

# BIO 102L – Biology and Society Lab (Online-All Sections)

## Course Syllabus: Spring 2021

**Instructor:** Lisa L. Harmon  
**Email:** lisah@uidaho.edu  
**Office:** LSS 265  
**Phone:** 885-6185  
**Office Hours:** MW 8:30-9:20am In-person LSS 265/Zoom Drop-in or by appointment  
**Laboratory:** **All Spring 2021 Labs will be completed using online activities**

### Course Description:

There has never been a better day to start learning biology. Being a living thing, you interact with the natural world each day. BIO 102 Lab is similar to the lecture course in that it is organized around five core areas: (1) Ecology and Conservation; (2) Cells and Cellular Processes; (3) Genetics and Inheritance; (4) Evolution of Living Things; and (5) Human Body Form and Function. The goals of the course are to create a better understanding of biology, relate the core content to students' lives, clarify the process of science and visualize experiments to better understand living systems.

### Class Notes and Other Course Information:

All class information can be found on the class site on Bb Learn <http://www.bblearn.uidaho.edu>. You will be prompted to enter your username (vand1234) and password (same as your email account) to access course materials. Students will be given weekly instructions for each lab activity for the semester on Bb Learn.

### Grading:

- 13 Laboratories Exercises (15 pts. each) 195
- Final Research Paper 20

TOTAL	215
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### Calculating Your Grade:

Letter grades are awarded based on the University of Idaho grading scale:

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

Grades will be updated each week on the “My Grades” section of Bb Learn. Early Warning Grades (D’s & F’s) will be entered into the VandalStar program and an advisor will contact you within the first few weeks of classes. Midterm and Final Grades will be entered into the Vandal Web program.

### Grading Policy for All Laboratories:

All labs will be open for completion for one week. Students may complete the lab activity at any time during that week. I recommend trying the activities early and communicating with the instructor if problems come up. Once the seven-day window has closed, any activity not completed will be graded as zero points.

### Final Paper Policy:

The final human body myth papers will be due by Sunday 5/2 at 11:59pm. All papers will need to be emailed to the instructor at [lisah@uidaho.edu](mailto:lisah@uidaho.edu). 5 points of extra credit will be given to all papers that are received by Wednesday 4/28 at 11:59pm.

### Grading Concerns:

If you think your laboratories, projects or quizzes were incorrectly graded, you must submit your concern to the instructor within 7 days of receiving your grade on Bb Learn. Please send me an email if a problem comes up.

### Center for Disability Access and Resources (CDAR):

Students with disabilities needing accommodations to fully participate in this class should contact the Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR prior to being implemented. To learn more about the accommodation process, visit CDAR's website at [www.uidaho.edu/cdar](http://www.uidaho.edu/cdar) or call 208-885-6307. Some assignments have timed quizzes. If you qualify for extra time through CDAR, this will be automated in the computer system. Please send me an email if you need further information or have questions about this.

### Academic Dishonesty:

Acts of cheating or plagiarism will not be tolerated. Your quizzes, simulation answers and written assignments must be your own work. According to university policy cheating or plagiarism can result in you failing this class. This includes giving your work to others to copy.

→Cheating refers to the acquisition of answers to class questions in a dishonest fashion.

→Plagiarism is defined as i) the representation of another person's work as your own, in its entirety or *with slight changing of wording*, ii) the use of writing from published sources without citing the author(s) or iii) downloading material from the Internet and presenting it as your own work.

*UI Student Handbook* outlines the expected code of conduct for students at the University of Idaho. Article II addresses academic honesty of students.

Lab Course Outline & Calendar of Due Dates:

