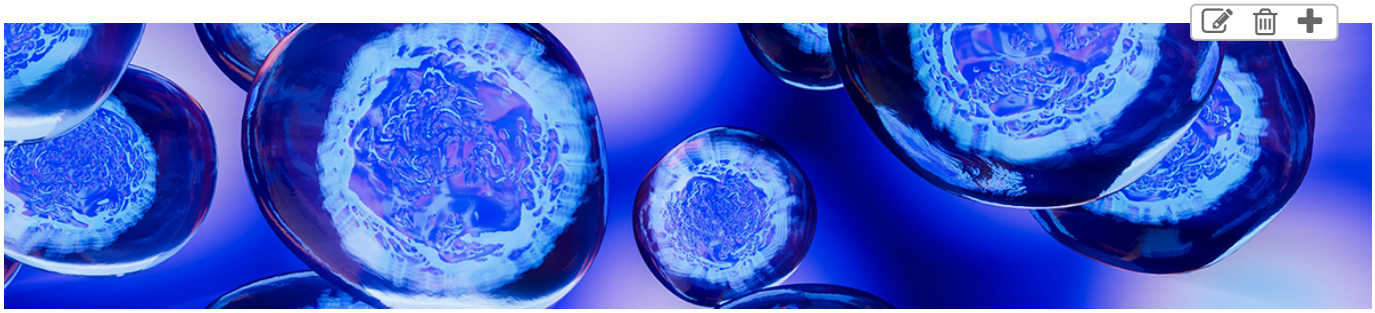
Add Content More Tools Reorder

SYLLABUS

Expand All Print view Index of pages



SYLLABUS

COURSE OVERVIEW

Welcome to Biology 202!

Biology 202 is a genetics and molecular biology course at the college level. BIOL 202 students are expected to take a very active role in their learning by completing readings and homework before watching lecture videos, ready to participate directly with peers during live review sessions and peer instructor sessions and through Mastering Genetics Learning Catalytics technology, and reviewing routinely for quizzes and exams. In this highly-structured course, we have evidence that every student can achieve if they are motivated to be an active learner!

Note: The professor reserves the right to make changes to the syllabus, including project due dates and test dates (excluding the officially scheduled final examination)

project due dates and test dates (excluding the officially scheduled final examination), when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules. The professor also reserves the right to update the syllabus during the semester.

Due to COVID-19, this course will run remotely during the Fall 2020 semester. Each week, students will complete asynchronous lessons that will require submission of a variety of assignments. Students are responsible for all material covered in the assigned readings/GRQs (guided reading questions) and other multi-media sources, videos, and online assignments that are assigned for each lesson. Dr. Garland will hold synchronous (whenever possible) open office hours / review sessions via Zoom during part of the normal class time (TBD) starting the second week of the semester. While these synchronous sessions are not required, students are strongly encouraged to attend. The open office hours / review sessions will be a great time to ask questions on course material. Additional office hours for personal questions are available via the Sign-Up feature of Sakai (see tab on left) to schedule an individual appointment.

COURSE GOALS

1. This course should prepare you to succeed in future science courses. You should learn how to be an active learner in the lecture hall and you should learn how to actively study. Educational research has shown that students in this course who do reading/ homeworks before class, actively participate in class, and review notes regularly can and will succeed. Feeling underprepared because of your science background? The course is designed to equalize your readiness before class—while you may take several hours reading and preparing, another student may need less time. Yet when you get to class, your effort will pay off as we practice these concepts together and you gain confidence in your ability! How do you know you are learning? When you make mistakes, you identify what you don't know. **Making mistakes is KEY to learning.** It makes more sense to make mistakes on homeworks and in-class when the stakes are very low, rather than on an exam, right?

And what if you don't plan to take any more science classes? Active learning and studying are skills needed for any discipline. You can achieve these goals through practice. Most students enter college very skilled at remembering and understanding (regurgitating memorized information.) True learning will take place when you are challenged to apply, analyze, evaluate, and synthesize. I will challenge you to do this. You might find this

difficult and uncomfortable (most of us, myself included, do), but you will be learning! When you enter your first job out of college, nobody is going to say "Thank goodness you are here - we really need someone to memorize this textbook." They will ask you to come up with solutions to problems, to troubleshoot, to think creatively - all the things we are practicing over and over in this course. I want to help prepare you to be amazing at whatever it is you choose to do after you leave UNC!

