

BSC 1010C: General Biology I / Lab Fall, 2019

Valencia Community College

Instructor: Reginald Finley, Sr.

Office: Bldg 1 - Room 230

Office Hours: Contact me via email to arrange a meeting or phone conference.

CRN: 14088

Classroom: Bldg 1 – 132

Lab: AHS Bldg - 316

Day

Time

Mon. (Bldg 1-132) 7:00 am - 9:45 am

Wed. (AHS, 316) 7:00 am - 9:45 am

CRN: 14152

Classroom: AHS – 214

Lab: AHS Bldg - 316

Day

Time

Tues. (AHS - 214) 7:00 am - 9:45 am

Thurs. (AHS - 316) 7:00 am - 9:45 am

Phone: (770) 331-2495 – Text anytime

E-mail: rfinley1@valenciacollege.edu

Class Web Page: see “My Courses” in Atlas

Supplemental Page: <http://www.amazinglife.bio>

Course Description:

Welcome to the **Fundamentals of Biology I (BSC1010C)** course. This course and the accompanying laboratory provides a foundation for future advanced biology courses and is primarily intended for those students who plan to major in Biology or for those students who plan to pursue a career in the allied health sciences.

This course focuses on the cellular and molecular portion of biology. It emphasizes the basic principles and unifying concepts of modern biology. These include, but are not limited to, the chemical structure of living matter, the structure, and function of living cells, the major metabolic functions of cells, reproduction, genetics, and evolution.

Course Objectives:

By the end of the course, you will be able to:

1. Demonstrate competency in the application of critical thinking and scientific reasoning.
2. Differentiate between living and non-living entities.
3. Model and categorize the fundamentals of molecular structure and functions associated with living organisms.
4. Compare and contrast the structure and function of prokaryotic and eukaryotic cells.
5. Demonstrate an understanding of the structure and functions of cell membranes and the implications for cellular processes.
6. Explain the processes of energy transformation as they relate to cellular metabolism.
7. Evaluate asexual and sexual reproduction as they relate to genetic variation.
8. Model the processes and patterns of inheritance in eukaryotic organisms.
9. Describe or model the regulation and expression of genetic information.

Textbooks:

Required:

1. Campbell's Biology, Custom Edition for Valencia College, 3rd edition, Volume 1 with MasteringBiology. (2016) Taken from Campbell's Biology, 11th edition. Pearson Learning Solutions.
2. BSC 1010C General Biology I Laboratory Manual, 5th edition (2019). Lindbeck and Matthews. Hayden-McNeil.

Suggested Additional Books and Study Aids:

1. Student Study Guide for Campbell's Biology, 11th edition. (2016) Taylor. Pearson Education.

Valencia College Core Competencies:

The faculty of Valencia College has identified four core competencies that define the learning outcomes for a successful Valencia graduate. These competencies are at the heart of the Valencia experience and provide the context for learning and assessment at Valencia College. You will be given opportunities to develop and practice these competencies in this class. The four competencies are:

1. **Think** – think clearly, and creatively, analyze, synthesize, integrate and evaluate in the many domains of human inquiry
2. **Value** – make reasoned judgments and responsible commitments
3. **Act** – act purposefully, effectively and responsibly
4. **Communicate** – communicate with different audiences using varied means

Class Policies:

1. **Attendance:** The College believes that regular attendance and class participation are significant factors which promote success in college. Students are expected to attend all lectures unless unavoidable emergencies prevent attendance. Roll will be taken at the beginning of every class. Students arriving more than five (5) minutes late will be recorded as being absent from class unless they notify the instructor of their presence in class at the end of the period. Why? There is a process of learning that takes place within the classroom. When you are late, you throw off the dynamic of the day's lesson. Then you have to play catch-up. This disturbs the class as you now need me to stop the lesson to explain to you what you missed, or you disturb a student and ask them. At my discretion, if I choose to allow you to stay, do not disturb the flow of the lesson. Quietly listen and take notes so that you can catch-up. If I choose, I will inform you of where we are in the lesson and what you need to do to catch-up.
2. **E-mail:** Please use email as a tool to set up a one-on-one meeting with me. Use the subject line "Meeting request." Your message should include at least two times when you would like to meet and a brief (one-two sentence) description of the reason for the meeting. **Emails sent for any other reason will not be considered or acknowledged.** I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions

(such as guidance on assignments or questions about course content) please plan to meet in person.

- 3. Security:** We want to reassure you that our security officers are here around the clock to ensure the safety and security of the campus community. It is important to remain alert and aware of your surroundings, especially during the early morning or evening hours. Remember that you can always call security for an escort if you feel uncomfortable walking alone on campus. White security phones can also be found in many of our buildings; simply pick up the phone and security will answer.

Report any suspicious persons to West Campus Security at 407-582-1000, 407-582-1030 (after-hours number) or by using the yellow emergency call boxes located on light poles in the parking lots and along walkways.

- 4. Laboratories:** The labs are an integral part of the course and you are required to attend all laboratory sessions. Laboratory sessions cannot be made up. If you have a valid, documentable reason for missing a lab, you must contact the instructor within 24 hours of the lab; you must also present your documentation to the instructor as soon as possible. You are allowed **one unexcused lab absence**. Any further unexcused absences prior to the withdrawal deadline will result in your being administratively withdrawn from class. If the unexcused absences occur after the withdrawal deadline you will receive an “F” for the semester.

