|  |  |
| --- | --- |
| College of Western Idaho Logo | ***The College of Western Idaho Course Syllabus***  ***[Biology 111- Fall 2023]*** |

# ***Notice of Student and Instructor Accountability***

**Course Information**

|  |  |
| --- | --- |
| ***Department of Biological Sciences*** | Mr. Dale Walker |
|  | Office: BHS: A-wing 214 |
| Biology 1-BIOL 111-002D  Dual Credit – Meets in classroom (Face to Face) | walkerda@d93mail.com  (208) 520-4406 |

## Course Description

This is an introductory biology course for science majors. It will emphasize biological principles important in understanding living organisms to include evolution, general biochemistry, cytology, Mendelian and molecular genetics. Prior completion of CHEM 101 or CHEM 111 is strongly recommended. Students who believe they may be eligible for advanced-placement status in courses listing BIOL 111 as a prerequisite should see the Biology department chair. Concurrent enrollment in BIOL 111L is strongly recommended. (This CWI course meets Idaho State Board GEM competency requirements in GEM 4 - Scientific Ways of Knowing.).

BIOL 111L is a different course and only conceptually related to our class; please treat it as such.

***Laboratory/Lecture Co-Requirement***

Unless you have previously earned credit for either the lecture or lab course, you must be officially registered for BOTH a lecture section and a lab section. Failure to enroll in both portions of the class will result in a student needing to enroll in the co-requisite course in future terms. Please see the current academic calendar for the last date to add or drop with a 100% refund of tuition and fees.

***Course Schedule***

This course meets Monday-Fridays each week during the 1st and 2nd trimesters of our school district schedule. Our school district begins classes on August 29th and will end the 2nd trimester on 1 March. The course is a 15-week course beginning the last week of August 2023 and ends the 19th of January 2024. Finals will be given on the 18th and 19th of January as outlined by the school district policy. Meeting times will vary upon the class period assigned as pertaining to the Bonneville High School bell schedule. The course will meet in Room 214 at Bonneville High School, Idaho Falls, ID.

***Instructor Availability***

Office hours: Monday 8:00-11:00 am in RM 214 at Bonneville High School. Students can contact the teacher by phone (208-525-4406) or email ([walkerda@d93mail.com](mailto:walkerda@d93mail.com)). Email is the most preferred way to contact the professor.

## Course Focus

## This course provides an understanding of basic biological principals which will be fundamental for more advanced science courses and can help each student understand how life is structured and functions. There are several benefits of taking this course including gaining an understanding of how life is organized, how life uses and obtains energy, and how it is passed onto the next generations. This course will provide each of you with information which can help you live longer, healthier, and safer lives if you will understand the concepts taught.

## Course Learning Outcomes

Students who satisfactorily complete this course should be able to meet the following objectives:

**A.** Students will be able to define evolution and demonstrate an understanding of the process

and theory of evolution. (meets Make Connections and Solve Problems objectives)

**B.** Students will be able to demonstrate an understanding of the relationship between

structure and function at multiple levels of biological organization and use this understanding to solve problems and describe relationships. (meets Make Connections and Solve Problems objectives)

**C.** Students will be able to discuss and provide examples of information flow within biological systems. (meets Make Connections and Solve Problems objectives)

**D.** Students will be able to demonstrate an understanding of energy and matter transformations and be able to discuss how these processes impact the global community. (meets Make Connections and Solve Problems objectives)

**E.** Students will be able to provide examples of biological systems and explain how they function both with the system and within the world around it. (meets Make Connections and Solve Problems objectives).

