18
19	SB Ch 15 20	Origins 21	22	Social Controversy 23	24	25
26	SB Ch 12 27	Artificial Selection 28	29	Natural Selection 30	October 1	2
Nature of Science Essay 3	SB Ch 13 4	Evidence 5	SB Ch 14 6	Speciation 7	8	9
10	Fall Break 11	12	13	Reproduction 14	15	16
17	Global Migrations 18	19	20	Evolution of Skin Color 21	22	23
24	Pretest Practice 25	Evolution Test 26	SB Ch 17 27	Prokaryotes 28	29	30
Human Origins Essay 31	November 1	Protists 2	SB Ch 20 3	Fungi 4	5	6
7	SB Ch 19 8	Plants 9	SB Ch 39 10	Biomes 11	12	13
14	SB Ch 21 15	Animals 16	17	Biodiversity Is Not Race 18	19	20
21	Pretest Practice 22	Biodiversity Test 23	24	25	26	27
			Thanksgiving Break			
Race & Racism Essay 28	SB Ch 37 29	Human Population 30	December 1	Loss of Biodiversity 2	3	4
5	6	7	8	Final Exam 8:00-10:00 9	10	11

## BIOL 1010A: Assessment Plan

### Grade Distribution:

Attendance*		10%
Coursework		40%
15 SmartBook Chapter Assignments	15%	
3 Pretest Practice Activities	15%	
4 Essays & Several BV Assignments	10%	
Unit Tests		30%
I: Nature of Science	10%	
II: Evolution	10%	
III: Biodiversity	10%	
Cumulative Final Exam		20%

**\*Attendance:** You are expected to attend all class meetings. Being tardy or leaving early is counted as an unexcused absence. The GTA will be in charge of Attendance. If you do miss class for any reason, you are responsible for obtaining the notes from a classmate. Anyone who misses more than 20% of the class sessions will receive a failing grade for the course. Here is how your attendance grade will be calculated:

<b>No Absences at ALL</b>	<b>125%</b>
1 Absence	100%
2 Absences	75%
3 Absences	50%
4 Absences	25%
More than 4	0%
<b>More than 6</b>	<b>Course Failure</b>

**Text:** Marielle Hoefnagels -Biology: Concepts & Investigations 5<sup>th</sup> Ed. (2021) McGraw Hill in the *Connect* Platform

There will be a direct link in Blazeview and your grades will be in BV as well. Special arrangements have been made between the VSU Bookstore and the publisher to get you a big discount on the price (Cost ~\$70.00 rather than ~\$150) of this which has been billed to your Blazer account. You automatically were enrolled for the electronic version of the book through the Day1 plan.

### Required Technology Platforms:

**LMS=Blazeview (BV):** Learning Management System - Your VSU Account: This will be used for **ALL** class communication, writing assignments, and access to various resources. (<http://www.valdosta.edu/academics/elearning/blazeview-d2l.php>)

**CMS=McGraw Hill (MH) Connect:** Course Management System - This is a complete electronic version of the book and a versatile software product for the graded, adaptive pre-reading *SmartBook*, Pretest Practice assignments.

**Online Adaptive Learning Assignments:** We will use the *Connect* software program from McGraw Hill to provide reading and questions in SB (*SmartBook*) which is an adaptive program that adjusts to every student's individual skills. If you pay attention and learn as much as you can in SB you will get far more out of the lectures. These also comprise 15% of your grade. There are also Pretest Practice assignments worth another 15% that give you designed preparation by working on the course content They are very important because they help you learn the information and prepare for the tests. Your success in this course depends on your completion of both types of these online assignments. Effort on these tasks is directly correlated to the grades students receive. You waste the time you spend doing these activities if you do not concentrate on learning as you do them.

The **SmartBook (SB)** prompts are lower order questions that drill on vocabulary and basic concepts. Think about the questions when you read the prompts and what the answer is. Indicate how confident you really are. If you get the question wrong, ask yourself why you did not know it. That type of thinking is the best thing you can do to improve your learning. If you look back and it is right in the book, consider the fact that you might need to read more carefully. **SmartBook** is an adaptive program. The number of points you get and the number of times you see a topic depends on getting the correct answer and how certain you are that you know the answer. Be sure to use the Confidence prompts carefully. You get the most points if you say you are "sure" and get the answer correct. You will also finish faster if you do that. However, if you say you are "sure" and get it wrong, you lose big points. If you get it wrong with one of the other prompts, the penalty is not as bad. You will get other questions on that topic or the same question until you master it. You can go back and drill on **SmartBook** as often as you want after the deadlines.