Please ensure that you download and read the Lab Safety Rules posted in Canvas and at my Faculty FrontDoor page. <http://frontdoor.valenciacollege.edu/faculty.cfm?uid=rfinley1>
If you are under 18, you must fill out the Lab Safety form, have your parent’s sign and return to class by the 2nd-week of class in order to participate in the labs. All students will sign a group lab form confirming that you have read the Lab Safety Rules and that you were provided a Lab Safety Orientation. A **Lab Coat is required** to participate in the labs. No Food or Drinks are allowed in the lab at any time. Failing to do so will warrant a zero for the lab that day.

The laboratory environment often will involve the use of and/or exposure to chemicals or other hazardous substances/equipment. If you are pregnant or plan on becoming pregnant during this course and are concerned about your exposure to these chemicals or hazardous substances/equipment, please see your instructor to discuss possible alternative arrangements. Students are also invited to contact Mr. Ryan Kane, Title IX Coordinator/Equal Opportunity Officer, 407-582-3421, rkane8@valenciacollege.edu, regarding requests for alternative arrangements relating to pregnancy.

- 5. Laboratory Reports and Assignments:** All lab assignments and reports are to be turned in at the beginning of the next laboratory session if not completed before the end of the lab. Failure to do so will incur an automatic 20% penalty for the report. All other assignments are due by 5:00 pm on the due date. Failure to do so will incur a 10% penalty up to three days. After this, a zero will be recorded for the lab. **Assignments will not be accepted at any time unless they are turned in to the instructor personally or through the science office and have a timestamp to indicate when they were received.**
- 6. MasteringBiology:** Assignments have been created using the custom version of Pearson’s online adaptive learning software known as MasteringBiology. If you have purchased a new copy of the textbook you will find an access code for MasteringBiology bundled with the book. If you have purchased a used book or have a version other than the Valencia custom edition, you will need to

purchase a subscription to MasteringBiology through the portal found in the Canvas page for this class. This will cost \$55 for the semester.

7. **Chapter Study Guides:** You are required to prepare chapter study guides for each chapter covered in the semester. These study guides must be prepared prior to the first class period in which the chapter is discussed. **There will be no extension of the deadlines for the study guides so it is in your best interest to make sure that you are keeping up with your reading of the chapters and creating your study guides. Failure to produce the study guides when required will result in the automatic loss of the points for each study. Each study guide is worth 5 points towards your semester grade. You may do these study guides in whatever form you wish and there is no minimum or maximum length. However, it is intended that these study guides should be a genuine attempt to summarize each chapter, must be your own work, and must be neatly hand-written or typed.**
8. **Extra Credit:** Five percent may be obtained by providing a 2000 word essay in APA format researching Pseudoscience in Medicine. Rubric will be provided near the end of the course.
9. **Exams:** All exams will be based on both the lecture material and assigned reading. There will be five 50-minute, 50 question multiple-choice lecture exams. **These will usually be held on the Wednesday or Thursday of the week in which they are scheduled.** There will also be a 2-hour, 100-question comprehensive multiple-choice final examination at the end of the semester. The lecture portion of your semester grade will be based on your score for the five lecture exams plus your score on the final exam. **NOTE: During the exam, ALL personal effects must be placed in backpacks or book bags. These must be placed under your desk during the exam. All cell phones must be turned off and placed upside down on the desk in front of you and visible to the instructor.**

If you miss an exam, you must contact the instructor, in person, by phone or by email, within 24 hours of the exam date and present an excuse from an appropriate authority (doctor, police, judge, etc) to account for your absence upon your return to campus. **Missed exams may be made up at the discretion of the instructor, based on your excuse. If you are not able to make up the missed examination, the lowest score obtained on the remaining exams will be substituted for any missed exam except for the final examination. Failure to take the comprehensive final exam at the end of the semester will automatically result in an “F” grade.**

All multiple-choice chapter exam sheets will be provided to you at no cost. I will scan your sheets via my app on my phone and your grades will be posted the same day in Canvas.

10. **Grading:** There will be a total of 1,330 points available for the semester. These will be allocated as follows:
 - a. 500 points from in-class exams (5 x 100 points = 500 points)
 - b. 200 points from the final exam
 - c. 100 points from MasteringBiology (calculated as a percentage of points earned)
 - d. 220 points from the labs [15 points/lab (180 pts) + 20 points/lab practical exam (80)]
 - e. 85 points from Study Guides
 - f. 100 points for Project – Infographic, Research (TBD)
 - g. 25 points for the genetics assignment

- h. 100 from quizzes

At the end of the semester, your score for each of these components will be added together and converted to a percentage. Grades for the semester will be awarded using the following scale:

<u>Letter Grade</u>	<u>Percentage Score</u>
A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	0 – 59 %

I do not curve grades.