The above objectives and outcomes will be assessed in the following manner:

|  |  |  |
| --- | --- | --- |
| Student Learning Outcomes | Expanded Description of Student Outcomes | Method of Assessment |
| Students will be able to define evolution and demonstrate an understanding of the process and theory of evolution. | 1. Students will be able to define evolution and demonstrate an understanding of the process and theory of evolution.  2. Students will be able describe the impact of evolution the human experience and understanding our place on earth. | Students will be able to define evolution and demonstrate an understanding of the process and theory of evolution. |
| Students will be able to demonstrate an understanding of the relationship between structure and function and use this understanding to solve problems and describe relationships. | 1. Students will be able to demonstrate an understanding of the relationship between structure and function and use this understanding to solve problems and describe relationships.  2. Students will be able analyze how the change in a structure may impact the function of organisms at different levels of biological organization.  3. Students will be to apply these concepts to solve biological problems.  4. Students will be able to apply concepts from the theory of evolution to discuss the relationship between structure and function.  5. Students will be able describe the relationship between various biological structures and their function to the human experience. | Students will be able to demonstrate an understanding of the relationship between structure and function and use this understanding to solve problems and describe relationships. |
| Students will be able to discuss and provide examples of information flow within biological systems. | 1. Students will be able to discuss and provide examples of information flow within biological systems.  2. Students will be able to explain the processes of DNA replication, transcription, and translation.  3. Students will be able to discuss the principles of heredity including Mendel’s laws and their implications.  4. Students will be to apply these concepts to solve biological problems regarding information flow.  5. Students will be able to apply concepts from the theory of evolution to discuss how biological information is modified and passed from generation to generation.  6. Students will be able describe how information flow shapes the human experience. | Students will be able to discuss and provide examples of information flow within biological systems. |
| Students will be able to demonstrate an understanding of energy and matter transformations and be able to discuss how these processes impact the global community. | 1. Students will understand and/or be able to communicate the fundamental processes of energy flow and nutrient cycling.  2.Students will be able to define, describe, or recognize various types of energy and matter.  3. Students will be able to apply or describe how the laws of thermodynamics apply to biological activities.  4. Students will be to apply these concepts to solve biological problems.  5. Students will be able describe how energy and matter transformations shape the human experience. | Students will demonstrate their knowledge and understanding by homework assignments, exams, quizzes, discussion, and projects. |
| Students will be able to provide examples of biological systems and explain how they function both within the system and the world around it. | 1. Students will be able to identify and distinguish the three types of cells (prokaryote, plant and animal) and discuss the properties of each cell type.  2. Students will be able to describe the function and importance of biological systems and their relationship to the human experience.  3. Students will be able to identify systems at different levels of biological organization and apply the concept or emergent properties at various levels.  4. Students will be able to apply, discuss, or recognize feedback mechanisms, their role within biological systems, and how they are controlled.  5. Students will be to apply these concepts to solve biological problems.  6. Students will be able to discuss and provide examples of how biology intersects with other scientific disciplines and how these intersections can be exploited to the benefit of the global community.  7. Students will be able to apply concepts from the theory of evolution to discuss the formation and continued changes of biological systems. | Students will demonstrate their knowledge and understanding by homework assignments, exams, quizzes, discussion, and projects. |

***Outcomes Assessment***

Assessment of student knowledge and achievement of course objectives in this class will be comprised of exams, quizzes, homework assignments, and a signature assignment (research paper).

**Turnaround time on Assessments:**

Homework assignments are graded automatically when you complete them, except for short answer and essay questions. Exams, quizzes, or homework essays and other written assignments will take longer to grade depending on length and what other assignments are in need of grading in lab. I aim to grade written assignments within a week of the due date; some assignments will take two weeks. Should more time be required to give feedback, an email and/or announcement will be sent.

Please refer to the Grading Policy in the Course Syllabus for details regarding assignment submission expectations. Failure to meeting assignment submission expectations will result in a zero.

***Grading Policy***

Letter grades will be assigned following a standard A, B, C, D, F grading system (we will not use +/- grading for CWI Final Grades). Grades for the high school credit will use +/- as defined by Bonneville Joint School District policy.

Points will be earned for each exam, quiz, and homework assignment. ***Biology 1*** ***Laboratory is a separate course***; please see me with questions about assignments and grading.

