BIOL 1025 General Biology  
Spring 2020

Instructor: Charcacia T. Sanders
Section # and CRN: Section#: P05 and CRN: 28143
Office Location: Elmer E. O'Banion Science Building, Rm 430R
Office Phone: 936-261-3162
Email Address: ctsanders@pvamu.edu

Office Hours: Tuesday/Thursday: 3:30 pm – 5:00 pm
Wednesday: 4:00 pm – 5:00 pm
Friday: 10:00 am – 1:00 pm

Mode of Instruction: [Face to Face]

Course Location: Lecture: New Science Building, Rm A104
Lab: New Science Building, Rm 315

Class Days & Times: Lecture: TR 12:30 pm – 1:50 pm
Lab: MW 8:00 am – 9:50 am

Catalog Description: BIOL 1015 General Biology: 5 semester hours.
The Continuity of Life (Genetics & Evolution), The Diversity of Life, and Ecology.

Prerequisites: TSIA Reading College Ready

Co-requisites: BIOL 1025 P63 laboratory section. BIOL 1025 is a combined lecture-laboratory course.
Students must be enrolled in both a lecture section and a laboratory section

Required Texts: Campbell Biology, ELEVENTH Edition, by Lisa A. Urry. Michael L. Cain, Steven A. Wasserman,
Peter V. Minorsky, and Jane B. Reece,

Recommended Texts: Supplements: (Optional)

Study Guide, Eleventh Edition 978-0-134-44377-5/0-134-44377-2 This study aid provides concept maps, chapter summaries, word roots, and a variety of interactive activities, including questions and answers.

Inquiry to Action: Interpreting Scientific Papers, Fourth Edition by Ruth V. Buskirk. ISBN 978-0-134-47861-6/ 0-134-47861-4 This guide helps students learn how to read and understand scientific research articles accompanied by questions that help students analyze the articles.


Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students will be able to:</td>
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</table>

1
1. Conduct of laboratory investigations using safe, environmentally appropriate, and ethical practices.

2. Understand the use of the scientific method during laboratory investigations.

3. Use critical thinking and scientific problem solving to make informed decisions.

4. Examine the how meiosis and fertilization contribute to genetic variation and maintaining species’ chromosome count.

5. Understand how the structure of DNA forms the genetic codes for genes and how a molecule of DNA is copied during DNA replication.

6. Demonstrate an understanding of the flow of information of from gene to protein and explain how gene mutations affect organisms through their proteins.

7. Explore how bacteria regulate gene expression in response to different environmental conditions.

8. Demonstrates knowledge of the terms phenotype, genotype, locus, allele (dominant/recessive), homozygous and heterozygous.

9. Applies knowledge of Mendel’s principles of segregation and independent assortment to solve genetic problems involving monohybrid, dihybrid and test crosses.

10. Demonstrates knowledge of how DNA replicated.

11. Applies knowledge of DNA structure to describe the flow of information in cells from DNA – RNA – Protein(s).

12. Understands the differences between gene expression and gene regulation in prokaryotes vs. eukaryotes.

13. Describe the structure and function of the various bacterial cell structures.

14. Trace the evolution of prokaryotes and relate environmental conditions to the diversity of these life forms.

15. Explore how ecologists apply biological knowledge to predict the global consequences of human activities and to conserve Earth’s biodiversity.

16. Examine how eukaryotes regulate gene expression to maintain different cell types, including the many roles played by RNA molecules.
Knowledge

**Compose an oral scientific presentation using the scientific method**

**Communication, Globalization and Cultural Diversity**

*This syllabus is subject to change at the discretion of the instructor. Students will be notified of such changes ahead of time via eCourse.*

<table>
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<th>Major Course Requirements</th>
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<tr>
<td><strong>Method of Determining Final Course Grade</strong></td>
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<td><strong>Course Grade Requirement</strong></td>
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<td>LECTURE</td>
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<td>Lecture Exams</td>
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<td>Dynamic Study Modules</td>
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<tr>
<td>Mastering Biology Chapter Homework</td>
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<td>Online Homework Chapter Quizzes</td>
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<tr>
<td><strong>Lecture Total:</strong></td>
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<tr>
<td>LAB</td>
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<tr>
<td>Laboratory Quizzes</td>
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<tr>
<td>Laboratory Practical Exams</td>
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<tr>
<td>Instructor Evaluation of Student</td>
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<td>Scientific Presentation</td>
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<td>Peer Evaluation</td>
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<tr>
<td><strong>Lab Total:</strong></td>
</tr>
<tr>
<td>Extra Credit (contingent upon participation in class and accuracy of responses)</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
</tr>
</tbody>
</table>