- 11. Withdrawal:** You are responsible for initiating a voluntary withdrawal from the class prior to the published withdrawal date. **You must withdraw prior to the withdrawal date in order to avoid being given an “F” grade. After the official withdrawal date, you cannot withdraw from the course and your grade will be what you have earned.** Any student who withdraws from a class during a third or subsequent attempt in the same course will be assigned a grade of “F”. For a complete policy and procedure overview on Valencia policy 4-07 (Academic Progress, Course Attendance, and Grades, and Withdrawals) please go to:
<http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=75>
The student withdrawal date is November 1st, 2019.

12. Student-Student, Student-Teacher Conflicts:

As we are all adults, I expect mutual respect and student professionalism. This is college. I treat everyone with respect and decency and I expect the same in return. Keep in mind that I have a job to do and so do you. Do your job well and I am better suited to do mine. Interfering with this process only makes things more difficult for you as the student. The Dean of Science, Dr. Gessner, has provided a letter at the end of this syllabus that further explains his expectations.

13. Student requests for letters of recommendation.

Students who are applying for scholarships, particular colleges, professional schools, or academic programs are often asked to obtain letters of recommendation from teachers, work supervisors or other persons.

If you intend to ask me (or any other instructor for that matter) for a letter of recommendation, it is in your best interest to make sure your instructor knows you well. An “A” student who never asks any questions or makes any comments in class and never visits the teacher during mutually arranged hours is unlikely to get a useful letter of recommendation from a teacher. The committees or individuals who are going to grant you admission or a scholarship do not need an instructor to tell them that you were an A student – they can read your transcript for that particular piece of information. What they want to see in a letter of recommendation are comments about your character, personality, and passion. If I can say that you got along great with classmates and that you helped them in study groups, if I can say that you asked insightful questions and showed curiosity and insight with your comments, if I can say that you are passionate about your career goals as discussed during my office hours, if I can say that you were always on time and actively engaged in the classroom, that you communicate well, and act with maturity and consideration of others, these are the types of comments that will help you. If I don't

know anything about you other than the fact that you sat in the back row and never said a word, it will not be useful to ask me to write a letter of recommendation for you.

- 14. Academic Dishonesty:** All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a test situation, and misuse of identification with intent to defraud or deceive.

All work submitted by students is expected to be the result of the student's individual thoughts, research, and self-expression. Whenever a student uses ideas, wording or organization from another source, the source shall be appropriately acknowledged.

Students shall take special notice that the assignment of course grades is the responsibility of the student's individual professor. When the professor has reason to believe that an act of academic dishonesty has occurred, and before sanctions are imposed, the student shall be given informal notice and an opportunity to be heard by the professor. Any student determined by the professor to have been guilty of engaging in an act of academic dishonesty shall be liable to a range of academic penalties as determined by the professor which will include, but not be limited to, one or more of the following: loss of credit for an assignment, examination or project; a reduction in the course grade; or a grade of "F" in the course. At the option of the professor, the campus president may be furnished with written notification of the occurrence and the action taken. If such written notice is given, a copy shall be provided to the student.

Students guilty of engaging in a gross or flagrant act of academic dishonesty or repeated instances of academic dishonesty shall also be subject to administrative and/or disciplinary penalties which may include warning, probation, suspension and/or expulsion from the college. Please review the Dean's Expectations for Academic Integrity in [Appendix A](#) and the school's expectations in [Appendix B](#) for more information.

- 15. Electronic devices:** You may use a laptop computer or small tablet device for note-taking purposes in class with the instructor's approval. If you are discovered using the device for other purposes, or it creates a distraction to other students in the class, you will be required to turn the device off. Failure to comply, or repeated violation of this policy will result in your removal from the class. All other electronic devices must be either in silent mode (not vibrate) or turned completely off. This includes all cell phones, pagers, and beepers. If your device disrupts the class, you may be asked to leave the classroom. If you leave the classroom to answer or make a call, you may not return to the classroom that day.

- 16. Asking for help:** Ask for help if you need it! Do not wait until the end of the semester to ask for help. The sooner you ask, the more beneficial it will be. Tutoring is also available through the Tutoring Center in Building 7-240. Room 240. Call: 407-582-1633 to ensure availability.

You can also get tutoring online 24 hours a day, 7 days a week through Smarthinking. Click the Tutoring (Online) link in the Course tab in Atlas to access the full schedule of Smarthinking subjects such as various math, writing, business, nursing and allied health, science, and computer technology.

- 17. BayCare Services:** BayCare is a private and confidential counseling service contracted by Valencia College that provides short-term assistance to students who need to resolve problems that are affecting their college performance. Examples might include stress, relationship/family issues, alcohol/drug problems, eating disorders, depression, and gender issues. If you are experiencing any of these issues, call 1-800-878-5470 to speak to a professional counselor. For more information, log into Atlas, click on the “Students” tab, and click on “BayCare Health System,” located under “Health and Wellness.”
- 18. Students with Disabilities:** Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of the semester. The OSD (West Campus SSB 102, ext. 1523) determines accommodations based on appropriate documentation of disabilities.
- 19. Inclement Weather:** If flooding, strong storms, hurricanes, etc. are headed our way, and the college administration decides it is necessary to close the college, classes will be cancelled for whatever length of time is deemed appropriate. If you are signed up for Valencia Alerts you should receive an automatic notice. You can also find out whether Valencia College will be closed by calling the campus phone number: 407-299-5000. You obtain the latest adverse weather event in the region by visiting NOAA: <http://www.nhc.noaa.gov>
- 20. Valencia Alerts:** Once you are registered for Valencia Alerts, emergency alerts, notifications, and updates can be sent to you via email, cell phone, pager, and/or smart phone/PDA. Messages about campus closures due to a broken water main, reports of a gunman on campus etc., could make use of this system. To modify contact information for Valencia Alerts you should log into ATLAS and click on Valencia Alerts in the My Atlas Tab. If an Alert comes in during a class period and the teacher has not received the alert but you have, please notify the teacher immediately.
- 21. Student Feedback on Instruction:** Each term students taking courses are asked to complete the electronic Student Feedback on Instruction survey to let us know more about their experiences. It is used at Valencia by faculty members to improve the teaching and learning experience. Faculty cannot access your student feedback until after final grades are posted. Through this link you can find answers to other commonly asked questions about the SFI.
<http://valenciacollege.edu/academic-affairs/institutional-effectiveness-planning/institutional-assessment/saicc/SFIFrequentlyAskedQuestions.cfm>