CWI Grades will be as follows:

90% - 100% of points = A 6 Unit-exams, 1 Final Exam = 50%

80% - 89.9% of points = B 14 Quizzes = 6%

70% - 79.9% of points = C 6 Unit-Homework Assignments= 30%

60% - 69.9% of points = D 1 Signature Assessment/Research Paper= 14%

Below 60% of points = F

This grading scheme is subject to change based on the progression of the class.

**Exams**

Exams will be taken in class and will feature short essay, M/C, multi-layered questions, and fill in the blank. Reviews for exams will also be provided before exams. Those who miss exams without prior notification and special arrangements will result in an “F”. In any special circumstance i.e. accident, military, etc. please contact me for arrangements. Students who are absent on the day of the exam may receive an F on the exam if they do not make arrangements with the professor prior to the absence. Students who do not have an excused absence for those classes will not be able to make up the missed test.

**Quizzes**

Chapter quizzes will be taken at the beginning of class.

**Assignments**

Students will be assigned assignments over the course of the class. These may include connect Learn Smart assignments, videos with worksheets, and discussions. All assignments are will be submitted through Schoology.

**Signature Assignment**

The signature assignment will be a research project on any topic discussed in the course (Disease, Biotechnology, Scientists, Pathology, etc.). Students will be required to complete an annotated bibliography of current, scientific, peer-reviewed literature. Research papers will be assigned a due date within the first few weeks of the course. Detailed instructions for the project will be posted on the teacher website, and/or provided in class. It is expected that each student research a topic by reading several scientific journals, papers, and summaries. A research paper is different than an essay or opinion paper. Students are expected to research and come up with their own conclusions for a topic. Students are not to just provide summaries of other people’s summaries. This assignment should take approximately 10-15 hours to research and write correctly. A grading rubric will be provided and example papers provided which demonstrate appropriate APA formatting and structure. Students are not to submit papers created by other people including AI sources. Plagiarism will not be tolerated and will result in a zero for this assignment. Please read the College’s policy on academic dishonesty. Each student needs to present work of their own creation and design. In addition, this course is not designed to teach students how to write a research paper and how to use APA format. Students are responsible for being able to use technology to write, format, and submit a research paper.

## Textbooks and Required Materials

The textbook is required for this course. The book will be provided by Bonneville High School.

**Textbooks:**. ***Biology*, Campbell & Reece, 2011 9e, Benjamin Cummings Publisher**

Access to a computer is also required for this course. An internet connection will be available at the school to complete online assignments and activities. It is recommended that students have access to a computer and internet service at home or for personal study. Check with the school library to check out a chromebook if you have a need for a computer to use.

***Instructional Conversation***

Learning is an active exchange between faculty and student.

As a faculty, I will

* Instruct through direct instruction and conduct regularly scheduled office hours.
* Assess through coursework and provide feedback on course assessments.
* Inform through direct instruction and provide content via the teacher’s website.
* Facilitate discussions as an entire class and through small group activities.

As a student, you will

* Attend required classes and activities
* Submit assignments and assessment on time.
* Participate by interactive computer-assisted instructions.
* Interact by working with other students in study groups and with group projects. Students will also contact the professor about academic matters which they have questions.