**FINALE GRADE**

**Grading Criteria and Conversion:**

- A = 90% to 100%
- B = 80% to 89.9%
- C = 70% to 79.9%
- D = 60% to 69.9%
- F = 0% to 59.9%

**Detailed Description of Major Assignments:**

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Exams</td>
<td>Student’s knowledge of chapter content will be assessed using a combination of multiple choice and free response questions. The Mastering Biology Assignments are adaptive learning modules designed to help students learn faster, study more efficiently, and retain more knowledge for greater success. These are comprised of questions which you will go through and attempt to answer. This activity will help you identify and distinguish the material you know from the information you have not yet mastered so you can more effectively focus your studies..</td>
</tr>
<tr>
<td>Mastering Biology Assignments</td>
<td></td>
</tr>
<tr>
<td>Homework Quizzes</td>
<td>Students will be given 3 attempts to practice learned concepts using multiple choice questions.</td>
</tr>
<tr>
<td>Laboratory Practical Exams</td>
<td>Student’s knowledge of scientific practices and concepts gained during lab will be assessed using a combination of multiple choice and free response questions.</td>
</tr>
<tr>
<td>Instructor Evaluation of Student</td>
<td>Students will be evaluated by instructor on their performance in lab and field settings.</td>
</tr>
</tbody>
</table>
Peer Evaluation

Students will be evaluated by group members on their performance in lab and field settings.

Laboratory Quizzes

At the beginning of each lab, students’ knowledge of previous lab will be assessed using multiple choice questions.

Course Procedures or Additional Instructor Policies

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments is REQUIRED to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

I. COMMITMENT TO LEARNING: You must be able to balance your time dedicated to this class along with your other responsibilities. Science courses often demand a much larger amount of your time than other courses. You must create a schedule where you have reserved a reasonable amount of time daily to focus on studying and completing online assignments for this course. My purpose in this class is to act as your guide through this subject material. I must make sure that your grade in this class indicates your mastery of the subject material required by this college. It takes approximately 2-3 hours of study time for each hour of class time to master the material. This includes reading, studying, and completing assignments. This class will have 96 contact hours (4 hr. credit). The class and study time necessary to succeed in this class will be between 180 and 300 hours (12 - 20 hours per week)! Procrastination and cramming will lead to negative consequences. At worst, this will lead to failing the class. At best, you pass but fail to truly learn the material.

II. ONLINE PARTICIPATION – MASTERING BIOLOGY: You will be required to enroll in the online course designed by your instructor located through the Mastering website supported by Pearson Publishing. You will complete online assignments, which will constitute a percentage of your grade in this course.

III. CLASS FORMAT: Classes require students to be active members in the learning process. The instructor will ask students questions, present problems to solve and use audiovisuals to demonstrate concepts. Students should be prepared to actively participate in class to demonstrate their knowledge of biological concepts.

IV. MATERIALS: Students are required to maintain a folder with all class notes, handouts, and reports. Number 2 pencils for exams and at least 4 SCANTRON forms 882-E for each lecture exam.

Students are required to maintain a lab notebook with all complete record of procedures (the actions you take), the reagents you use, the observations you make (these are the data), and the relevant thought processes that would enable another scientist to reproduce your observations.

Students are also required to wear scrub top & pants. Closed toed shoes are to be worn while in lab at all times. There are NO exceptions. Students who are not in the appropriate attire will not be allowed in the lab and will not be able make-up missed assignments.

V. EXAMS & QUIZZES: You are required to complete assessments as scheduled with the rest of your class. No make-up will be given automatically. If you cannot complete an assessments during the scheduled time you must contact the instructor immediately to discuss your options (e-mail within 24 hours of missing the assessments and the make-up must be taken within 72 hours after the assessments has been administered). Make-ups are will be given in a free-response format during a designated day and time at the discretion of the instructor.

Do not assume that you are eligible to take a make-up. It is up to the instructor decide if a student is eligible for a make-up pending the submission of the appropriate documentation. Appropriate documentation must be supplied before any make-up will be scored (please discuss with instructor what is considered an appropriate documentation).

If students do not appear at the prearranged time or meet the prescribed deadline for makeup work, they forfeit their rights for further makeup of that work and will receive a grade of a zero.

VI. CLASS ATTENDANCE: Regular and punctual class attendance is expected. Student absences will be recorded from the first day the class meets.
In case of absence, it is the student's responsibility to contact the instructor.