Tentative Course Schedule:

(NOTE: This is a tentative schedule and the instructor reserves the right to change this schedule without notice)

Please read and create your study guides for the assigned chapters listed below before coming to class. The instructor requires that you have done so. Your success in the class will depend on your continuing attention to these tasks.

Monday/Wednesday: CRN: 14088

Week Beginning	Lecture Schedule	Laboratory Exercise
August 26	Organization, Chapter 1	Lab 1 - Reaction Times
September 2	No Classes – Chapter 3 – Independent study	Lab 2 - Atoms and Molecules (covers Chapter 2)
September 9	Chapters 3 and 4,	Lab 3 - Use of the Microscope
September 16	Chapters 5 and 6, Exam 1 (ch 1-4)	Lab 4 - The Cell
September 23	Chapters 6 and 7	Lab 5 - Diffusion I
September 30	Chapters 7, Exam 2 (ch 5-7)	Lab 6 - Diffusion II
October 7	Chapters 8 and 9	Lab Practical I
October 14	Chapters 9 and 10	Lab 7 - Enzymes
October 21	Chapter 10, Exam 3 (ch 8-10)	Lab 8 - Respiration
October 28	Chapters 12 and 13	Lab 9 - Photosynthesis
November 4	Chapters 13 and 14	Lab 10 - Mitosis and Meiosis
November 11	No Classes – Chapter 15 – Independent study	Lab 11 - Mendelian Genetics Exam 4 (ch 12-14)
November 18	Chapter 16	Lab 12 - Human Phenotypes
November 25	Chapters 16 and 17	No Lab
December 2	Chapter 17, Exam 5 (ch 15-17)	Lab Practical II
December 9	Finals Week	FINAL EXAMS

Final Exam – M,W 7:00am – 9:45am (CRN 14088): Dec 11, AHS-316

Tuesday/Thursday: CRN: 14152

Week Beginning	Lecture Schedule	Laboratory Exercise
August 26	Organization, Chapter 1	Lab 1 - Reaction Times
September 2	Chapter 3	Lab 2 - Atoms and Molecules (covers Chapter 2)
September 9	Chapters 3 and 4,	Lab 3 - Use of the Microscope
September 16	Chapters 5 and 6, Exam 1 (ch 1-4)	Lab 4 - The Cell
September 23	Chapters 6 and 7	Lab 5 - Diffusion I
September 30	Chapters 7, Exam 2 (ch 5-7)	Lab 6 - Diffusion II
October 7	Chapters 8 and 9	Lab Practical I
October 14	Chapters 9 and 10	Lab 7 - Enzymes
October 21	Chapter 10, Exam 3 (ch 8-10)	Lab 8 - Respiration
October 28	Chapters 12 and 13	Lab 9 - Photosynthesis
November 4	Chapters 13 and 14	Lab 10 - Mitosis and Meiosis
November 11	Chapter 15	Lab 11 - Mendelian Genetics Exam 4 (ch 12-14)
November 18	Chapter 16	Lab 12 - Human Phenotypes
November 25	Chapters 16 and 17	Campus Closed - No Lab
December 2	Chapter 17, Exam 5 (ch 15-17)	Lab Practical II
December 9	Finals Week - Review	FINAL EXAMS

Final Exam – T,R 7:00am – 9:45pm (CRN 14152): Dec 12th, Room AHS-316

Vacations and other important dates:

- September 2nd – Labor Day – No School
- September 3rd – Drop/Refund Deadline
- November 11th - Veteran’s Day – Student Holiday – No Class
- November 1st – Withdrawal Deadline
- November 27 – Dec 1st – Campus Closed
- Dec 15th – Final exam (see above)

Guidelines for Effective Study and Exam Preparation

The most common barrier to success encountered by college students is a lack of effective techniques for study and exam preparation. If you are one of the vast majority of students whose answer to the question, "How do you study for your tests?" is, "I go over my notes," or "I read the textbook", then you need to take a serious look at your study skills. Here are some suggestions to increase your effectiveness as a student.

I. Day to Day

A. Take good notes. Very few students leave high school with this skill. The Student Success class can help you learn how to do this. Here are some suggestions and observations.