2. This course should provide you with the concepts and skills that make up the scientific field of biology. For those of you continuing in biology, this is just the tip of the iceberg. Our goal will be to touch upon many topics, finding common themes in the chapters we cover. Thoroughly learning the principles is about making connections between material learned at the beginning, middle, and end of the semester! Practice is key to building a foundation of knowledge (and that is why you do Guided Reading notes, Mastering Genetics, Learning Catalytics Questions, SI, etc.).

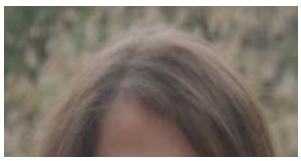
3. This course should excite you about biology. Throughout the semester I hope you will ask yourself and me, why is this relevant to me? Some lessons will be more obvious as they relate to health and medicine. I hope that the biology that we learn this semester will cause you to ask more questions. You might even leave with more questions than answers! There may be times where I don't know the answer, as biology is a rapidly evolving field and we as biologists are learning more and more every day. Regardless of your future plans, my goal is for you become excited about biology and genetics and empower yourself to learn more!

YOUR INSTRUCTOR

Instructor: Dr. Alaina Garland (agarland@email.unc.edu)

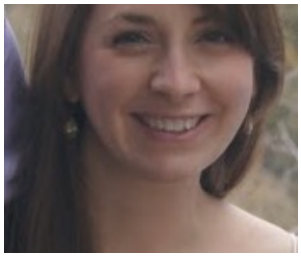
Department: Biology

Dr. Alaina Garland (agarland@email.unc.edu) is a Teaching Assistant Professor in Biology, teaching Biology 101, 117, 202, 205, 252, and 449. She has a PhD in Microbiology and Immunology from UNC-CH and taught for several years at the University of Washington in Seattle prior to being hired in her current position at UNC. She is passionate about educating students in biology and helping them to achieve their professional goals. **Preferred Name:** Dr. Garland ("GAR-Lund") and pronouns she/her/hers.



Office Hours: Live group review sessions Mondays 9:30-10:15AM and via individual appointment (10 minute slots) via the Sign Up tab on

via individual appointment (10 minute slots) via the Sign-Up tab on Sakai. If you need to talk to Dr. Garland outside of these hours, please email to set up an alternative time.



Nervous about office hours? Don't feel intimidated if you've never been to a professor's office hours. You can come alone or sign-up with a friend. You can come in to talk about the course, study skills, mental health issues, your background, your career, advice for future courses to take, etc. I'm an advocate for Covenant students, Chancellor Science Scholars, first generation students, transfer students, international students, continuing education students, BIPOC, Latinx, and other underrepresented minority students, LGBTQIA+ students, students from diverse socioeconomic backgrounds, military-connected students, first year students, sophomores, juniors, seniors, students with silent and physical disabilities, students that just want to say hi ...ANY student!

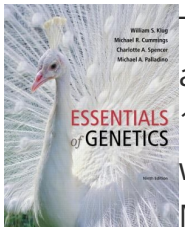
Did you know? Asking for help is a sign of strength and self-care! Please ask for help early and often! Small problems are easier to cope with than escalated issues, please do not wait until the end of the semester to ask for help.

Reserving a time to meet: Check "Sign-up" tool on Sakai to reserve a slot. Come alone, or come with a friend. I may add additional hours some weeks as my schedule allows.

REQUIRED MATERIALS

TEXTBOOKS

Textbook and Digital Access: Klug et al.: Essentials of Genetics 9th edition



The UNC bookstore will email you before the first day of class with details about what to purchase so you have access on the first day (you can also get 14-day free access without payment to allow immediate access if you are waiting for payments to come through). Ultimately, you will need access to Mastering Genetics (online), Learning Catalytics (online) and some form of the book (either ebook or physical, or both). We have worked closely with Pearson and the UNC Boostore to provide you with the most cost-effective options. Note: there are hard-copy books on reserve at the Undergraduate Library.

