



PRAIRIE VIEW  
A&M UNIVERSITY

# SYLLABUS

## [BIOL 1031 Biology Seminar] [Fall 2019]



<b>Instructor:</b>	Dr. George E. Brown
<b>Section # and CRN:</b>	P01 and 13547
<b>Office Location:</b>	430F New Science
<b>Office Phone:</b>	936-261-3161
<b>Email Address:</b>	<a href="mailto:gebrown@pvamu.edu">gebrown@pvamu.edu</a>
<b>Office Hours:</b>	MWF 9:10a.m.-10:10a.m. and 5:00p.m. - 5:30p.m. in Room 106 New science TR 3:00p.m. – 4:50p.m. in room 106 in room 106 New Science Students may schedule a tutorial session with the instructor by making the request in class so that all students have the opportunities to participate
<b>Mode of Instruction:</b>	[Face to Face which encourages student discussion of course content and participation in course activities ]
<b>Course Location:</b>	Room 122 New Science Building
<b>Class Days &amp; Times:</b>	M 3:00pm-3:50pm
<b>Catalog Description:</b>	[Discussions and presentations of current biological topics by students, faculty, and lecturers]
<b>Prerequisites:</b>	[This course is only required for biology majors and minors that have passed of BIOL 1021 Freshman Biology Seminar ]
<b>Co-requisites:</b>	[Must be a Biology major or minor]
<b>Required Texts:</b>	Campbell Biology, <b>ELEVENTH Edition</b> , by Lisa A. Urry. Michael L.Cain, Steven A. Wasserman, Peter V. Minorsky, and Jane B. Reece, ISBN -10: 0-134-09341-0; or ISBN 13: 978-0-134-09341-3 Student Edition
<b>Recommended Texts:</b>	Supplements: Required Materials  <b>Materials needed to enhance learning biology:</b>  1. University Catalog Requirements for Graduation 2. "The A Game" by Kenneth J. Sufka, Ph.D. ISBN: 978-1-936946-02-0

3. Assigned premedical and medical careers articles
4. Class handouts on career opportunities in the professions
5. Selected materials provided by graduate and professional schools
6. Students must read the topics on the e-course for this class prior to class and be prepared to be quizzed by the instructor.
7. Students are required to maintain a notebook with all class handouts, graded exams, reports, and quizzes attached to the notebook.
8. **Number 2 pencils** for exams
9. At least 6 each **SCANTRON forms 884-ES** (Answer choices for 200 questions) for the six exams

**Student Learning Outcomes:**

	<b>Upon successful completion of this course, students will be able to:</b> <b>[NOTE: Begin each outcome with a verb]:</b>	<b>Program Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>
<b>1</b>	Students will be able to develop strategies in time management	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
<b>2</b>	Students will be able to establish career goals and objectives	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
<b>3</b>	Students will be able to demonstrate mastery of the scientific method	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
<b>4</b>	Students will be able to develop good study habits	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
<b>5</b>	Students will be able to achieve mastery of reading in the scientific content area	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
<b>6</b>	Students will be able to achieve mastery of test taking strategies	All of the University's Core Curriculum Outcomes	Critical Thinking Communication Problem Solving Personal & Social Responsibility

		1, 2, 3, 4	
7	Students will be able to develop a career plan to successfully complete the biology curriculum and graduation requirements within four years	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
8	Students will be able to develop strategies to become a qualified competitive applicant to graduate or professional school	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
9	Students will be able to obtain exposure to the professions in the biosciences, the health professions, and health professions schools	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
10	Students will be able to obtain knowledge of summer biological research internships and health careers opportunity summer internships.	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
11	Students will be able to develop cultural competencies	All of the University's Core Curriculum Outcomes 1, 2, 3, 4	Critical Thinking Communication Problem Solving Personal & Social Responsibility
	<p><b>Course Outline:</b></p> <ol style="list-style-type: none"> <li>1. Introduction <ol style="list-style-type: none"> <li>a. Biology degree plan and graduation requirements</li> <li>b. Time management and study sessions</li> </ol> </li> <li>2. Goal setting and time management</li> <li>3. Self-assessment</li> <li>4. Medical School and graduate school required prerequisites</li> <li>5. Submission of applications to summer premedical programs hosted by medical schools</li> <li>6. Updates on admissions requirements to Texas health profession schools</li> <li>7. Discovering science, knowing who you are and how</li> <li>8. Reading and studying</li> <li>9. Note-taking and writing</li> <li>10. Health care exposure</li> <li>11. Developing cultural competences</li> </ol>		



## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Exam 1 Midterm	25%	25
2) Exam 2	25%	25
<b>Subtotal: 50% of semester grade</b>	50%	50
9) <b>FINAL EXAM</b> Grade	50.00%	50.00
<b>Total:</b>	<b>100%</b>	<b>100</b>

#### Grading Criteria and Conversion: ]

A = 90% to 100%

B = 80% to 89%

C = 70% to 79%

D = 60% to 69%

F = 0% to 59%

**Detailed Description of Major Assignments:** [Demonstrate on the cumulative final exam that they can earn scores of between 70% to 100%. Therefore students can earn up to 50% of the semester grade. ]

#### Assignment Title or Grade Requirement

#### Description

Score between 70% and 100% on each exam.

Standardized Cumulative Final Exam

## Course Procedures or Additional Instructor Policies

### I. Type of Course:

This is **part two** of a comprehensive introduction course of the concepts for enhancing academic success in the biological sciences and career opportunities in modern biology, for first year Biology Majors. **This class section also covers premedical preparation** necessary to become qualified competitive applicants for medical schools. Therefore students also receive **premedical advisement and counseling**. The other sections of BIOL 1031 offer preparations, advisement and counseling for the other career opportunities that biology majors qualify for.

This seminar is designed to assist students with their transition from high school environment to the university environment, which has been shown to be difficult for many freshmen. This course should be the main source of academic, career, and social advisement and counseling. This course will also insure that you meet with your academic and career advisor at least once a week.

You should read each assigned chapter in your textbook, class handouts, class materials and write notes in your **wire binder research notebook** before the instructor teaches the topics in class. Therefore you should be able to perform each of the course **outcome expectations for learners**. Be prepared to ask questions in class about concepts that you did not understand in your reading.

The class instructor conducts discussion type classes. These classes require student participation and demonstrations. The instructor will ask students questions, present problems to solve and use audio visuals. You should be prepared to actively participate in class by going to the marker board to demonstrate your knowledge of concepts.

When you meet with your Biology Research instructor for class or study conferences, **bring your course textbook notebook and related class materials** with you. They will enhance your study sessions

## II. Course Purpose and Objectives:

The purpose of this course is to provide first year biology majors with an in depth knowledge of the biology curriculum, graduation requirements, health profession schools entry prerequisites, graduate biomedical programs, and academic enhancement of cognitive strategies by science students.

This course is oriented toward the improvement of student learning and information processing. Students are encouraged to monitor their ability to acquire and retain scientific knowledge. Developing good study habits, improving retention of information, eliminating problems encountered during test taking, and managing time for effective learning are topics that will be emphasized in this course. Career information and training activities will be used to achieve the following

## III. Course Evaluation Methods:

The University's Academic Catalog grading policy is used in this course. **All lecture exams will be cumulative** in terms of biology topics tested on. Unit exams are given. Each exam covers all topics and concepts taught from the first day of class to the one immediately before the exam. The average of all lecture exams will constitute fifty percent (50%) of the semester grade. **The cumulative final exam will constitute the remaining 50% of the semester grade.**

**At least two cumulative exams (mid-term exam and final exam)** will be conducted during the semester. The dates for each exam will be announced at least one week prior to the administration of the exam. However unannounced quizzes may be given by the instructors in order to evaluate how well students are learning the most recent biology concepts taught. The average of all semester quizzes and reports will count as one lecture exam. **The midterm exam is scheduled for Monday, October 14, 2019. The final exam is scheduled for Friday, December 6, 2019, 1:30p.m. To 3:30p.m.** Plan your personal schedule so that you can take these exams at the scheduled times. **Do not request to take either of these exams before or after the established times.**

**MAKE-UP EXAMS:** Students are strongly advised to take all exams at the scheduled time. Plan and schedule your activities so that you can be present to take all exams at the scheduled time. Students with non-valid or non-official excuses for missing an exam will earn a grade of zero (0) for the missed exam. Students may request a make-up exam for one that was missed. However, the instructor will schedule the time and place of the make-up exam which will not interrupt the teaching of the class or delay the complete coverage of the course topics. Students that are scheduled for the make-up exam and miss it will not be provided a second opportunity to take an exam for the original exam missed.