1. Always take the notes for a particular class in the same notebook. Spiral-bound notebooks were invented because they solved the problem of keeping related information consolidated in one place. Take advantage of this.
2. Date each entry into your notebook.
3. It is usually best to keep the notes for different classes separate from each other. Spiral notebooks with built-in dividers are excellent for this purpose.
4. Your notes should contain as complete a record of what the instructor said as possible. Of course, you should not try to write every word spoken, but don't leave out main ideas. When you study, your notes should call back to your mind the entire sequence of ideas presented. Take care to spell all new words carefully.
5. Anything the instructor writes on the board should appear in your notes. If the instructor took the time to write it out, he or she considers it important. You should do the same.
6. If possible, try to take your notes in some kind of outline form. The organization of ideas is as important as the content of those ideas, especially when it comes to learning the material for an exam.
7. You might find it useful to have a second color of pen or pencil available for highlighting important ideas or indicating vocabulary.

B. Be involved in the class. Don't simply pretend you are a sponge, ready to soak up whatever the instructor says. You are here to learn, be engaged.

1. If the instructor is moving too rapidly for you, or if you don't understand what is being said, say something!
2. Ask questions if you are confused. Confusion means that something was missed and needs clarification.
3. In group activities, participate as fully as you can. Such exercises are done for your benefit, not to provide a break for the instructor.

C. Review your notes every day. This suggestion is one that we have all heard a thousand times. Unfortunately, most of us never really believe it until we actually try it. Spend 30 minutes or so each evening going over the notes from each class. There are at least two tremendous benefits to be gained from this discipline.

1. Research has shown that reviewing new material within 24 hours of hearing it increases your retention of that material by about 60%. This means that you will be 60% ahead of the game the next time you walk into class. If you want to significantly reduce the time necessary to prepare for exams, this is the way to do it.
2. Reviewing material before the next class period enables you to identify points of confusion or omission in your notes, which prepares you to ask the questions you need to ask before the next lecture. Again, confusion is your worst enemy.

D. It is an excellent policy to give high priority to new vocabulary. Language is the most fundamental tool of any subject, and it can seriously handicap you to fall behind in this.

E. Keep up on your reading. Unlike most high school teachers, many college instructors don't give specific reading assignments. You are expected to go to your text for the reading related to the materials covered in class. Be independent enough to do this without being told.

II. Using Your Textbook

A. Don't expect your instructor to give you detailed, page by page textbook assignments. While some may do so, many do not. College teachers are much more likely to expect you to use your own initiative in making use of the text.

B. In most cases, it will be most useful for you to at least skim the relevant chapters before each lecture. You should receive a course outline/syllabus at the beginning of the semester, which will tell you the subject for each day. You may receive chapter references (or even page references), or your instructor may expect you to be perceptive enough to refer to the Table of Contents.

1. When you first approach a chapter, page through it fairly quickly, noting boldface headings and subheadings, examining figures, illustrations, charts, etc., and thinking about any highlighted vocabulary terms and concepts. Also take note of the instructional aids at the end of the chapter—study questions, summary, etc.
2. When you have finished surveying the chapter, return to the beginning and read in more detail. Remember to concentrate on understanding. Don't simply read through the words. Any words that you don't understand, you should lookup. If you own the book and intend to keep it, you may want to write definitions of such words in the margins. You may also find it helpful to make observations and other useful notes in the margins. If you don't intend to keep the book yourself, you should carry out similar activities on a page in your class notebook.
3. On your first trip through a chapter, you should concentrate upon catching the major subjects and points of the material. Also, take note of those things that you don't understand. If the lecture on the material doesn't clarify those points, you should ask your instructor to explain.

C. Following coverage of the chapter's material in class, you should go back to the book and read it again. It will probably be helpful to skim through it first, as you did when you first looked at it. The tables and figures should be more readily read in detail. If you are a truly conscientious student, you will outline the chapter and prepare a vocabulary list of the terms that are pertinent.

D. At this time you should think seriously about the review and study questions at the end of the chapter. Do your best to answer all of them as if they were a take-home exam.

E. You may also want to develop a system of cross-referencing symbols to use when comparing your class notes to your notes from the text.

F. Remember that your instructor will probably not use the same words that you find in the textbook. Nothing is more frustrating than to discover that what you hear in class is no more than a rehash of what you read in the book. However, if your instructor knows his/her subject, and the author of your text knows his/her subject, the meat of what they say should be the same. **NOTE:** Nobody is infallible. Your instructor may make mistakes. Don't expect him or her to be more than human.

III. Preparing Assignments

A. Here's another thing we have all been told thousands of times: Don't leave assignments until the day before they are due! If you have a paper to write or a lab report to prepare, begin it as soon as possible. In most cases, instructors will be delighted to receive work early. Remember that many papers or projects require quite a bit of research before you can even begin writing. In most cases, it is impossible to accomplish the necessary preparation in one day or even one week. In some cases, instructors won't accept late work at all. They are perfectly justified.

B. Another sore point: Be aware of the appearance of the work you submit. You should want to be proud of every assignment you submit, and that includes being proud of its appearance. If possible, assignments should always be typed. Never turn in an assignment written in pencil. Pages torn out of notebooks are sloppy and unsightly. Think about this point every time you hand an instructor an assignment. That paper represents the quality of your work, and your instructor is perfectly justified in taking its appearance into consideration when assigning a grade.