## Course Calendar (Fall 2023)

|  |  |  |  |
| --- | --- | --- | --- |
| Course Week | Dates | Topic/Chapter | Notes |
| Week 1 | 29 Aug  -1 Sept | Chapter 2: Chemistry of Life | Unit 1: Assignment 1: Chemistry of life  Quiz: Chemistry of life |
| Week 2 | 5-8 Sept | Chapter 3: Water and Life | Unit 1: Assignment 2: Water and Life  Quiz: Water and life |
| Week 3 | 11-15 Sept | Chapter 4: Carbon and Diversity of Life  Chapter 5: Structure and Function of Macromolecules | Unit 1: Assignment 3: Macromolecules  Quiz: Macromolecules |
| Week 4 | 18-22 Sept | Chapter 6: Tour of the Cell | Unit 2: Assignment 1: Tour of the Cell  Quiz: Tour of the Cell |
| Week 5 | 25-29 Sept | Chapter 7: Membrane Structure and Function | Unit 2: Assignment 2: Membrane Structure and Function  Quiz: Cell Membrane Structure and Function |
| Week 6 | 2- 6 Oct | Chapter 8: Intro to Metabolism | Unit 3: Assignment 1: Metabolism  Quiz: Energy of Life |
| Week 7 | 9-13 Oct | Chapter 8: Cellular Respiration and Fermentation | Unit 3: Assignment 2:  Cellular Respiration and Fermentation |
| Week 8 | 16-19 Oct | Chapter 9: Cellular Respiration and Fermentation | Quiz: Cellular Respiration and Fermentation |
| Week 9 | 23-27 Oct | Chapter 10: Photosynthesis | Unit 3: Assignment 3: Photosynthesis |
| Week 10 | 30 Oct -3 Nov | Chapter 10: Photosynthesis | Quiz: Photosynthesis |
| Week 11 | 6-10 Nov | Chapter 11: Cell Communication | Unit 4: Assignment 1: Cell Communication |
| Week 12 | 13-17 Nov | Chapter 12: Cell Cycle | Quiz: Cell Communication  Unit 4: Assignment 2: Cell Cycle |
| Week 13 | 27 Nov-1 Dec | Chapter 13: Meiosis and Sexual Life Cycles | Unit 5: Assignment 1: Meiosis  Quiz: Meiosis |
| Week 14 | 4-8 Dec | Chapter 14: Mendel and the Gene | Unit 5: Assignment 2: Mendel  Quiz: Mendel and the Gene |
| Week 15 | 11-15 Dec | Chapter 16: Molecular Basis of Inheritance | Unit 6: Assignment 1: Molecular Basis of Inheritance  Quiz: Molecular Basis of Inheritance |
| Week 16 | 18 – 21 Dec | Chapter 17: From Gene to Protein | Unit 6: Assignment 2: Gene Expression  Quiz: Gene Expression |
| Week 17 | 8-12 Jan | Chapter 18: Regulation of Gene Expression | Unit 6: Assignment 3: Mutations and Operons  Quiz: Mutations and Operons |
| Week 18 | 16-19 Jan | Chapter 20: Cancer, Viruses, and Biotechnology | Unit 6: Assignment 4: Cancer, Viruses, and Biotechnology  Quiz: Biotechnology |

The final exam/class meeting will occur on 01/19/2024.

## Course Expectations

You are expected to attend classes daily and login regularly to the course site (walkersclass.com) and in Schoology. In addition to time in class, students should expect to spend approximately 3-8 hours per week preparing for class. Student are expected to complete and submit each online assignment by the day of the exam. Late assignments are NEVER accepted. If a student has an excused absence on the day of the exam and has not submitted classwork then it is considered late. Again, late work is NEVER accepted. Students should submit ALL work before the day it is due or contact the instructor if they are absent on the day they are absent. All written work is due at the beginning of class unless otherwise noted. If a student has an unanticipated school excused absence on a quiz or exam day, the student is responsible to make up the exam on the next office hours available. Failure to contact the professor prior to anticipated absences or make up quizzes/exams during the next office hours may result in a zero grade for the quiz/exam. Each student is responsible for tracking and making up absences. Each student is also expected to complete an end of course evaluation. Assignment and instructional feedback in this course may include suggestions for academic and/or professional growth. As a result of either personal or in-class interactions, students may be referred to the CWI Care team in the form of Concern Reports to address issues regarding attendance, academic support needs, life concerns, and/or conduct issues, etc. Feedback and referrals such as these are a part of CWI’s commitment to assist students in successfully completing their goals.

