

Spring 2021 Course Syllabus

Biology 1010: The Evolution & Diversity of Life

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

Face -to Face Meetings in the Student Union Ballrooms on Tuesday & Thursday from 2:00-3:15
Synchronous Projection on *Collaborate* in Blazeview & Lectures Will Be Recorded
Late Arrival to Either Presentation, after a 10 Minute Grace Period, Will be Considered an Absence

Dr. Leslie S. Jones lesliesj@valdosta.edu
Office: 1096 Bailey Science Center
Phone: 219-1337

Student Hours in Room 1043 BSC:
M W 2:00-2:30
T R ~3:30-4:30

Grad TAs: Emily Evans – eeevans@valdosta.edu & Dariana Rodriguez Kessler - dnrodriguezkesle@valdosta.edu
PAL Facilitator: Mardi Haynes – mbhaynes@valdosta.edu

1. Course Format: Attendance is Mandatory, and absences will seriously impact your grade.

We will start in the HY-FLEX format with half of the class (Surnames from A-L) Face-to-Face on Tuesday and the rest of the people are expected to be watching synchronously on *Collaborate*. On Thursday, the other half (M-Z) will attend class and the rest are required to be remote. If you are more than 10 minutes late to either type of session, it will count as an absence.

During the live *Collaborate* sessions, one of the TA's will be online to transfer your questions to me while I am teaching. If you are unable to synchronously watch the class sessions, they will be recorded on *Collaborate* for you to see or review at any time.

Be prepared in case circumstances make it necessary to the entire class move to remote learning. We could move very quickly to computer delivery depending on what happens with the Pandemic. If we are forced to be online, attendance is still mandatory.

2. 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 third page of this syllabus outlines exactly what you will be expected to do 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...

3. Emails: Please Use My Blazeview Email for All Class Matters!!!

My VSU email: 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. Online Etiquette:

The remote sessions will be presented through *Collaborate Ultra* in Blazeview. Given the limits to the VSU bandwidth, when you join the class online, please mute your microphone and turn off your camera. If you would like to ask a question during class, you may do so with the chat function, but please use that only for questions on the topic being covered. This is not a conversation line because it distracts other students.

5. Personal Responsibility —

You must keep track of all assignment deadlines because 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 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: Course Schedule & Assignments

Week	Topic	LearnSmart Due Dates	Other Assignments
The Natural World			
Jan 12	Levels of Organization		Readings in Blazeview
14	Realms & Sciences	Ch 1	Alphabetical Exercise
Patterns in Nature			
19	Colors, Shapes, Form & Function		Academic Integrity & Student Info Forms
21	Causes & Effects, Balance for Equilibrium		Comments on Reading Modules In BV
Opening Test Jan 22-25			
The Nature of Science			
26	History		
28	Reasoning		Essay on Science as a Human Activity
Sex & Gender			
Feb 2	Reproduction	Ch 35	
4	Cultural Constructs		
The Ecosphere			
9	Earth – Cycles & Timing	Ch 39	Essay on Sex & Gender
11	Characteristics of Life		
This Pandemic			
16	Wellness Day - - No Class		
18	Science Lessons from Covid	Ch 16	MH Practice Exercise Due 2/19
Unit I – Nature of Science Test		Feb 19-22	
History of Evolution			
23	Origins	Ch 15	
25	The Social Controversy		Essay on Religion & Science
Forms of Selection			
Mar 2	Artificial	Ch 12	
4	Natural		
Change over Time			
9	Evidence	Ch 13	
11	Molecular Comparisons		
Human Evolution			
16	Global Migrations		
18	Human Diversity Is Not Race		Essay on Racism
Biological Diversity			
23	Speciation	Ch 14	
25	Biological Diversity		MH Practice Exercise Due 3/25
Unit II - Evolution Test Mar 26-29			
Microbial Organisms			
30	Prokaryotes	Ch 17	
Apr 1	Protists	Ch 18	
Producers & Decomposers			
6	Plants	Ch 19	
8	Fungi	Ch 20	Essay on Biodiversity
Consumers			
13	Animals	Ch 21	
15	Wellness Day – No Class		
Ecosystem Dynamics			
20	Biological Communities	Ch 38	
22	Energy Flow & Nutrient Cycles		MH Practice Exercise Due 4/22
Unit III – Biodiversity Test Apr 23-26			
Human Impact on the Earth			
27	Our Population	Ch 37	
29	Loss of Biodiversity	Ch 40	Essay on Human Disruption
Final Exam May 4-7			

BIOL 1010A: Assessment Plan

Grade Distribution:

Attendance* (& Participation in PAL Sessions - if Required)		10%
Course Introduction		10%
LearnSmart & Attend a PAL Learning Session		20%
Alphabetical Exercise, Student Information & Academic Integrity Forms	30%	
Opening Test	1/22-25	50%
Coursework		30%
16 LearnSmart Chapter Assignments		10%
3 Pretest Practice Activities		10%
6 Essays & Several BV Assignments		10%
Unit Tests		30%
I: Nature of Science	2/19-22	10%
II: Evolution	3/25-29	10%
III: Biodiversity	4/22-26	10%
Cumulative Final Exam	5/4-8	20%

***Attendance:** You are expected to attend all class meetings either in person or synchronously on *Collaborate*. Being tardy or leaving early is counted as an unexcused absence. The TAs will be in charge of Attendance. If you do miss class for any reason, you are responsible for viewing the recording on *Collaborate*. Anyone who misses more than 20% of the class sessions will receive a failing grade for the course. Here is how your grade will be calculated:

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

Text: Marielle Hoefnagels -Biology: Concepts & Investigations 4th Ed. (2018) 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.