You can start as early as you want for all of the chapters in each unit to be sure you get the chapters completed on time. Any online assignments on *Connect* must be done by the deadlines which are the night before we cover the topic in class. The dates are listed on the course calendar and will be posted as the due date in McGraw Hill. You can do these up until 1:00 pm before class. Late submissions will not be accepted. No Exceptions! As you do **SB**, jot down words on questions you miss so that you can be sure to look for those explanations in lecture. If something is still unclear, be sure to ask. Do not expect questions like these on the test because those will be conceptual and require higher order thinking. So that you can prepare for the tests and exam, there will be a **Connect Practice** interactive activity toward the end of each unit with higher order questions, so your grades on these should give you an idea whether you are prepared for the unit assessment. You may do these unit assignments 3 times to get the most practice and only your best score will count. Find your Metacognitive score in the report section and compare it to the grade you want on a test because there is usually a high correlation between these and how people score on the tests.

### **McGraw Hill Customer Support: Call (800) 331-5094**

If you have any problems with these programs, first try another Browser. Then shut down your computer and restart it or try another computer. Finally, **YOU** must call McGraw Hill for Customer Service – Do not tell me or the Teaching Assistants and think it will be an excuse for not doing your work. The MH people are supposed to take care of any problem, but in case they do not, get the Case Number when you contact them. If MH does not help you, then email me in Blazeview and be sure to send me the case number so I can try to do something about it.

### **Peer Alliance Learning Sessions:**

VSU has a program that designates an experienced student to coach you on how to succeed in this course. Mardi Haynes will be holding sessions every week from 5:00-6:00 pm on Monday & Wednesday and another right after class on Thursday from 11:00-12:00 in room 1043 of the BSC (The lab with the Reef Tank). These will include prep sessions before the tests. After the tests, she will go over the questions that were missed most often.

### **Designated ASC Tutor:**

Alejandro Ortega took this class last semester and he will be in the ASC at the Library (just to the right of the main desk) to tutor specifically for this class, so you can make an appointment with him or try walking in to see if he is available. His hours are: Mon 10:30-11:30, Tues 12:30-1:30, Thurs 2:30-3:30.

### **Examinations:**

The unit tests will be 100 question multiple choice tests that assess conceptual understanding of course content. Do NOT try to memorize the information because the test questions will probe your understanding of the concepts. I am not interested in whether you are good at rote learning. You can practice the type of questions at the PAL Learning Sessions before the first exam. The final examination will be comprehensive, consist of about 200 multiple choice questions, and cover all accumulated course content. Your Test Scores will be available on *Blazeview* sometime after you finish the test.

### **Writing & Essay Topics:**

**Deadlines are firm and late work will not be accepted at all. Write these early and turn them in to BV because if you miss the deadlines, you will not get credit.**

9/12 Sex & Gender –

10/3 Nature of Science Essay – The Covid pandemic has been exacerbated in the USA by the fact that so many citizens including powerful politicians have had such poor science education in school. Lacking a solid background, people mistrust the medical science community, believe rumors & conspiracy theories, and fail to behave in ways that could help them avoid the disease. Your assignment for this essay is to explain how medical science fits into the scheme of the natural science disciplines and how scientific research in several aspects of the life sciences has collectively been used to research, understand the virus, and fight the debilitating consequences of the illnesses it causes. How was that vaccine produced and tested so quickly? How did they figure out that masks stop the spread?

10/31 Human Origins -

11/28 Racism –

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# Writing Assignments

**Objectives:** In order to encourage you to see the relevance of the topics covered in this course, you will be required to write six short essays relating to the course content. These assignments also have been designed to help you to learn, outside the classroom, through your own writing. Writing is an important way to learn because if you can construct sentences about something, it will organize your understanding in your mind or let you know that you need to seek more information about a subject. Paragraphs of text are also an opportunity to display your knowledge. These assignments also allow you to pursue the connections between your own personal interests and what we cover in class, so you should take pride in them and write in first person.