Excused absences will only be considered under extenuating circumstances and at the instructor’s discretion. Extenuating circumstances include sickness requiring hospitalization (not doctor’s appointments), death of an immediate family member (parent, sibling, spouse, children), military obligations, and religious holidays (which requires a written notice to be provided to the instructor no later than the second class meeting of the semester). Official documentation must be provided in the case of an excused absence (i.e. medical paperwork, funeral acknowledgement in newspaper).

VII. CLASS CONDUCT:

A. The use of electronic devices in class is as follows and may be changed at the discretion of the instructor: Smartphones/Laptops/Tablets may be used for taking notes, participating in interactive teaching platforms, and following along with the PowerPoints. No chatting, texting, or engaging in social media will be allowed. If you violate your instructor's trust in this policy, you will no longer be allowed to bring your electronic devices into class. All electronic devices must be turned off and given to instructor during exams and quizzes so that they can’t be seen or used. Anything recorded in class (audio or video) may not be distributed or published without instructor's permission.

B. No cheating on exams, quizzes, reports, or any graded activity. Cheating will result in a grade of a zero.

C. 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 course. Dress for success.

VIII. COMMUNICATION: My primary means of communication with you will be through the email address listed in this syllabus and the email messaging via eCourses. Do not expect instantaneous replies and responses. You can expect a response to communications within 24-48 hours.

I expect you to check your PVAMU student email account daily and to use this system as your primary mode of communication with me. Failure to keep up with email communications from me will solely by your responsibility as the student. DO NOT email me from your private email account.

If a student’s parent or guardian requests a meeting with the instructor, the student must be present.

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>LECTURE TOPIC</th>
<th>CLASS ACTIVITIES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Chapter 12: The Cell Cycle</td>
<td>Case Study: “But I’m Too Young! A Case Study of Ovarian Cancer”</td>
<td>Ch. 12 Homework Quiz (Jan 17)</td>
</tr>
<tr>
<td>Week Two</td>
<td>Chapter 13: Meiosis &amp; Sexual Life Cycles</td>
<td>Case Study: “You Are Not the Mother of Your Children”</td>
<td>Ch. 13 Homework Quiz (Jan 24)</td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter 14: Mendel and the Gene Idea</td>
<td>Exam I Review (Jan 28)</td>
<td>Exam I: Chapters 12 – 13 (Jan 29)</td>
</tr>
<tr>
<td>Week Four</td>
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</tbody>
</table>

LECTURE CALENDAR
(Subject to change)
Week Five

Chapter 14: Mendel and the Gene Idea
Chapter 15: The Chromosomal Basis of Inheritance
Ch. 14 Homework Quiz (Feb 7)

Week Six

Chapter 15: The Chromosomal Basis of Inheritance
Chapter 16: The Molecular Basis of Inheritance
Genetics Problem Set
Ch. 15 Homework Quiz (Feb 14)

Week Seven

Chapter 16: The Molecular Basis of Inheritance
DNA Problem Set
Exam II Review (Feb 20)
Ch. 16 Homework Quiz (Feb 21)

Week Eight

Chapter 17: Gene Expression: From Genes to Protein
Exam II: Chapters 14 – 16 (Feb 24)

Week Nine: Mar 17

Chapter 18: Regulation of Gene Expression
Ch. 18 Homework Quiz (Mar 20)

Week Ten

Mar 27: Last day for withdrawal from course(s) with record (“W”)
Chapter 22: Descent with Modification: A Darwinian View of Populations
Exam III Review (Mar 24)
Exam III: Chapters 17 – 18 (Mar 25)

Week Eleven

Chapter 22: Descent with Modification: A Darwinian View of Populations
Chapter 23: Evolution of Populations
Ch. 22 Homework Quiz (Apr 3)

Week Twelve

Chapter 23: Evolution of Populations
Chapter 24: The Origin of Species
Case Study: “The Evolution of Human Skin Color”
Ch. 23 Homework Quiz (Apr 10)

Week Thirteen

Chapter 24: The Origin of Species
Exam IV Review (Apr 16)
Ch. 24 Homework Quiz (Apr 17)

Week Fourteen
Week
Fifteen

Chapter 26: Phylogeny & the Tree of Life
Exam V Review (Apr 28)

Final Exam – Exam V: Chapters 25.3, 21, 26 (TBA)