COURSE CODE for Fall 2020: garland31208

Required reading: Particular chapters are required (see Guided Reading Questions—GRQs-- for specific details on exactly which pages you should be reading and what topics you should be focusing on in particular). You should read and answer the GRQs ***before*** completing Mastering Genetics homework assignments.

You are responsible for purchasing the correct edition and materials for this course. If you purchase textbooks from UNC Student Stores.

Other readings specific to each lesson are listed on the Lesson pages. Any readings not found in the required textbooks are available through links to free online versions.

LIBRARY SERVICES AND COURSE RESERVES

Students enrolled in this course have access to the UNC Library System. Visit Distance Education Library Services to access a wide array of online services and resources including Course Reserves, online databases, online journals, online books, and live help with research and library access. **Most online resources require you to log in with your Onyen and password.** If you have any trouble finding the resource that you need or logging in to a resource, you can contact the library through the contact information at Distance Education Library Services. You can chat live about your problem or send an email to request assistance.

TECHNOLOGY

Access Mastering Genetics at: www.pearsonmylabandmastering.com (Instructions for registering are delivered via email from the UNC Bookstore.)

ASSIGNMENTS AND EXAMS

The following components of this course will contribute to your grade.

MASTERING GENETICS ASSIGNMENTS: 8 PERCENT OF FINAL GRADE

Homework via Mastering Genetics: Homeworks will be due generally Sunday, Tuesday, and Thursday nights by 11:55 PM (see detailed schedule). Some assignments will take you as little as 20 minutes and others will take over an hour with the animations and short tutorials interspersed in the homework. It is your responsibility to start it in a timely fashion, so that you finish it by 11:55 PM. **I recommend submitting your work at least 20-30 minutes before the due time to account for internet or loading issues** **Late homeworks will receive zero credit**, even though you can still do them for practice. See my Goal #1 below and realize that I am trying to help you to succeed by giving you these regular assessments. Assignments post about one week before they are due. Note: These questions are often lower level and not equivalent to exam questions. They are meant to help you learn/practice.

- Access Mastering at: www.pearsonmylabandmastering.com (Instructions for registering are delivered via email from the UNC Bookstore.

2 MIDTERM EXAMS: 54 PERCENT OF FINAL GRADE

3 MIDTERM EXAMS: 54 PERCENT OF FINAL GRADE

There will be three mid-semester exams given during the regular semester, and a cumulative final exam. The format will be multiple choice and short answer and exams will be administered via Gradescope, which students will access via Sakai and their onyen. Only the final exam is cumulative, although some objectives around scientific thinking skills will be tested on each exam. Each semester exam will cover the material specified on the course schedule. For all exams, you will need your PID number as identification on your exam sheet.

**Students who use ARS: Please email me about your accommodations so I can make the necessary adjustments in Gradescope.

Make-Up Exams. You may only be excused from an exam (and eligible for a make-up) if the Dean of Students excuses your absence. Information about excused absences can be found here:
https://odos.unc.edu/student-support/class-absences. If you find that you are going to miss an exam for a University sanctioned excused absence please let me know immediately and be prepared to show documentation. Make up exams for students who qualify will be entirely different (and potentially in a different format) from the exams given in class and must be completed within an academic week of the original exam date.

RECITATIONS : 10 PERCENT OF FINAL GRADE

Your recitations will be held via synchronous (LIVE) Zoom sessions. You will be responsible for attending these live Zoom sessions with audio and video turned on. These recitations will involve active participation via Zoom polls, in-class activities, break-out rooms, etc, which you will need to attend and participate in to receive recitation credit. Often, there will be assignments you will need to complete BEFORE recitation to obtain full recitation credit. During recitations, Teaching Assistants will lead you through activities or problem-solving practices. This course is a 4 credit hours course, and the recitations are not simply “going over the material that was learned in class”, but rather a core component of the course. Some of the material covered in recitations will be supplemental to what is discussed in class. There will be no make-up opportunities for in-class assignments if you do not attend a recitation in a given week. If you are unable to attend the recitation for which you are registered one week, you may attend another section with prior permission of the TAs if there is room in another section. There is a maximum capacity for each section so please do not assume that you can attend another section if you miss a recitation.