**If you do not follow the following guidelines, your grade will be reduced.**

**Focus:** Well-crafted writing always has a specific purpose. Decide on a thesis for the assigned topic and a specific case you want to make before you start writing. Every composition should have a central idea. Your thesis should directly address the nature of the writing assignment and make specific reference to what was covered in class. Write the thesis down and check throughout the writing process to be certain that the work supports it. Starting can be the hardest step, so if you feel blocked, try brainstorming. Take a blank sheet of paper without lines, and just write down any ideas you have or do some reading to get ideas. Look over these thoughts for ideas that go together in the form of a thesis. Then create an original title to use as the heading on your slide.

**Organization:** Before you begin to write, think through how you plan to develop your thesis and use an outline to structure your thoughts with a sequence that makes sense. An Introduction and Conclusion will be the first and last sentences, but they can actually be written last. Start with something catchy in the first sentence to interest the reader. Make it perfectly clear, in the introductory statement or section, what your point or central idea will be. Support that concept throughout the body of your composition. Ideas in the middle will be the Body of your text. Quotations & Subheadings are not to be used in these short assignments; let the topic sentences of the paragraphs serve that purpose. Avoid using phrases such as “In this paper I will discuss...” since it is much more sophisticated to avoid this type of “crutch statement.”

**Paragraphs:** You should have 3-4 paragraphs, single-spaced on no more than one side of one page of paper. The first sentence of each paragraph is a topic sentence that shows what the paragraph covers. ONE SENTENCE IS NEVER AN ENTIRE PARAGRAPH because there should be at least 3 sentences elaborating any significant idea.

**Format:** Always have an original title on your paper, centered at the top of the page. Think of something that summarizes the unique slant you are taking because we have to read many of these. It should catch our interest. Your papers are to be typed using something comparable to 12-point Times New Roman type, single-spacing, and 1 inch margins in Black text on white background. Other professors often expect double-spacing, but I prefer to read single-spacing, especially on slides, and require your papers to be single-spaced. After a draft, if the paper is too long, go back through and shorten it up by taking out the less important aspects. If it is too short, go back and incorporate more support or add more detail to what you are saying. When I say 1-page that means substantial text or no less than 600 words.

**Grading:** Any short papers submitted in Blazeview will each be worth 10 points. Outstanding papers will receive an additional 2 points. Assignments will be described in class, so listen carefully and be sure that you know what is expected or ask about anything that is unclear. There will also be a description on the Dropbox in Blazeview. Focus on the objective of the assignment and address it clearly in thesis of your paper. You can dramatically improve your work if you critique your own rough draft and revise it at least once. Outside feedback by other people who write well or even a visit to the SSC can also make a difference. You do not need a science tutor to read these papers. Ask for an English or Writing tutor at the SSC. Proofread your own work to avoid careless errors. Spelling, Punctuation, and Grammar do effect the quality of your work and your grade.

Your writing will be graded on Effort, Quality, Organization, Content, and whether or not you followed the specific directions given in class and on Blazeview. We will look specifically at your coverage of the topics and the clarity and thoughtfulness of your presentation.

## Automatic Grade Reductions:

### Inaccurate or deficient scientific content

Missing a clear thesis or title in the headings of slides

Lack of focus, organization and balance on the slides

Poor structure – unclear captions poor writing in text boxes

Typographical errors & Grammar, Spelling, & Punctuation (GSP) Mistakes

### Failure to follow ALL instructions

## Requirements for Submission of Essays & Short Assignments:

Submit your work on Blazeview in the designated assignment box as a PDF because this will ensure that the formatting will be preserved. The due date will be announced in class, is posted on the class schedule, and listed in Blazeview. If you fail to submit your work by the time the box closes, it will not be accepted FOR ANY REASON, so that is the reason to turn assignments in early. If you miss the final deadline, accept your penalty and do better next time!

# BIOL 1010A: Course Objectives & Requirements

## Essential Questions:

What has made the natural sciences so effective at unraveling some of the mysteries of life & the universe?  
How does the Theory of Evolution explain the History of Life and Biological Diversity including *Homo sapiens*?

## Learning Outcomes = Students will be expected to:

- I. **Distinguish** the unique features of the natural sciences and the characteristics of living organisms.
- II. **Describe** the evolutionary processes that have been influential throughout the history of life.
- III. **Compare and Contrast** the basic characteristics, classification, & ecology of living organisms.

