

# Introduction to Plant Biology (Biol 130)

## SYLLABUS

Spring Semester 2021

Lecture Section 3

### Course description:

Biology 130 is a five-credit lecture and lab course that emphasizes the diversity, life cycles, structure, and function of plants. This biology course also introduces you to bacteria, fungi, and algae, and their relationships with plants.

### Instructor

Dr. Terese Barta

CBB 346

715-346-4241

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Virtual office hours on Zoom:

Tuesdays 4-5 pm; Thursdays, 9-10 am; other times by appointment.

Office hours may be added and are subject to change. Any changes will be posted on Canvas and announced. Please use my personal meeting room link:

<https://uwsp.zoom.us/j/4267592847>

### Textbook

Stern's *Introductory Plant Biology*, 14th ed. by Bidlack & Jansky, 2018. McGraw-Hill.

(Required; obtain from DUC text rental)

There is no lab manual required this semester. Virtual Labs will be delivered on line through Canvas using McGraw Hill Connect and other activities.

### Student Learning Objectives

By the end of this course, you should be able to:

- Explain the basic features of cells, in particular, the unique features of plant cells.
- Diagram the basic morphology and anatomy of a typical plant.
- Give examples of how plants develop and regulate growth in response to their environment.
- Explain how plants carry out the essential processes, including transport of food and water.
- Explain the process and components of photosynthesis.
- Explain how cells divide, how they express genetic information, and the basis of inheritance in whole organisms.
- Describe the key features of plants, fungi, algae, and bacteria as unique types of organisms and examples of how these organisms interact.
- Appreciate the importance of plants and plant products to humans.

## Course Structure

The course is organized through Canvas. You should check it at the beginning of the week and several times throughout the week. The Canvas page is laid out into weekly modules. Each module has a **Weekly Plan**, which is laid out with learning objectives and the information you will need to work for each week.

**Lectures** will be held “live” online via **Zoom** on **Mondays and Wednesdays, 9:30 to 10:45 am**. It is expected that students will attend the virtual lecture. The link to the Zoom sessions can be found on Canvas (click on the Zoom navigation link on the left side of the page). The class will “open” at least five minutes ahead of time. Please enter the meeting prior to 9:30 am if possible, as I need to admit each student from the “waiting room” before starting class. Your prompt “attendance” will help us make the most of our time. Class sessions will be recorded and posted on the Canvas page for this course for students who must miss class or who want to review the lecture. However, it may take until the following day for the recorded lecture to be available. There are advantages to attending synchronous meetings, such as getting time-critical announcements, interaction with peers during breakout sessions, and the ability to ask questions to clarify concepts in real time. Also, importantly, attending on a regular basis helps to keep you from falling behind.

The **laboratory part of the course** is a hybrid format between synchronous meetings and asynchronous activities. We will meet via Zoom every **Tuesday at 1 pm**. These “live” sessions will be used to introduce the week’s lab activities and answer questions. In addition, you will be carrying out lab simulations and other activities that should take up the equivalent amount of time per week of attending in-person labs (an additional 3 hours per week, not including study time). The PowerPoint slides used for the lab introduction will be posted immediately after the class, but the lab session will usually NOT be recorded and posted. This is not an asynchronous course. If you miss a session, it is your responsibility to find out what you missed. If anticipate having to miss class for a legitimate reason, please contact me ahead of time.

## Communication

**Please use email to contact me.** I may not see messages on Canvas on a timely basis. (I also do not have an office phone.) When you email me, please put “Biology 130” in the subject line. Depending on the nature of your email, I may ask to set up a meeting on Zoom to talk with you.

Please Note: due to the financial constraints the university is under, faculty are required to take unpaid furlough days throughout the school term. I will try to take my furlough days on days that have minimal impact on my teaching. However, please be aware that there may be days I will be unavailable, even for email communication.

## Course Components and Grading

Although individual activities are assigned points, the lecture and lab components will be weighted. Sixty percent of your grade will be based on the lecture component, and 40% is based on the lab component. A sheet to help you keep track of your points and grade in the course will be posted on canvas.

### Lecture component: (60%)

- 1) **Lecture exams. 150 points.** These exams will cover lecture material and assigned readings. They will contain a combination of multiple choice, true-false, matching, and short answer questions. There are three unit exams, each worth 50 points, and covering about seven lectures worth of material.
- 2) **Lecture homework/quizzes. 50 points.** There are assignments or quizzes on Connect, worth a total of 50 points. Additional homework may be added if it is to your benefit.
- 3) **Final Exam. 100 points.** The final exam (100 points) will consist of the last unit (50 points) and a comprehensive portion worth 50 points. Dates of exams are listed in the lecture-lab schedule.