C. An increasing number of instructors are requiring that all outside work be typed. If you don't type, you should consider learning how. If you don't want to do this, you should begin investigating ways and means of getting someone else to type your papers. This will often mean paying a professional typist. Costs vary but be prepared to pay a considerable amount. A really good typist may be able to turn out 6-10 pages an hour. Think about what you consider an appropriate hourly wage when you consider how much you should expect to pay a typist. Another point you must consider is that it will add to the time necessary to prepare a paper if you have to go to someone else to type it. In planning the time necessary for typing, consider the following points:

1. Your typist may have other customers who are just as anxious as you are.
2. A paper takes time to type.
3. Even the best typist makes mistakes. Your paper must be carefully proofread by you.
4. After proofreading, the typist must have time to make the necessary corrections.

D. If you prepare your assignment using a word processor, make sure that you run the spell checker/grammar checker before printing the final copy of your assignment. There is no excuse for poor spelling and/or grammar if you are using a word processor.

E. If you have never written an assignment or class paper before, or if you are unsure of your writing skills, the West Campus Communications Support Center (located in building 5-155) can give you assistance. In addition to the learning support centers, students may also wish to attend Valencia skill shops to further develop academic behaviors for college success. To view the skill shop schedule, review the following resource: <https://bit.ly/2IrzSdq>

IV. Preparing for Exams

Keep in mind that you want to be an active learner, not a passive one. The more you use and manipulate the information, the better you will understand it. Using and manipulating information in as many ways as possible also maximizes your ability to access your memory.

A. Do not wait until the night before an exam to study! Of course, you should be regularly reviewing your notes, but the preparation still takes time.

B. If your instructor hasn't explained to you how he or she designs exams, ask. This is a perfectly legitimate concern. However, keep in mind that an instructor has the right to design exams in whatever fashion he or she sees fit, and in most cases, you have no business asking for changes in that design. You need to learn to handle all testing styles--including the dreaded essay exam!

C. A good first step in preparation is to read through your notes a couple of times. While you are doing this, you might also:

1. Highlight major topics and subtopics, with the goal of generating an outline of your notes. Even if you take your notes in outline form, this is a good practice. Major topics often extend through more than one day's lecture, and it is easy to lose track of the overall picture from day-to-day.
2. With a second color, highlight all vocabulary terms.

D. Outline the entire set of notes. When you study a large body of information, you should study from concept to detail, not the other way around. It will, in fact, be much easier to learn the details if you take the time to learn the concept and theory first. The least efficient approach to studying is to attempt to memorize your notes from beginning to end. It's not the words that are important--it's the ideas.

E. Consider ways of dealing with the information other than those used in class. The more ways you can manipulate and experience the material you are trying to learn, the more secure your understanding and memory will be. Some suggestions:

1. Make charts, diagrams, and graphs.
2. Make lists.

3. If the subject matter includes structures, practice drawing those structures. Remember that a drawing is useless unless the important structures are labeled.
- F.** There are almost always types of information that you will have to memorize (e.g. vocabulary). No one has ever invented a better device for memorizing than flashcards.
- G.** One of the most universally effective ways to polish off your study activities is to prepare a self-test.
1. Challenge yourself as severely as you can.
 2. As you are studying, keep a running collection of "exam questions." If you seriously attempt to write difficult and meaningful questions, by the time you finish you will have created a formidable exam. When you begin to feel you're ready for your instructor's exam, take out your questions and see if you can answer them. If you can't, you may need to go back and reinforce some of the things you are trying to learn.
- H.** Never, ever pull an "All-Nighter" on the night before an exam. This is a "freshman trick," meaning that good students learn very quickly that it is futile. What you may gain from extra study time won't compensate for the loss of alertness and ability to concentrate due to lack of sleep.
- I.** On exam day:
1. Try not to "cram" during every spare moment before an exam. This only increases the feeling of desperation which leads to panic, and then to test anxiety. You may find it useful, on the night before an exam, to jot down a few ideas or facts which you wish to have fresh in your mind when you begin the exam. Read through your list a couple of times when you get up in the morning and/or just before you take the exam then put it away. This kind of memory reinforcement not only improves your performance on the test, but it also improves your long-term memory of the material.
 2. Be physically prepared.
 - a. Get a good night's sleep.
 - b. Bring necessary writing materials to the test--at least 2 writing tools, erasers, Scantrons, calculators if appropriate and allowed. Be aware of what the instructor has specified as permitted for use. Some instructors object to exams written in pencil; some prohibit the use of tools like calculators. It is your responsibility to know these requirements; you should be prepared to take the consequences if you don't.
 - c. This may seem silly but go to the bathroom just before the exam. Don't expect your teacher to let you leave to do this during the test! The tension which generally goes along with taking an exam may increase the need to perform this physical activity, so you may need to go, even though you don't particularly feel like it.

V. Some Final Suggestions

- A.** You should receive a syllabus for each class. This is the Rule Book for that class. Know everything on that syllabus! Your teacher has the right to expect you to know and abide by any rules and stipulations

on that document, and it is perfectly within his/her rights to penalize you for failing to do so. Respect dates and deadlines, and expect to lose points if you turn things in late.