## Proof of mastery will be demonstrated through:

- I. Satisfactory completion of assigned coursework that includes adaptive learning exercises associated with text chapters
- II. Competent written essays on selected course topics
- III. Passing Scores on 4 multiple choice tests and a Cumulative Final Exam

**Educational Outcomes:** This class is designed to fulfill three of the eleven general education credit hours required in **Section D1 (Science, Mathematics, and Technology)** of the VSU core curriculum as prescribed by the University System of Georgia. The course will address the VSU Learning Outcome that states: "**Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical concepts and reasoning to solve problems.**" According to the VSU Undergraduate Course Catalog, BIOL 1010 is "an introduction to the diversity of life on Earth with a special emphasis on ecological and evolutionary processes and relationships." The BIOL 1020 Biodiversity Lab is a co-requisite that complements this course by covering parallel material.

**Instructional Design:** Given that the student/instructor ratio is ~178/5 there will be certain constraints, but efforts will be made to make this more than a mundane lecture class. Since memorization will not be enough to succeed in this biology class, the Peer Alliance Learning Facilitator, ASC Tutor and the Graduate Teaching Assistant will be available to help you. We can use class for elaboration of important concepts, explanation of anything that was unclear, and learning activities that are more effective than just sitting and taking notes. There will be text chapters with adaptive learning assignments (*Smartbook*) to prepare you in advance for topics that will be covered in class. Essay assignments in each unit will provide an opportunity for thought and discussion of the relevance of some topics. Prior to each test, there will be interactive Practice Pretest activities to supplement preparation.

**Statement of Student Support:** I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources visit a website for another university until we have something this on our VSU website: [https://international.uoregon.edu/immigration\\_faq](https://international.uoregon.edu/immigration_faq). I commit to not sharing your status with anyone if you reveal it to me. I also remind you that **when interacting with faculty, staff, and offices around campus you are never required to reveal your immigration status.**

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 333-5463.

**Family Educational Rights & Privacy Act:** Grades cannot be posted by Name or Social Security Number. Scores and student work will not be given over the telephone, by email or to another student.

# Expectations of Academic Integrity

**Academic Honesty:** Members of the class are expected to maintain high standards of integrity which specifically means doing your own homework and taking tests without assistance. You will be required to sign a pledge of Academic Integrity. Do not expect lenience for claims on the grounds of not knowing better.

## VSU Student Code of Conduct

### Section I. Academic Integrity Code

Academic integrity is the responsibility of all Valdosta State University employees and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in this Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold the highest standard of academic integrity.

A. Academic Integrity Violations - Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of any class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination, or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the content of a class, including but not limited to tests, examinations, laboratory equipment, and class records.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Students should also check with instructors before submitting work written for another class or assignment. In some cases, instructors may consider this work unoriginal and therefore subject to academic integrity penalties. Some typical examples of plagiarism are:
  - a. Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - b. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
  - c. Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

### Section II. Resolution of Academic Integrity Misconduct

#### A. Academic Integrity-Academic Response

Valdosta State University policy is that a violation of Appendix A, Section I Academic Integrity Violation may and should be handled by the course instructor, the student, and possibly the department head or academic dean concerned with the offense. Penalties for an academic integrity violation should be outlined in the course syllabus. Any faculty member who has documentation and/or suspects that academic dishonesty has occurred shall (1) gather all pertinent information, and (2) meet with the student or students involved, and (3) inform the student or students of the academic response to an alleged violation of academic integrity, and (4) a faculty member should create a Report of Academic Dishonesty (RAD) to document the resolution of the matter. The faculty member should notify his/her department head and/or dean of these decisions and should submit a Report of Academic Dishonesty (RAD) along with all supporting documentation to the Student Conduct Office. An online Academic Integrity Reporting form can also be found at: [https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout\\_id=1](https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=1).

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity should follow the grade appeal process (Form available at the Registrar's site under "Forms" <http://www.valdosta.edu/academics/registrar/forms/>). Students should remember that they may not exercise the right to withdraw from a class to avoid academic dishonesty penalties.

#### B. Academic Integrity-Disciplinary Response

To initiate the disciplinary response process for an academic integrity violation, a faculty member should first submit a Report of Academic Dishonesty (RAD), <http://www.valdosta.edu/academics/academic-affairs/vp-office/forms/academicdishonesty.pdf>, along with all supporting documentation and an online report of Academic Integrity to the Student Conduct Office [https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout\\_id=1](https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=1).