**(Points: 300 points)**

There will also be weekly practice quizzes (non-graded) to help you assess your understanding before unit exams. These quizzes will be available for one week following the week of lectures the quiz covers. Students can take these practice quizzes multiple times.

### Lab component (40%)

- 1) Week 1 Virtual Lab Tutorial and Week 15 McGraw Hill Student Survey, 5 points each. **10 points.**
- 2) Virtual Lab Simulations and weekly review quizzes on McGraw Hill Connect. Five points per simulation or quiz. **175 points.**
- 3) Post-Lab Reports. Each post-lab report is 10 or 20 points. **135 points.**
- 4) Lab Quizzes. **150 points.** There will be five 30-point quizzes on lab quizzes (see schedule). These quizzes cover 3 weeks of labs (and are not cumulative in nature).

**(Points: 470 points)**

I reserve the right to modify the above points above (not the weighting) within reason if it becomes necessary and/or benefits the class.

Dates of Exams and Quizzes (also on the Lecture-Lab schedule, which is posted separately):

<b>Exam I: Thursday, 3/4</b>	<b>Lab Quiz 1: Thursday, 2/18</b>
<b>Exam II : Thursday, 4/1</b>	<b>Lab Quiz 2: Thursday, 3/11</b>
<b>Exam III: Thursday, 4/28</b>	<b>Lab Quiz 3: Thursday, 4/8</b>
<b>Final Exam: Monday 5/17</b>	<b>Lab Quiz 4: Friday, 4/29</b>
	<b>Lab Quiz 5: Thursday, 5/13</b>

## Grading Scale

> 92% = A	88-89.9% = B+	78-79.9% = C+	68-69.9% = D+
90-91.9% = A-	82-87.9% = B	72-77.9% = C	60-67.9% = D
	80-81.9% = B-	70-71.9% = C-	< 60 % = F

**Rounding:** Point totals that come within 0.5% of the next grade level *may* be rounded up IF the student has completed all assignments, lab activities, and other point-generating activities, and has had a good record of attending class. If there are any missed assignments or homework, there will be no rounding up.

Please realize that **there are no additional points that can be added after last day of the class** (except for the final exam). I cannot give anyone additional assignments to help raise a grade to a desired level, even if a certain grade is needed to meet program requirements.

**Extra credit.** I do not offer extra credit assignments to individual students as a means of grade improvement. Everyone's grade should be based on the same criteria. If you're having trouble with the material you're already expected to do, you should not be asking for additional work. It is better to concentrate on your study habits and test-taking skills rather than look for an "easy fix." If you are having trouble in the course, don't wait-- GET HELP EARLY! Please make an appointment with me to discuss options for improving your grades other than doing "extra credit." Also, there is a presentation on study and test-taking skills in the "Start Here" module that you should watch that will provide helpful information.

### "Curving"

I do not "curve" exams or grades because all students deserve to have achievement standards to that do not depend on the relative performance of classmates. Curving also forces students into certain grade categories (limiting who can get an "A" to only the top 7% of the class. The next 24% must receive a "B," the next 38% must receive a "C," etc. This also means the bottom 7% must fail!) Curving also discourages cooperative learning. Finally, I cannot give you a higher grade if you tell me you "worked hard" because *I have no way to objectively measure anyone's perceived level of effort.*

**The potential impact of improvement.** The overarching principle in my grading philosophy is rewarding student learning, even if it occurs on a schedule that is different from my expectations. Therefore, there are elements built into this course that allow you to improve your grade. I will award additional bonus points totaling 50% of the difference between the two unit exam scores. For example, if you score 30/50 (60%) on Exam I and 40/50 (80%) on Exam II (20% improvement), you will receive 5 additional points on Exam I. Even if there is only a 1 point improvement, 1 whole point will be added to the second exam score. Also, if a student's score on the final exam is higher than their mean exam score on exams I & II, (including the bonus), the final exam score will replace the combined scores of exam I & II scores (final redemption!)

## General Policies

### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. I take academic integrity seriously. So should you. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentations of a student's academic performance, and abetting any of the above. Cheating includes submitting papers or assignments, or taking tests that reflect the work of a group rather than the work of an individual. All of these acts can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. The Academic Standards and Disciplinary Procedures of the University of Wisconsin will be followed in the event that academic misconduct occurs. Sanctions for academic misconduct are likely to result in one or more of the following: repeating the test, receiving a zero on the test, a letter of reprimand in your academic file, or a failing grade in the course. Students should refer to Dean of Students website for more information (<https://www.uwsp.edu/dos/Pages/stu-academic.aspx>).

### **Absences and Tardiness**

Students are expected to attend lectures and lab virtual sessions. If you must miss or join a lecture or lab session late, please get notes from another student. You are responsible for any missed announcements and material covered in all class sessions. Feel free to contact me if you have questions. If you anticipate an absence, please do not ask me if you will "miss anything important." Every class is important.