PVAMU Academic Calendar Spring 2020
Important Dates

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 15</td>
<td>First Day of Class</td>
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<tr>
<td>January 20</td>
<td>Dr. Martin Luther King Day (University Closed)</td>
</tr>
<tr>
<td>January 29</td>
<td>Last day to drop/withdraw from course(s) without academic record. A financial record will still exist.</td>
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<tr>
<td>January 29</td>
<td>Census Day</td>
</tr>
<tr>
<td>March 09 – 14</td>
<td>Mid-Semester Examination Period Begins</td>
</tr>
<tr>
<td>March 09 – 14</td>
<td>Spring Break (University Closed)</td>
</tr>
<tr>
<td>March 17</td>
<td>Mid-semester grades due by 11:59 p.m.</td>
</tr>
<tr>
<td>March 25</td>
<td>Founders Day/Honors Convocation</td>
</tr>
<tr>
<td>March 25</td>
<td>Last day to apply for spring graduation (ceremony participation)</td>
</tr>
<tr>
<td>March 27</td>
<td>Last day for withdrawal from course(s) with record (“W”)</td>
</tr>
<tr>
<td>April 10</td>
<td>Good Friday (Student Holiday)</td>
</tr>
<tr>
<td>April 28</td>
<td>Last Class Day</td>
</tr>
<tr>
<td>April 29 – May 06</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 09</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>
This course includes experimental design, laboratory and/or field projects, and interpretation and presentation of data from individual projects. The course is designed to allow students to engage in research in the biological sciences in their undergraduate careers working under the direction of a member of the biology faculty while collaborating with peers. In this particular course, students will conduct research on soil and antibiotics.

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One:</td>
<td>Jan 13</td>
<td>Lab Safety, Policies, and Procedures; BIOL 1025 Pre-Test</td>
</tr>
<tr>
<td>Week Two:</td>
<td>Jan 20</td>
<td>The Microscope; Cell Division</td>
</tr>
<tr>
<td>Week Three:</td>
<td>Jan 27</td>
<td>The Microscope; Cell Division</td>
</tr>
<tr>
<td>Week Four:</td>
<td>Feb 3</td>
<td>Prokaryotic and Eukaryotic Cells (Supplemental Reading: Sections 19.1 and 27.1 in Campbell Biology)</td>
</tr>
<tr>
<td>Week Five:</td>
<td>Feb 10</td>
<td>Patterns of Inheritance – Mendelian Traits &amp; Non-Mendelian Traits</td>
</tr>
<tr>
<td>Week Six:</td>
<td>Feb 17</td>
<td>DNA Structure and Function</td>
</tr>
<tr>
<td>Week Seven:</td>
<td>Feb 24</td>
<td>Protein Synthesis</td>
</tr>
<tr>
<td>Week Eight:</td>
<td>Mar 2</td>
<td>Gene Expression/BIOL 1025 Lab Practical Exam I</td>
</tr>
<tr>
<td>Week Nine:</td>
<td>Mar 16</td>
<td>Antibiotic Screens: Students will do an initial screen of soil isolates against a Gram-positive and Gram-negative bacteria. After antibiotic producers are identified, they will be selected for further testing.</td>
</tr>
<tr>
<td>Week Nine:</td>
<td>Mar 16</td>
<td>Biotechnology (Supplemental Reading: Chapter 20 in Campbell Biology)</td>
</tr>
<tr>
<td>Week Ten:</td>
<td>Mar 23</td>
<td>Natural Selection and Adaptation</td>
</tr>
<tr>
<td>Week Eleven:</td>
<td>Mar 30</td>
<td>Retrieving and Reading Scientific Journals: Students will select an ESKAPE pathogen to do research on and present to class. They will learn why the ESKAPE pathogens are relevant to the antibiotic crisis, the search for new antibiotics, and drug development.</td>
</tr>
<tr>
<td>Week Eleven:</td>
<td>Mar 30</td>
<td>The Origin of Species</td>
</tr>
<tr>
<td>Week Twelve:</td>
<td>Apr 6</td>
<td>Test Isolates Against ESKAPE-safe: Students will retest the recently identified antibiotic producers against all test strains (all safe-ESKAPE relatives) to assess the breadth of bioactivity</td>
</tr>
<tr>
<td>Week Thirteen:</td>
<td>Apr 13</td>
<td>TBA</td>
</tr>
<tr>
<td>Week Fourteen:</td>
<td>Apr 20</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>Week Fifteen:</td>
<td>Apr 27</td>
<td>BIOL 1025 Lab Practical Exam II</td>
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</table>
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/](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 accomplish 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.