<b>DATE</b>	<b>Lab Activity</b>	<b>Weekly Assignment &amp; Due Date</b>
<b>Week #1</b> 1/13-1/17	Sign up for online systems	Sign up for iNaturalist, SimUText Virtual Labs & make sure access to Bb Learn is current <b><u>Due Sun 1/17 by 11:59pm</u></b>
<b>Week #2</b> 1/17-1/24	SimUText Virtual Lab= Isle Royale	Complete Isle Royale simulation on SimUText website All activities & graded questions <b><u>Due Sun 1/24 by 11:59pm</u></b>
<b>Week #3</b> 1/24-1/31	Climate Change Activity	Watch 3 Ted Talks relating to Climate Change Annotated Bibliography <b><u>Due Sun 1/31 by 11:59pm</u></b>
<b>Week #4</b> 1/31-2/7	SimUText Virtual Lab= Nutrient Pollution	Complete Nutrient Pollution simulation on SimUText site All activities & graded questions <b><u>Due Sun 2/7 by 11:59pm</u></b>
<b>Week #5</b> 2/7-2/14	Cell Diversity Activity	Drawings of human body & plant cells with reference <b><u>Due Sun 2/14 by 11:59pm</u></b>
<b>Week #6</b> 2/14-2/21	SimUText Virtual Lab= Cellular Respiration	Complete Cellular Respiration simulation on SimUText site All activities & graded questions <b><u>Due Sun 2/21 by 11:59pm</u></b>
<b>Week #7</b> 2/21-2/28	SimUText Virtual Lab= DNA Explored	Complete the DNA Explored simulation on SimUText site All activities & questions <b><u>Due Sun 2/28 by 11:59pm</u></b>
<b>Week #8</b> 2/28-3/7	Cell Division Packet & Quiz Bb Learn	Complete cell division drawings & take quiz on Bb Learn Cell Division Quiz <b><u>Due Sun 3/7 by 11:59pm</u></b>
<b>Week #9</b> 3/7-3/14	SimUText Virtual Lab= Mendelian Pigs	Complete the Mendelian Pigs simulation on SimUText site All activities & graded questions <b><u>Due Sun 3/14 by 11:59pm</u></b>
<b>Week #10</b> 3/14-3/21	<b>NO LABS/SPRING BREAK</b>	
<b>Week #11</b> 3/21-3/28	DNA Cancer Lab Packet & Quiz Bb Learn	Complete DNA/Cancer Lab & take quiz on Bb Learn DNA/Cancer Quiz <b><u>Due Sun 3/28 by 11:59pm</u></b>
<b>Week #12</b> 3/28-4/4	SimUText Virtual Lab= Darwinian Snails	Complete Darwinian Snail simulation on SimUText site All activities & graded questions <b><u>Due Sun 4/4 by 11:59pm</u></b>
<b>Week #13</b> 4/4-4/11	SimUText Virtual Lab= Genetic Drift-Bottleneck Ferrets	Complete Genetic Drift-BN Ferret simulation on SimUText All activities & graded questions <b><u>Due Sun 4/11 by 11:59pm</u></b>
<b>Week #14</b> 4/11-4/18	Tree of Life Activity iNaturalist App	Complete Tree of Life classification exploration or Phylogeny with organisms <b><u>Due Sun 4/18 by 11:59pm</u></b>
<b>Week #15</b> 4/18-4/25	Simbio Virtual Lab= How Diseases Spread	Complete How Diseases Spread simulation on SimUText All activities & questions <b><u>Due Sun 4/25 by 11:59pm</u></b>
<b>Week #16</b> 4/25-5/2	Human Body Myth Papers	Complete Human Body Myth Papers— Paper <b><u>Due Sun 5/2 by 11:59pm (No Late Papers Accepted)</u></b> (5 pts extra credit if paper is received by Wed 4/28)
<b>Week #17</b> 5/2-5/14	<b>NO LABS/FINALS</b>	

## Spring 2021 Learning Outcomes:

### Ecology Learning Outcomes:

- 1) Students will explore an outdoor space, classify 10 organisms and answer some questions about each living thing relating to its niche and habitat.
- 2) Students will simulate population interactions between wolves, moose and grasses.
- 3) Students will use math and graphing to analyze the growth of populations over time and simulate influences on these populations like predation, introduced species and climate change.
- 4) Students will be able to simulate how nutrients are recycled within an ecosystem and some problems that cause imbalances in these cycles.
- 5) Students will write their personal reflections on climate change impacts and possible solutions.

### Cells & Cellular Processes Learning Outcomes:

- 1) Students will make drawings of various kinds of animal and plant cells to show diversity of cells in terms of form and functions.
- 2) Students will label cell structures and functions.
- 3) Students will compare plant cells to animal cells.
- 4) Students will simulate how cellular respiration works in the human body.
- 5) Students will explore some problems that can occur in cellular respiration.

### Genetics and Inheritance Learning Outcomes:

- 1) Students will be able to describe the chemical components of DNA, DNA's overall shape and how it is replicated.
- 2) Students will explore how PCR mimics DNA replication.
- 3) Students will compare and contrast mitosis to meiosis.
- 4) Students will simulate Mendelian complete dominance and some variations on Mendel's Laws in a breeding experiment.
- 5) Students will be able to identify various inheritance patterns in a breeding experiment.
- 6) Students will understand how PCR and gel electrophoresis works, and will view this process being completed in the laboratory.
- 7) Students will be able to create and read a pedigree that traces a recessive or dominant trait through a family.
- 8) Students will be able to create and read Punnett Squares to determine offspring genotype and phenotype ratios.

### Evolution Learning Outcomes:

- 1) Students will simulate how natural selection works within a population.
- 2) Students will measure and graph changes in a population of snails over time.
- 3) Students will simulate the effects of genetic drift, bottlenecks and other processes that impact populations in the wild.
- 4) Students will survey the tree of life and observe the main similarities and differences between the three domains and various kingdoms of organisms on planet Earth.
- 5) Students will create a phylogeny that includes bacteria, archaeans, and eukarya (including plants, animals and fungi) along with example organisms in each of these domains and kingdoms.

### Human Body Form and Function Learning Outcomes:

- 1) Students will explore how diseases like COVID-19 spread and how vaccinations work within populations.
- 2) Students will explain human body myths based on their knowledge of physiology and anatomy.
- 3) Students will research a myth and create a written summary of the findings along with a bibliography.
- 4) Students will explore the difference between primary and secondary scientific literature.