CLASS PARTICIPATION: 10 PERCENT OF FINAL GRADE

Some of this grade will come from Learning Catalytics, but attendance at 9 peer

instruction sessions during the semester, completion of Peerwise Assignments, completion of some collected GRQs submitted to GradeScope, small group work, and other assignments will also be a part of participation grades. To participate, we'll use Learning Catalytics (accessed through Mastering Genetics) through your smart device. Note: these questions are to be done during the video lessons and students should only complete the questions they are instructed to (e.g., don't work ahead and/or save questions to the end). These are graded for effort BUT they are often practice exam questions and a good way for you gauge your understanding of the material.

How is LC graded? The self-paced LC questions will be open for 48 hours (9AM Monday to 9AM Wed, etc.). Questions will be participation-based (not graded for correctness). A few points will be dropped for all students to accommodate occasional absence, tech problems, athletic travel, lateness, etc. Please do not email me to tell me you were absent; we will have so many opportunities for participation that missing one day in the semester will not affect your grade (I will end up dropping a few points for every student to make accommodations for this for ALL students). If you have multiple, excused absences or an extended illness please make sure I know (see information about excused absences below under Individual Exams).

How are GRQs graded? GRQs are graded for completion. I won't collect all of them, but I will collect some select GRQ assignments. They should be completed before doing Mastering assignments and, when you are turning them in must be uploaded via Gradescope by 11:55PM on the day before class. **I recommend submitting GRQs 20-30minutes before the deadline to allow for loading and internet issues**. You must submit the GRQs as either a PDF or a Word document. If you take a picture of a figure submit as a JPEG. Assignments submitted as Pages (an Apple product) will not receive credit. I also recommend carefully labeling your files with the matching GRQ number. If you accidentally submit the wrong GRQ file to the wrong assignment you will not receive credit for the assignment.

CUMULATIVE FINAL EXAM : 18 PERCENT OF FINAL GRADE

There will be three mid-semester exams given during the regular semester, and a cumulative final exam. The format will be multiple choice and short answer and exams will be administered via Gradescope, which students will access via Sakai and their onyen. Only the final exam is cumulative, although some objectives around scientific thinking skills will be tested on each exam. Each semester exam will cover the material specified on the course schedule. For all exams, you will need your PID number as identification on your exam sheet.

**Students who use ARS: Please email me about your accommodations so I can make the necessary adjustments in Gradescope.

Make-Up Exams. You may only be excused from an exam (and eligible for a make-up) if the Dean of Students excuses your absence. Information about excused absences can be found here: https://odos.unc.edu/student-support/class-absences. If you find that you are going to miss an exam for a University sanctioned excused absence please let me know immediately and be prepared to show documentation. Make up exams for students who qualify will be entirely different (and potentially in a different format) from the exams given in class and must be completed within an academic week of the original exam date.

Grades will not be assigned for individual exams, only points.

A curve will be used ONLY if the OVERALL (this means the final course grade) class grade average is <75. Exam questions will be based on class meetings and assigned readings. Grades will not round up. B= 83, NOT 82.96. Exams must be taken on the dates indicated; no makeup exams except in special circumstances, i.e. medical or family emergency documented in writing.

GRADING SCALE

Converting your final average to a letter grade:

Letter Grade	Percentage	Meaning
A	93–100%	Excellent: Far exceeds standard
A-	90–92.9%	
B+	87–89.9%	Good: Exceeds standard
B	83–86.9%	
B-	80–82.9%	
C+	77–79.9%	Fair: Meets standard
C	73–76.9%	
C-	70–72.9%	
D+	60–69.9%	Poor: Shows growth but falls below standard
Letter Grade	Percentage	Meaning

F	0-59.9%	Failing: Deficient

Note: there will be no changes to HOW your final average is calculated at the end of the semester…so please don't ask. With over 300 students, many of you may be close to the next grade up, but there have to be grade cut-offs. I unfortunately can't make exceptions for individual students since that would be incredibly unfair to the rest of the class who also worked hard.