#### IV. Class Attendance:

The University Attendance Policy requires students to be present for each scheduled class. Students are required to demonstrate their knowledge of each concept of modern biology covered by the course textbook and the instructor. Students with or without official excuses for missing class will be tested and evaluated the same as students who were present for class. However, students attending class have the advantage of being taught knowledgeable information which they are expected to know. **Excessive absenteeism will result in the student's grade being reduced by a letter grade.**

#### V. Recommended Student Conduct:

1. Arrive early for class, be seated, and be prepared to participate in class discussions.
2. Eat breakfast and lunch before coming to class.
3. **Dress for success.** Students in this class should dress for the Monday and Wednesday seminars as they would for the PVAMU dress for success day. Seminar presenters from professional and graduate schools are impressed by students being dressed for success. Students may also wear medical scrubs and laboratory coats to classes. It is appropriate to wear these in lecture classes because they are worn in the profession of your choice.
4. Start your preparation for the final exam and standardized pre-entry exams such as the MCAT at the beginning of this semester.
5. **Be serious about final exams.**

#### VI. Conduct That Is Not Allowed:

1. **Cellular phones, I-Pads, I-Pods, Palm pilots, CD players, Radios, Cameras, Lab top Computers** and other sorts of high technology communication instruments are not allowed to be used for any part of this course. These are **instruments for cheating**. If you are carrying these, they **must be turned off** and locked in your book bag during class so that they cannot be seen or used. Students that are caught using these or any instruments during class **will be charged with cheating** and therefore earn a failing grade. See item 4 below concerning cheating.
2. **Smoking is not allowed in the New Science Building.**
3. **Food and beverages are not allowed in the classrooms. Do not bring food into the class room.**
4. **Cheating on exams, quizzes, reports, or any graded activity is not allowed.** Failing grades (zero) are assigned to students that cheat. **This classroom has video cameras which records the action of students during class exams. These recordings can be used as evidence of student cheating.**
  - a. Please go to the rest room before starting your exam. Once a student leaves the classroom during an exam they will not be permitted to return to that exam.
  - b. Students are not permitted to communicate with each other during an exam. Therefore students cannot talk to, pass written materials to, or show answers or questions to other students in the class.
  - c. Laboratory reports and presentations must be the work of the individual student. **Evidence of copying your work from others, including the world wide net, is cheating.**
  - d. **Students should read the section on Offenses and Appropriate Disciplinary Actions in the current PVAMU web site catalog.** This is also referred to in section XI below.
5. Students enrolled in this course are not permitted to **wear hats, caps, head rags, helmets or any type of hear gear** in the class rooms for this class. Dress for success. Please do not insult and disrespect the class by violating this cultural practice.

## 2019 Fall Semester Calendar

The Academic Calendar for fall 2019 is published in the University's web site and in the fall semester Course Registration Bulletin which can be accessed by students.

1. Instruction begins for this class on **Monday, August 26, 2019**
2. Late Registration for the fall semester ends by 5:00p.m., Friday, August 30, 2019.
3. Add/Drop for all students ends by 5:00p.m. for all students on Friday, August 30, 2019.
4. Labor Day Holiday (University is closed), Monday September 2, 2018 Class resumes, Tuesday, September 3, 2019
5. Last day to withdraw from a course without it being part of the academic record, Wednesday, September 11, 2019
6. Withdrawal from courses between Thursday, September 12 and November 01, 2019 will earn a "W" on the academic record.
7. **Mid-Semester Exam: Monday, October 14, 2019**
8. Last day to withdraw from the University is Tuesday, December 4, 2018
9. Biology majors should start intensive **Study Schedule** for their very important Final Exams by Wednesday, November 13, 2019 and continue until the start of final exams on Wednesday, December 4, 2019.
10. Thanksgiving Student Holiday occurs Thursday- Saturday, November 28- 30, 2019. **Only two days remains before the start of final exams.**
11. Course Review Day: Monday, December 2, 2019 and Tuesday, December 3, 2019
12. Last day to withdraw from the University: Tuesday, December 3, 2019.
13. **The cumulative final exam** for section BIOL 1031 P01 is scheduled for 1:30p.m. – 3:30p.m., **Friday, December 6, 2019** in room 122. The cumulative final exam will constitute the remaining 50% of the final semester grade. **It will test all topics covered during the semester. Final exams are required** to be given **only** at the times and dates announced in the 2019 Fall University Final Exam Schedule. Students **must arrange** their schedule and activities so that they are prepared and **present for the final exam.**

## Student Support and Success

### John B. Coleman Library

The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

### Center for Academic Support

The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break,

Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

### **COMPASS**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

## **University Rules and Procedures**

### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

### **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

### **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **Attendance Policy**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **TECHNICAL CONSIDERATIONS**

#### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

#### **Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

#### **Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

#### **Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

#### **Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.