- B.** Never miss an exam if you can help it. You will rarely be more ready for the exam in two or three days than you are on the scheduled date, and the annoyance the teacher will feel about having to arrange a special exam time for you can actually hurt your grade in the end. Miss exams only if you absolutely have to.
- C.** Save everything. Never throw away a handout or a returned assignment or exam. With this in mind, equip yourself with a pouched folder for each class.
- D.** Develop systematic behavior patterns associated with your schoolwork.
 - 1. Keep your class materials together and neat.
 - 2. Never allow yourself to be caught at school without the necessary notebooks and materials. If you develop systematic habits with respect to attending classes, etc., this will be no problem.
- E.** It is excellent practice to set aside a study area at home and to designate a particular span of time each day as study time. However, don't fall into the trap of feeling that study should never exceed the preordained time limits. You put in as much study time as is necessary to master the material for your classes. You are here for a reason. Follow these guidelines and you will succeed.

LETTER FROM THE DEAN

Expectations of a Valencia College Science Student

Welcome to the Science Division of Valencia College's West Campus; we are enthused to have this opportunity to assist you in achieving your educational goals. Higher education is a privilege and an opportunity; it is your responsibility to realize that you are in control of those behaviors and actions that can enable success in this course.

From your professors, **you can expect** the following:

1. They will be prompt, courteous and respectful.
2. They will provide a professional learning environment throughout the entire scheduled instructional period.
3. They will provide an up-to-date syllabus; when changes need to be made, they will announce changes in a manner that is conveyed to all students in their class.
4. They will provide you with a course that is of necessary rigor to prepare you for the career you have chosen; because the class you are taking transfers to a four year college or university, it will be taught with the same academic expectations. The bonus of starting your education at Valencia, when compared to attending a four year college, is you will be able to get more personal attention with small class sizes and you will be able to save money; the classes are not easier.
5. They will offer time outside of class to discuss your questions.
6. They will be available to discuss your class concerns in private, outside of class time; you should try to resolve your class concerns with your professor before you try to voice your concerns with administrators.
7. They will respond to emails within 2 business days.
8. They will expect from you what they have expected from the many students who passed their classes in the past.

In return, this is **what your professor will expect from you:**

1. You will be prompt, courteous and respectful.
Prompt means you come to class on time, ready to work, with all assignments completed before you enter class or lab. It means that you have studied, that all conversations, texting and diversions come to a stop and that you are ready to contribute to a positive learning environment from the beginning of the class or lab.
Courtesy means you are polite in your attitude and behavior towards your professor and classmates.
Respectfulness means that you regard everyone's classroom experience as valuable to them, that you accept your professor's expertise and experience to create relevant course objectives and that you treat college and personal property with care.
2. You will read your syllabus; your syllabus is a contract between your professor and you. Be aware of deadlines to complete assignments on time and know your professor's attendance policy. You will need to attend class for the full length of time allotted to your science class and lab.
3. You will be aware of Valencia College policies and procedures found in the college catalog; ignorance of policies and procedures doesn't mean they don't apply.
4. You will be serious about learning; it is your responsibility to be an active participant in your own learning. You will need to devote sufficient time to learn the material presented by your professor; for most students, this means you will need to spend at least two hours studying for every hour of instruction. Learning is an action verb; you will need to do more than sit through class and reread your notes to be successful. To succeed in higher level classes, you must retain the information, concepts and skills you will learn; this can only happen if you work at learning to make the course content a part of your long term memory. Do not cram!!

5. You will be encouraged to produce your own study guides. Most college professors do not provide study guides, but they can give you tips that will help you produce your own study guides to gain a better understanding of the course content.
6. You will be expected to participate fully in classroom activities. The work you produce must be your own; cheating in any form is not tolerated and your professor will have specific consequences, in their syllabus, which will be enforced should cheating occur.
7. You will be expected to contribute to a positive learning environment. Avoid classmates who speak negatively, or who have a negative outlook, about your class or your professor. Instead, get to know your professor during office hours; you will learn much more with a positive attitude.
8. You will be held to a high standard of maturity and responsibility. Disruptive behaviors will not be tolerated in the classroom or lab. First time disruptions will be handled by your professor and may include a request that you leave the class or lab. Very serious or repeated disruptions will be reported, to the Dean of Science and the Dean of Students, with specific consequences that can include your permanent removal from the class. Disruptions include:
 - Being noisy when arriving late to class or leaving early.
 - Carrying on private conversations while the professor is talking.
 - Disrespectful language, tone and mannerisms.
 - Sleeping or attempting to sleep in class.
 - Repeatedly asking unnecessary or irrelevant questions.

My wish is that you get the best learning value from the science classes that you are taking. With everyone abiding by the expectations in this letter, your science classes at Valencia should be the next step in achieving your academic dreams.

Dr. Robert Gessner
West Campus Dean of Science
Valencia College

Appendix A

LETTER FROM THE DEAN

Expectations of Academic Integrity

Welcome to the Science Division of Valencia College's West Campus; we are enthused to have this opportunity to assist you in achieving your educational goals. In working to provide you with the best learning experience at Valencia College, my expectation is that each of our faculty and students maintain the highest ethical academic standards.