This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office in accordance with Board of Regents record retention policy. A student's file on academic dishonesty is not intended nor designed to allow access by faculty members seeking historical information concerning a particular student. The purpose of the file is for the Vice President of Student Affairs and Dean of Students Office to determine if multiple incidents of academic dishonesty have occurred during a student's academic career at Valdosta State University. If a student is found to have cheated/plagiarized and withdraws from the course prior to the awarding of a grade, the Report of Academic Dishonesty will still be placed on file in the Student Conduct Office.

After a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office, official charges will be drawn and the disciplinary matter may be referred to the Valdosta State University Conduct Committee. The Valdosta State University Conduct Committee will utilize the disciplinary procedures outlined in Appendix B, Sections II.-V. of 3 the Student Code of Conduct for adjudication. The most severe sanctions such as expulsion or suspension should only result from a Valdosta State University Disciplinary Committee hearing and can be appealed via Appendix B, Section V of the Student Code of Conduct.

Faculty members may request that a particularly serious violation of the Academic Integrity Policy (buying or selling papers, stealing an exam, taking an exam for another student, significant plagiarism at the graduate level, etc.) be referred directly to the Valdosta State University Conduct Committee. The Assistant Dean of Students and the academic dean of the student's major will consult concerning the referral of a particularly serious first offense to the Valdosta State University Conduct Committee.

## Specific Policies of Dr. Leslie S. Jones in Biology 1010A

Penalty(ies) for an academic integrity violation for this course are:

1. You will lose credit for any assignment on which there is evidence of cheating.  
The same penalty for any student who knowingly enables or tolerates cheating by another student.
2. Depending on the offence, the final grade can be lowered by 10% or the result will be failure for the entire course.
3. Refusal to acknowledge personal responsibility for any dishonest content will result in the official report to the DOSO

# **Top Ten” Strategies for Success in Biology 1010**

If you want to earn an “A” and/or do well in this course, you need to think about your own approach. You will not even pass unless you work hard so (before you waste your time and someone’s tuition money) consider the following:

## **# 1. Decide that You Plan to Succeed & Work Consistently for a Good Grade**

It is your choice! **Start Working Hard at the Beginning of the Semester** – Do not fool around and suddenly decide to work after you get behind and need to dig yourself out of a big hole.

## **# 2. Pre-Read the Chapters & Do SmartBook Exercises**

Prepare yourself for class by reviewing the specific topic. These chapters will help to know how to spell words and have some familiarity with key ideas.

## **#3. Attend Class in Person and Take Detailed Notes**

The information in class sessions will not be identical to your textbook. The scientific topics will be explained differently, and additional information will be covered. If you do not understand something - ask questions. **Keep an Orderly Notebook** – If you use a spiral for class notes, have another folder where you can assemble any papers and outside information.

## **#4. Reread Your Notes after Class**

Think about the information covered to be sure that you understand it all. If not, read up on the subject in your text or on the Web or come in for help on anything you do not understand. If you miss something in lecture, leave a space in your notes where you can look it up on the web or attend help sessions for an explanation. Find Websites on the topic for more information. Watch the class recordings over if you need to reinforce the concepts.

## **#5. Get to Know Someone in the Class**

Make contact with at least one other student in class. This is so that you can ask them if you do not understand assignments and check on the specifics by phone or email.

## **#6. Make a Vocabulary List of Important Terminology**

Construct a list of the terms you do not know, define them in your own words, and use them in the essays if you can. If any are particularly troublesome, try writing a sentence that uses the term. **You must understand the “language of biology”** and there is plenty of it!

## **#7. Use the Assignments to Be Certain You Know the Content**

The *Blazeview* papers prompt you to think outside of the box and will reinforce the content. Also, be sure to keep up with the assignments (which are not accepted if they are late).

## **#8. Get Additional Help**

My Student Hours are on the first page. I will be happy to make appointments at other times. If you do not ask, I can’t help you! We have a Designated ASC Tutor for the class who will be supplementing lectures & doing test reviews in the library. There are also other Biology tutors in the Student Success Center who can help.

## **#9. Plan Ahead for Tests & Assignments**

Write the dates in your calendar, then count back one week to remind yourself to start preparing.

## **#10. Attend the Regular PAL Learning Sessions**

Our embedded tutors will be holding regular discussions of the course material. Their whole focus is how to understand the content and what you need to do to succeed.