Common Student Concerns:

Many students have been told that Biol 202 is a "weed out" course. Of course this is not true, but why does it have this reputation?

In fact the average grade in this class is in the C+/B- range; this is not bad-- it is average. Yet, students also earn D's and F's in this class. This is absolutely shocking to first year students who have, in the past, received A's in their high school classes for memorizing course material.

You may also be wondering…is there a pre-determined number of students that receive a C, D, or F?

Absolutely not. In theory, if the whole class earns A's, then the whole class is given A's. So why don't all students do as well as they think they will when they walk into class on the first day? My experience tells me that:

1. Some students do not have the active learning and studying skills that they should already have at the college level (It often takes these students an exam or two for them to recognize this.) We can fix this together.
2. Some students do not actually put in the effort that is necessary (even though they may think they are putting in a big effort). You can fix this if you are honest with yourself.

We genuinely want you to do well, which is why this course is SO highly structured. We use the best education research to inform how we craft our classes. It would be much simpler to just give you assigned readings and then ask you to watch the lectures, but that way does not help most students to LEARN, which means students then struggle on the exams and don't retain any information or build a conceptual framework of biology in their minds.

LECTURES

1. **Before class -- complete Guided Reading Questions (GRQs)** that you finished before class and can use as a reference. You will find the blank GRQs (labeled with the

assigned readings for each) on Sakai. You may only submit your GRQs as a PDF or Word document to GradeScope. Assignments submitted as Pages (Apple product) will not receive credit.

2. **Before Class and after the GRQs** -- Complete the Mastering Genetics homework assignment. This should be done after reading the text and completing the GRQs.
3. While engaging with the class material:
    1. **Have a computer or tablet**
    2. **Remained logged into Sakai**
    3. **Log in to Learning Catalytics and open the day's session**
    4. **Make sure you have a blank Class Outline (under Resources).** I recommend that you print the document and take notes by hand, but a tablet you can write/draw on works too. Note: Educational research shows that students in a highly structured course like this learn more by handwriting notes.
    5. **Have extra blank paper for drawings, notes, activities, etc.** A tablet also works.

Note: I encourage you to not rely on cellular service and instead have your device connected to Wifi. If you are using UNC-Wifi, check out this resource for connecting your device: http://help.unc.edu/help/connecting-to-the-uncnetwork-getting-started/

The lectures for this course will be delivered asynchronously (recorded) in order to provide flexibility to all students. They will be recorded in shorter increments (i.e., there will not be one 50-minute lecture per day – instead, there will be several shorter video segments) in accordance with best practices as per science education literature.

We recognize that, though asynchronous and recorded lectures are preferred by many students, especially those dealing with pandemic-related challenges, etc, many of us (your professor, TAs, and peer instructors included) miss the engagement of our normal in-person classes.

To build a sense of community and encourage student engagement:

1. Dr. Garland will hold weekly open office hours/review sessions (see above), where you can connect with your professor and other students.
2. You will be attending weekly LIVE recitation sections with your TA, where you will often be working in small groups to help you build connections to your TAs and with other students in the course.
3. You have an AMAZING team of peer instructors, including supplemental instructors (SIs) and peer mentors (PMs) – see peer instruction section of the syllabus for details - who will be holding frequent live sessions where you can ask questions on how to succeed in the course, questions on course material, etc.

PEER INSTRUCTION

Peer support via Piazza: I'll have hundreds of students this semester and know I cannot give you all the individual attention you deserve. I'll ask that you become a community of scholars to help answer questions about the course logistics and course content. One tool we will use to help us accomplish this is Piazza. I and the instructional team will be checking and responding to Piazza inquiries periodically, but it is expected that you will answer each other's questions. I'll be taking notice of students who are engaging on the site! To access the Piazza site, visit: piazza.com/unc/fall2020/biol202

Peer Instructor Support via Zoom:

We have a large team of students who have completed and excelled in Genetics and Molecular Biology who will be available to support you this semester.