From your professors, you can expect the following:

1. They will be on time to class and available during their scheduled office hours.
2. They will return graded tests, labs and other assignments when promised and within a reasonable period of time.
3. They will answer emails and phone calls within 48 business hours.
4. They will properly cite their references and resources, where applicable.

From you, we expect the following:

1. You will take your exams without referring to any books, notes, electronic devices or classmates unless you are specifically instructed that a test is open-book or collaborative.
2. You will not tell other students about test questions or answers before or during their exam and you will protect the exam from being seen by others.
3. You will avoid even the appearance of cheating by not looking in the direction of other exams, by not wearing clothing/hats/visors that hide your eyes, by keeping your belongings, other than pens, pencils and erasers away from your desktop, by going to the restroom before the exam and by asking your professor for permission and supervision if you need to retrieve another pen, pencil or eraser from your backpack or purse.
4. You will not allow anyone else to be the author of any part of your essays, lab reports or other written assignments and you will not include any materials from any sources (books, journals, other students, the internet, etc.) unless you give credit to those sources.

It is my hope that you will think about why it is important that we each show academic integrity and how cheating and plagiarism affect all of us, including those guilty of these academic crimes. Some students think that it only hurts their grade if they get caught cheating or plagiarizing, but cheaters typically lie not only to others, but to themselves. Eventually, cheaters pay a price.

- Those who cheat typically fail licensure exams, since they don't really know the material. Without a professional license, they won't be able to get employment. Would you want to be treated by a doctor who cheated in order to pass an exam that covered his or her knowledge of your disease? Also, if they falsify a patient's medical records, can you guess what can happen to them?
- Research scientists who falsify data are typically discredited and their reputations can be permanently ruined.
- Although you may think your professors have no clue when a student is cheating, usually your classmates do and some will inform your professor.

- Cheating becomes habitual. See what happens when employees cheat their employer.
- Students who let others cheat off them are not doing anyone a favor. If you are in a highly competitive field, you may ultimately be aiding your competition.
- Guess what a professor says to a student seeking a letter of recommendation when they know the student cheated or plagiarized.
- Finally, what happens to a person's self-esteem and to their reputation when they act unethically by cheating or plagiarizing?

Use the following as your guide: *"Each student is required to follow Valencia policy regarding academic honesty. All work submitted by students is expected to be the result of the student's individual thoughts, research, and self-expression unless the assignment specifically states 'group project.' To get the most out of each of your classes, it is best to learn how to study for long term comprehension, not just to memorize facts. Study so you can teach others what you are learning. My motto is, "if you can't teach what you are learning to others, you don't really know the material." Academic dishonesty, in the forms of cheating and plagiarism, will not be tolerated and for most of our science professors will result in a student getting a zero on a test or assignment for the first offense and then an F for the course if a student is caught cheating or plagiarizing again; at that point the Dean of Students will also be notified. Don't throw away your dreams and your reputation by showing a lack of academic integrity. We wish you the best and want you to succeed and be proud of your accomplishments at Valencia.*

Dr. Robert Gessner

Valencia College West Campus Dean of Science

Appendix B

Academic Dishonesty (policy and procedure statements copied from Valencia College website)

Policy Statement:

- A. All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes, but is not limited to, acts or attempted acts of plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive.
- B. All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged.
- C. Students shall take special notice that the assignment of course grades is the responsibility of the students' individual professor.

Procedure Statement:

Anyone observing an act of academic dishonesty may refer the matter to the professor, as an academic violation, and/or to the Dean of Students or designee, as a violation of the Student Code of Conduct (6Hx28:8-03). When the professor has reason to believe that an act of academic dishonesty has occurred, the professor may proceed in one of three ways:

- A. The professor may choose to consider the act of academic dishonesty to be an academic offense, and using his/her academic judgment may assign an academic sanction to the responsible student, following a discussion of the matter with the student and any other appropriate persons. Academic penalties may include, without limitation, one or more of the following: loss of credit for an assignment, examination, or project; withdrawal from course; a reduction in the course grade; or a grade of "F" in the course. If the student disagrees with the decision of the professor, the student may seek a review of the decision subject to and in accordance with Policy 6Hx28:8-10, Student Academic Dispute and Administrative Complaint Resolution.
- B. The professor may choose to consider the act of academic dishonesty to be a violation of the Valencia Student Code of Conduct, and may refer the matter for resolution in accordance with Policy 6Hx28:8-03. Disciplinary penalties for academic dishonesty may include, without limitation, warning, probation, suspension and/or expulsion from the College. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03.
- C. The professor may choose to consider the act of academic dishonesty as warranting both an academic and disciplinary sanction. In this case, a professor should refer the matter for resolution in accordance with Policy 6Hx28:8-03, Student Code of Conduct, and when appropriate, should withhold any academic sanctions until such time as the disciplinary process is concluded and the student has been found responsible for violating college policy. If the student is found responsible for violating the Student Code of Conduct, the professor may then assign academic sanction in addition to any assigned disciplinary sanction. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03, and any review of academic sanctions will occur subject to and in accordance with Policy 6Hx28:8-10. Review the Conduct of Conduct Policy in the student handbook to learn more: <http://valenciacollege.edu/pdf/student-handbook.pdf>



