BI 103 – GENERAL BIOLOGY
PLANT AND ANIMAL SYSTEMS

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Winter office hours:
M, R: 9:00-10:45
F: 1:00-2:00

Welcome to the General Biology series. This series of courses is designed for students who are not majoring in the sciences. Biology 101 explores the nature of science, evolution, biological diversity, and ecology. Biology 102 looks into molecular biology, cell energetics, and genetics. Biology 103 investigates plant and animal anatomy and physiology.

Class expectations

- Students are expected to attend all class meetings and labs and participate fully. If you miss a class, it is your responsibility to catch up on the material that you missed. **Turn off and put away all electronic devices as you come into class, including cell phones,** unless you have prior approval. **NO PHONE CONVERSATIONS OR TEXT MESSAGING IN CLASS!**
- Students are expected to study independently, approximately 2 hours for every hour in class. Detailed chapter study guides are provided on the class website. Group study is encouraged.
- Students are expected to contribute positively to class discussions and activities and preserve a safe learning environment. You can disagree without being disagreeable.

Assignments

- **Daily work:** Most class sessions will include a short written assignment that will be turned in. These will be collected as your daily work. Daily assignments cannot be made up. One point is assigned to each daily work assignment, and the percentage of assignments turned in is used as your daily work grade.
- **Labs:** We have eight labs scheduled for Biology 103. There will be no lab weeks 1 and 10. All students are expected to attend all labs and turn in assignments as directed by your lab instructor. **Three or more unexcused absences from lab and/or a failing grade in lab for any reason will result in an automatic failure in the course.** Lab instructors will report lab grades near the end of the term and your lab score will be incorporated into your overall class grade.
- **Exams:** There will be two midterms and a final exam. Each exam will consist of a multiple-choice section and a short answer section covering major concepts learned in class.

Cheating policy:

During a quiz or exam any written, digital, or spoken interaction with other students will be regarded as cheating. The use of crib notes (i.e., pre-prepared notes), text-messaging during a quiz, use of electronic devices that have not been pre-approved, and looking at other student's test papers will be regarded as cheating. Cheating will result in a 0 grade on the assignment. Further cheating may result in further action in accordance with WOU's disciplinary policies. All instances of cheating will be documented.

Disabilities statement:

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know about, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact the Office of Disability Services at 838-8250 or email ods@wou.edu

Grading scale
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

Percent of grade from:
Daily work = 15%
Lab grade = 30%
Midterms = 30% (15% each)
Final exam = 25%

Text

Audesirk, T., Audesirk, G., & Byers, B. (2008) Biology: *Life on Earth (8th edition).* Upper Saddle River, NJ: Pearson/Prentice Hall. (7th edition is okay; see table on reverse for 7th edition chapter numbers)

Week	Topic	Readings 8th ed (7th ed)	Special dates	Lab
1 Jan 5	Plant Tissues	Ch 42 (24): Plant Anatomy Sections 1-3 (1-5)		No lab
2 Jan 12	Plant Reproduction	Ch 43 (25): Plant Reproduction		Plant Form
3 Jan 19	Plant Responses	Ch 44 (26): Plant Responses	MLK day Monday	Plant Reproduction
4 Jan 26	Plant Transport	Ch 42 (24): Plant Anatomy Sections 4-6 (6-8)		Plant Responses
5 Feb 2	Homeostasis Nervous System	Ch 31 (27): Homeostasis Ch 38 (34): Nervous System	Exam Monday	Plant Function
6 Feb 9	Endocrine system Urinary system	Ch 37 (33): Endocrine System Ch 34 (31): Urinary system		Reflexes and the Brain
7 Feb 16	Musculo-skeletal system	Ch 39 (35) Muscles and Bones		Insulin & Glucagon
8 Feb 23	Circulatory system Respiratory system	Ch 32 (28): Circulation Ch 33 (29): Respiration		Muscles & Bones
9 Mar 2	Digestive system	Ch 34 (30): Nutrition and Digestion	Memorial Day Exam Wed.	Circulatory System
10 Mar 9	Immune system Final review	Ch 36 (32): Immunity		No lab
Final Exam: Monday, March 16, 2:00-3:50. Location to be announced.				

Peer-led Team Learning (PLTL) is a separate, 1-credit hour, pass/no credit course that uses a learning model designed for participating students to develop a broader and deeper understanding of course concepts. The model is unique in that weekly 2-hour sessions are led by students who have successfully completed the course. While there is no letter grade for PLTL, leaders will arrange meeting times and take roll on a weekly basis as attendance is mandatory. Benefits for participating students typically include better performance (i.e., higher grades) in corresponding courses. If you are interested in learning more about PLTL, please ask your instructor!

Extra credit opportunities

Students may earn up to 5% extra percentage points added to their final score by completing any of the following before finals week:

1. Create a short computer-based tutorial to teach some (small) aspect of any of the subjects we study this term (i.e. "Parts of a Neuron" rather than "The Nervous System"). You may use PowerPoint, HTML, Flash, Java, Java Script, QuickTime, or some similar universal web-based format. Please get your topic approved ahead of time. The tutorial should take 5-10 minutes to complete, so limit your topic. (Up to 3% -- full credit ONLY if scientifically accurate!)
2. Interview a working scientist (in person, electronically, or by phone) who does research in any of the fields we will study this term: molecular biology, cells, genetics. Write a 1-2 page report (double-spaced, size 12 type) of the interview, including quotes. Include a description of the person's research, what got them interested in the field, and why that person became a scientist. (2%)
3. Find an article in *Science News* or *Scientific American* (either print or online versions) on topics related to the subjects we are studying this term. In a 1-2 page report (double-spaced, size 12 type), summarize the main points of the article and discuss how the article relates to material in your textbook, labs, and/or class activities. (1% per article summary)
4. Read a biography of, or a book by, a scientist who made a great contribution to one of the topics we study this term. Your reading must be an actual book! Write a 2-3 page summary of the biography, emphasizing why this person's work was so important to the history of science. Include a full book citation that includes author, date of publication, title of the book, and publisher. Biographies written for children are okay if they are around 100 pages or more. (3%)