Peer mentors will only offer virtual sessions through Zoom this semester; no in-person sessions will be held. Except for designated exam review sessions, peer mentors will not record their sessions -- **plan to attend live!**

You will earn course participation points for attending 9 sessions of peer instruction out of the total offered over the semester (credit is given for 1 per week, meaning you cannot earn credit by attending all 9 sessions in the final week of class!)

What can you expect from the peer mentors?

- We will soon be posting when sessions will be held each week. There will be at least 10 hours of review and tutoring available for you to pick from each week!
- Peer instructors will host a blend of structured review (with questions for you to practice) and answering questions that you will bring to the session or post to Piazza before.
- The sessions will be conducted live via Zoom, but not recorded.

Why should you attend these sessions on a regular basis? We have data that suggests that students who attend score on average a half a grade better than peers who don't attend. I suggest you fit one into your schedule early in the semester and attend weekly as if it is a course requirement (which it partly is!)

A FEW OTHER NOTES

Digital Etiquette: This course will be entirely online will require you to access recorded videos via and other online resources (Learning Catalytics). You will likely have ample distractions and research suggests that the human brain is not as excellent as multitasking as we think it is. Please be respectful of your own learning and focus and hold yourself accountable. Please try to engage with course material in an environment devoid of distractions, which may include (but is not limited to) family and friends, other

virtual media (e.g., social media or TV), etc.. When you are "in class", make sure that your use of digital is limited to course content only. You will learn more if you concentrate on the course while you engage in the course material in an environment free of distractions.

Additionally, because you will have the opportunity to participate in synchronous sessions with either me, the TAs, or with the peer instructors on various other days, please be mindful of your environment when you log onto a Zoom session. Again, try to select a location that is devoid of distractions. Further, please keep yourself on mute when not talking to ensure audio quality for all on the call, but keep your video ON. Students should be using their UNC Zoom account to log into these sessions and please update your profile to include: your full name, your preferred pronouns, and a picture of yourself. This will help me and others on the instructional team learn your name and get to know you further. See an example picture below and visit this link for more details on setting up your UNC Zoom account: https://software.sites.unc.edu/zoom/

Should you take notes by hand or type? Research suggests taking notes by hand (paper or tablet) is the way to go in a highly structured course like this! You will have class outlines that you should write and draw on. Much of biology is about drawing, so typing just won't be useful. No matter how messy your handwriting or notes are -- TAKE NOTES BY HAND! Powerpoints will only be posted when the videos become available and will be useful for review purposes.

Sakai Site (you will need your onyen to log on): This site will have postings from my lectures such as outlines, power point slides, and supplemental material I mention in lecture. I will also post announcements/send emails regarding student concerns on this site. **It is your responsibility to check it and your UNC email account daily for any course announcements.**

APPROACH TO CLASS MEETINGS

Before each lesson:

- Download **Guided Reading Questions (GRQs)**. Printing is optional.
- Complete readings and questions listed in the GRQ file.
- Upload your completed GRQ file to **GradeScope** (Submit by 11:55 PM on the day before class -- Monday and Wednesday). Submit your file as either a WORD document, PDF, or JPEG; do not submit an Apple Pages file. Please access GradeScope via Sakai.
- Complete assignments in MasteringBiology (due by 11:55 PM on the day before class -- Monday and Wednesday).
- Check **Piazza** to stay up-to-date on current discussions about the class
- Check **Sakai** announcements and your **UNC email** frequently (at least once per day)

to stay up-to-date on class communication.

During the lesson:

- Be prepared to access your completed GRQs document.
- Download a blank **Class Outline**. We recommend you use this to take notes. Printing the document is recommended so that you can draw diagrams when asked. Prepared to take messy notes -- you can re-write your notes after class. Your notes should be messy because you will make mistakes and that's ok!
- Watch the **Lesson Videos** in order. They are available in the Resources Folder.
- Log in to Learning Catalytics and open up the day's session. Be prepared to answer all the questions posed to you without looking at your notes.
- Keep a running list of questions you have about the current topic (these are a study guide)

After Class

- Review **lecture slides** (available when lesson videos are posted) and your mastery of each learning objective
- Review **course schedule** for approaching due dates
- Review, post, and/or respond to questions in Piazza
- Attend a review session with:
  - **Peer Instructors** (via Sakai Sign Up)
  - **Learning Center**
    - BioCell
    - Peer Tutoring
    - Academic Coaching
- Meet with your TEAM or SMALL GROUP and discuss topics that you are not clear about
- Schedule **Office Hours** with Dr. Garland when needed (via Sakai's Sign-up tool)
- Attend live sessions with your instructor or look over the review slides posted.
- Clean up your lecture notes and identify areas of uncertainty → these are questions you can ask!