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 *LearnSmart*, Pretest Practice assignments.

Online Adaptive Learning Assignments: We will use the *Connect* software program from McGraw Hill to provide reading and questions in LS (*LearnSmart*) 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 LS you will get far more out of the lectures. These also comprise 10% of your grade. There are also Pretest Practice assignments 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 **LearnSmart (LS)** 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. **LearnSmart** 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 **LearnSmart** 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 day we cover the topic in class. The dates are listed on the second page of this syllabus 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 **LS**, 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.

Course Units: Technically, there will be 3.3 units in the course. That sounds strange, but the first Opening/Introductory unit only covers the first 2 weeks of class and will count less than the other units. This session has been created to get everyone started with the class format and so that we can judge whether you will need be required to attend the PAL Learning Sessions. This short unit only counts ~10% of the final grade. There are 5 required tasks that must be completed in those 2 weeks before the test. The other units each add up to ~20% each overall.

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 two Online Learning Sessions every week on Wednesday from 12-1:00 pm and Thursday from 5-6:00 pm. She will send a link on BV to clarify how to log in. She will also have a Face-to-Face Learning Session every Friday from 9:30-10:30 am in room 2203 which is a big lab in the new part of the Bailey Science Center.

Everyone will receive 10 points for attending a PAL learning session before the opening test so that you can see how helpful these tutorial sessions are. As long as your average on that Opening Unit is over 70%, you can decide whether or not you want to attend any other sessions. If you score below 70% on that Opening you will be required to attend at least 1 of the three sessions every week until the Unit 1 test. If your class average drops below 60% after that first test, you will be required to attend at least 1 session every week until you have a passing grade. This policy and the meeting days and times will be clarified in class and on Blazeview.

Examinations: Due to the various pandemic restrictions placed on our class meetings, I am going to use the honor system and allow you to take your tests online at a time you select. I am going to hope that I can trust you to be honest, do your own work, and not discuss the tests with other students until after the test is over. There will be various constraints to limit dishonest behavior. If anyone asks you to cheat, remember that your integrity is at stake. Please let us know who is cheating and how they are doing it so that we can do something if it happens.

The unit tests will be 50 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 100 - 200 multiple choice questions, and cover all accumulated course content. Your Test Scores will be available on *Blazeview* right after you finish the test.

You will notice that there is a 3-day span for each test/exam in this class. They will open at 12:00 pm (Noon) on Friday and close at 11:30 pm on Monday night. This allows you flexibility to take it at your own convenience. The 4 unit tests will have 1-hour time limits. The final will have a 2-hour limit. For the unit tests you will need to have completed all assignments for the unit (LS, Essays, & Practice) before BV will allow you to take the test.

Writing & Essay Topics:

- 1/19 Student Information Form – Even without the Pandemic, I did not have enough contact with individuals in these large classes, so I would like you introduce yourself to us.
- 1/21 Responses on Reading Modules – There is a section in BV that has some visual narrative about the Natural World. After you read these, please comment on the difference between this format and your text and what you learned from each one.
- 1/28 Science as a Human Activity – Select an interesting approach the covers a way humans employ scientific thinking.
- 2/4 Sex & Gender – Show that you recognize that sex and gender are not the same thing.
- 2/23 Religion & Science – Choose any topic that covers the relationship between these.
- 3/18 Racism – Race was invented to justify the oppression of non-white people during the Colonial Era.
- 4/8 Biodiversity – Distinguish each of the major groups of living organisms.
- 4/29 Human Disruption – How have we impacted the natural world.

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.

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 ~200/1 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 2 Peer Alliance Learning Facilitators and 2 Teaching Assistants 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 (*LearnSmart*) to prepare you in advance for topics that will be covered in class. Essay assignments for 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 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. 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.

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, 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.

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.

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
Each student will acknowledge that they are aware of this expectation at Valdosta State University and the potential penalties for such action in this course by hand-transcribing and signing the Academic Integrity Pledge posted in Blazeview.

Top Ten” Strategies for Success in Biology 1010

(You can even count up by reading from the bottom if you are a David Letterman fan)

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 LearnSmarts Before class when the lectures cover the specific topic, it will help to know how to spell words and have some familiarity with key ideas.

#3. Attend Class in Person or Online 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 or Review the Recorded Class Sessions

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 another 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 2 **SUPPLEMENTAL INSTRUCTORS** for the class who will be supplementing lectures & doing test reviews. There are also 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.