### **Policies on late assignments**

Late assignments or homework that are submitted late will receive a 10% point reduction per calendar day unless a written excuse (and a valid reason) is provided. However, McGraw Hill Connect Lab simulations and associated quizzes must be submitted by the due date or you will receive a zero for that week. If you become seriously ill, for example, with COVID-19, and that interferes with timely completion of course components, please contact me as soon as possible.

### **Make up quizzes and exams**

Exams will be open during a period from 8 am to midnight on the day the exam is scheduled. With this window and advance notice provided by this syllabus, you should be able to accommodate the exams in your schedule, regardless of work requirements. Make-up lecture exams will be permitted ONLY for unavoidable emergencies that can be documented.

Acceptable excuses for missing an exam include:

- personal injury, serious illness or hospitalization, or that of an immediate family member for which you are responsible
- death or serious illness in the immediate family
- verifiable court appearance or jury duty

Family trips and vacations do not constitute a valid reason for needing a make-up exam. Exams will not be given early (NO EXCEPTIONS.). Make-up exam format may differ from the original exam, and students usually do poorly on them. Because of this, it is best to avoid make up exams if you can. However, if you have a valid reason, you may take a make-up exam. In order to qualify for a make-up exam, you must provide in writing the reason for the make-up exam. It is up to me to determine if your reason for the make-up exam is acceptable. I may require verification in some cases.

### **Accommodations for learning disabilities**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for student with disabilities. For more information about UWSP's policies, visit:

<http://www.uasp.edu/stuaffairs/Documents/RightsRespns/ADA/rightsADAPolicyInfo.pdf>.

If you are registered with the Disability and Assistive Technology Center, please contact me as soon as possible to plan any course accommodations that may be necessary. If you have a disability but have not contacted the DATC, please call 715-346-3365 or visit 609 LRC to register for services.

### **Navigate student app**

For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called **Study Buddies**. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time.

Additionally, the Navigate student app can help you with the following:

- Schedule appointments
- Remove Holds from your account
- Find important resources
- Learn of key dates and important to-dos on campus
- View your class schedule with walking instructions to each building

Accessing the Navigate student app: For students who have already downloaded the Navigate smart phone app, choose the **Study Buddies** icon, and a full list of your courses will appear. Each section shows how many buddies are in the group.

The free Navigate app is available to download from any mobile operating system. For students without a smart device, a desktop version of the app is available here: <https://uwsp.navigate.eab.com/app>

### **Safe Learning Environment**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. More information is available at:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

### **Campus Safety**

See the UWSP Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details on how to respond to emergencies including fire, weather, active shooter situations, or other situations. Sign up for Pointer Alerts to receive information about active credible campus emergency situations that pose a threat and require immediate action. Sign up on the Risk Management page.

### **Incomplete Grade**

If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask for a temporary grade of “incomplete” in the course. An “incomplete” should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester. The “incomplete” gives you more time to complete a limited amount of missing work defined by your instructor.

### **Things you will need to complete this course successfully:**

- **A reliable internet connection.** If this will be an issue, let me know. I can't guarantee that I will have a fix for that, but I should be able to put you in contact with someone who might.
- **Microsoft office software,** especially Microsoft Excel for preparing graphs in lab exercises. (Note: MS Excel does not work on Chromebooks so you may need to use a UWSP computer for assignments requiring Excel)
- **Time management.** It is easy to put off work, especially when it's up to you to complete it in preparation for quizzes and exams. You need to figure out a plan to keep yourself motivated and engaged in this course.
- **Note-taking skills.** Please do not assume you can watch/listen to the lectures once and remember the information. You should treat this like a regular in-person lecture. You should be taking detailed notes on the information while watching the lecture videos,

frequently studying that information (in addition to re-watching the lectures when needed), and asking questions about content that doesn't make sense.

- **Open communication.** The remote delivery of this course makes it more challenging to communicate. We don't have the same types of opportunity to meet. Our best options to connect are through zoom office hours and email. I will make an effort to answer you within 24 hours during the M-F work week. If I can't answer your questions easily in an email, I may ask to set up a meeting via Zoom.
- **Patience.** This is a sub-optimal situation (to say the least). I pledge to work diligently to answer questions and provide information in a timely manner. If there is something that is missing or you haven't received an answer to a question, feel free to remind me.

For more tips on how to be successful in this course, visit the Canvas site and watch the "Study Skills for Biology Students."

Although this class is entirely online, please note the following:

**University policies regarding safe health practices to prevent spread of Covid19**

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

Maintain a minimum of 6 feet of physical distance from others whenever possible. Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.

Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face. Please maintain these same healthy practices outside the classroom.