HOW WILL YOU THRIVE THIS SEMESTER?

I **believe students thrive when they:**

- Take full advantage of the breadth and depth of our curriculum
- Set academic and personal goals
- Take responsibility for their education, choices, & decisions

How *successful* students have done well in this course: They...

1. always read the textbook for each corresponding homework while answering Guided Reading Questions (GRQs). They pay attention to what they are reading and reflect on what they are unsure about. They do NOT spend time making their own extensive outlines - they use the GRQs only.
2. complete their Mastering Genetics homework assignments with plenty of time to make mistakes and think through the questions. They are not too focused on the grade they get on homeworks because they value the homeworks and videos as a learning tool.
3. complete each class session on-time! They stay engaged by hand-writing notes and attempt each learning catalytics question as it comes up.
4. attend peer instruction sessions and interact with other students; they encourage their classmates to participate and learn
5. are brave and vulnerable. What do I mean? They are willing to make mistakes, take chances drawing a model wrong, are willing to attempt questions by themselves before checking in with a peer, are willing to talk to a classmate they don't know.
6. review after each class for about 15-20 minutes to reflect on what was learned and what they still have questions about.
7. study before each Mastering Genetics quiz and practice exam, so as to prepare for them like a real exam.
8. review (on their own) every question from Mastering HW, GRQs, Quizzes, Learning catalytics, class, etc. to see if they could TEACH it to someone else. Successful students don't just simply get the right answer and move on, they are able to explain how someone arrives at this answer.
9. attend S.I., mentoring hours, tutoring hours, or study groups routinely because once they have done the work alone, they can collaborate and learn even more from others. (They use Piazza and peer instructor sessions to meet peers.)
10. have a system for planning and keeping track of all deadlines.
11. are able to state what resources are available and where to find them.

Know Your Resources: Assignments/schedule are on the following pages. All hours for office hours, peer instruction, tutoring etc. will be posted on the front page of Sakai. Changes will be sent out via announcements. All materials you need (GRQs, outlines, powerpoints, old exams) are found through the Lessons tab on Sakai (and available in the Sakai resources folder). Note: If you click on a link in resources or lessons and get an error message (generally a 403 error), it is likely because that particular resource is not available yet, This would occur if you tried to click on a lecture from Unit 2 right now, because they're not posted yet!

I Want to Help You: Reach me through office hours or by email. I really enjoy getting to know my students, and am nobody to be scared of!! Come see me after the first exam if

you did not do well. I will have much better suggestions for you if you do not wait until you did poorly on all three exams to ask for help!

How to prepare for an exam? Use the learning objectives to guide your studying -- the learning objectives will be the criteria in which I will assess your learning. When I write an exam question, I specifically link it to a learning objective -- use these as a resource. In addition, use GRQs, class outlines, Learning Catalytics questions, Power Point slides, practice exams, etc. Be able to explain, draw, compare etc. (See following page with ideas about how you demonstrate you know something.) READING is NOT studying (studies show it actually gives students a false sense of security because things "look familiar" even if they don't understand it fully). Studying involves blank paper, explanations, drawings, etc. Again, DO NOT TRY TO MEMORIZE EVERYTHING in the textbook. We focus heavily on what we want you to know in your assignments/practice exams and in lecture, so that's where you should be focusing most of your energy. Don't forget the importance of sleep before an exam!

Uphold the honor code. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system.

Diversity is Valued. The Department of Biology values the perspectives of individuals from all backgrounds reflecting the diversity of our students. We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this classroom and this department an inclusive space for all students.

We always put an official diversity statement on our syllabus, but especially given current events, I want to emphasize that I, as an individual human being, TRULY BELIEVE THIS. I personally am a better human being for knowing the wonderful, amazing, and diverse students that we have here, and I'm so grateful and honored that I get to hear your stories and help you in your UNC journey. I want all students to feel safe and heard in this classroom (even though it's virtual).

Your grade includes participation components (see also section on Assigned Work & Participation) because **you are responsible for contributing to the educational experience of others in the course**. When interacting synchronously or asynchronously, please be sure to demonstrate respect and sensitivity for your classmates. This means using non-judgmental language, giving others time to express themselves in group work, and accepting that intelligent, mature & ethical people may hold differing viewpoints, and this is okay (and even good). We bring different types of diversity with us into the classroom (different ethical frameworks, values, personal experiences, family structures, physical abilities, intellectual strengths, religious backgrounds

family structures, physical abilities, intellectual strengths, religious backgrounds, cultural affiliations, personal identifications, etc.). This diversity is a strength - it allows us to more richly experience the spectrum of human experience through our work together.

Below are a few example guidelines (from CRLT University of Michigan) for both students and faculty to follow when interacting with others to create an environment that supports inclusive learning.

- Step up, Step back: Be aware of how much you are contributing to in-class discussions. Try not to silence yourself out of concern for what others will think about what you say. If you have an idea, don't wait for someone else to say it; say it yourself. On the other hand, if you have a tendency to contribute often, give others the opportunity to speak.
- Show Respect by Giving your Attention: Don't interrupt, engage in private conversations, or turn to technology while others are speaking. Use attentive, courteous body language, even when engaging remotely. Keep your video on when you can and keep focused on the screen.
- Let Curiosity Open your Mind: Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work and respond based on that, not on your preconceptions.
- Create the Environment you Need: Make an effort to get to know the other students, especially in your small groups. Introduce yourself and make a point to share the pronunciation of your name and your preferred pronouns. Refer to classmates by name and make eye contact with other students (via the screen).

Broadly speaking, over the course of your college career, it is expected that you will engage with topics that you may find emotionally challenging or unexpectedly difficulty. It's perfectly normal for this to make you feel uncomfortable, and entirely appropriate for you to reach out to me and/or your friends to talk about that. But please do remember a college education is *designed* to confront you with things that challenge and at times even threaten your world-views. This is actually one of the privileges of an education. So, if you feel intellectually or emotionally disturbed by what you learn in class, that's not necessarily a bad thing. It may only mean that you are engaging with novel perspectives, which is what college is all about.

As for topics that are not just challenging, but are possible triggering: I know that some of us have trauma in our background and may need to seek extra support around topics that resonate with those painful experiences. So while I do not offer specific trigger warnings, I value making sure that each of my students is able to engage fully with the course and I trust my students to reach out to me for support as needed.

Please contact me with any issues via email or via the anonymous feedback form. I

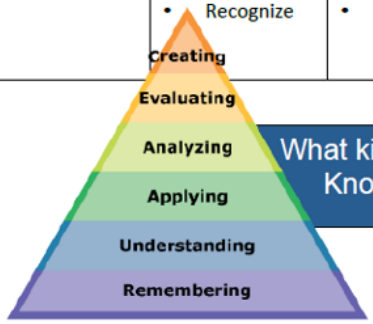
welcome and value your input! https://forms.gle/tAfJrnoASDKdP5536

BE ACTIVE IN YOUR STUDYING

Words to implement when you study.

When studying, try drawing, contrasting, arranging, etc.

Type (Level)	Knowledge (1)	Comprehension (1)	Application (2)	Analysis (3)	Synthesis (3)	Evaluation (3)
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Summarize • Generalized • Give example(s) • Identify • Indicate	• Apply • Sketch • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Write • Modify • Predict	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Relate • Distinguish • Examine	• Write • Rewrite • Categorize • Reorganize • Combine • Comply • Compose • Construct • Create • Design • Develop • Formulate • Explain	• Predict • Argue • Assess • Justify • Interpret • Compare • Conclude • Contrast • Defend • Describe • Judge • Estimate • Evaluate



What kinds of questions do you have trouble with on quizzes/exams? Knowledge or application? Practice what you have trouble with.

Academic Policies and Services