**CWI E-mail, Schoology, and Blackboard Accounts**

All registered CWI students receive a college email and Blackboard account. It is the student’s responsibility to access both accounts regularly to avoid missing important messages, deadlines, materials, and assignments. Note: Students must use their CWI email accounts and should not use their personal email accounts when communicating with their instructors.

• Students are expected to participate in lecture, discussions, and group projects.

• No eating, drinking in class. Class is also shared as a lab and due to safety rules students

using the course as lecture also have to follow these rules.

• Non-laboratory use of electronic devices (texting, talking, posting/reading social media,

etc.) is disrespectful to instructors and other students, and it is a waste of everyone’s time. If a student needs to make a call or send a text, they are asked to please leave the lab to do so. If a student is found to be using an electronic device for any non-laboratory purpose in the lab, they will be asked to put the device away.

• It is expected that each student complete the end of course evaluation.

• Please contact the instructor for approval before bring guests or children to class.

• In case of class cancelation, I will notify class on the teacher’s website, and/or email.

**Accommodations**

Students with disabilities who believe that they may qualify for accommodations in this class are encouraged to contact the One Stop Student Services Center and discuss the possible accommodations with an advisor. If you have a disability, please initiate this contact as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please contact the One Stop Student Services at 562-3000.

In addition to relying upon themselves, I encourage students to form study groups with other students as this can lead to a collaborative environment where students can contribute to each other’s success. I will also be available to help students find success in this course (see instructor availability at the beginning of this syllabus).

Note: The estimated time described above is calculated based on the fall and spring semesters when students meet once a week for lab. During the summer session the estimated time outside of the lab will double as there will be two lab sessions each week.

**Cell Phone and Computer Use**

The use of cell phones, tablets, laptops, and other devices can enhance learning in a laboratory setting. However, the non-class related use of electronic devices (texting, talking, posting/reading social media, etc.) is disrespectful to instructors and other students, and it is a waste of everyone’s time. If a student needs to make a call or send a text, they are asked to please leave the class to do so. If a student is found to be using an electronic device for any non- classroom purpose in the class, they will be asked to put the device away. If they choose not to comply with this request, they will be unable to remain in the class, they will receive a zero on all activities and assignments pertaining to that class (including homework and post-lab quizzes, etc.), and they will be unable to make-up the classwork.

**Classroom Safety**

A copy of the classroom safety rules and procedures will be posted on the class website and will be reviewed during the first week of class. These rules and procedures must be followed by all students in the class at all times. If a student is found out of compliance with the safety rules and procedures, they will be asked to adhere to these rules and procedures. If they choose not to comply with this request, they will be unable to remain in the lab, they will receive a zero on all activities and assignments pertaining to that classwork (homework, quizzes, etc.), and they will be unable to make-up the work.

**Medical Concerns**

During this class, students may be asked to interact with a variety of organisms, specimens, microbial agents, and various chemical compounds. While proper protective equipment and safety training will be provided and contact with these materials will be at levels which are safe for a healthy individuals, individuals with certain medical conditions may be at risk. Thus, all students are advised to discuss any medical conditions (immunocompromised conditions, pregnancy, etc.) with their health care provider before committing to this course. Appropriate accommodations may be made, as determined by Student Disability Services (SDS), but it is the student’s responsibility to contact SDS and arrange any accommodations in a timely manner. Students are responsible for all material covered in this course, regardless of any inability to participate due to any medical condition.

Please refer to the Grading Policy in the Course Syllabus for details regarding assignment submission expectations. Failure to meeting assignment submission expectations will result in a zero.

***Academic Engagement (Attendance) Prior to Census***

Completion of this course requires enrollment in both the fall trimester (Trimester 1) and the winter trimester (Trimester 2). Attendance will be taken each day as required by Bonneville Joint School District policy. Attendance, including logging into Blackboard, may be reported to financial aid. Students who fail to attend or login may be marked as never attended. Students may be dropped from the course as well for non-attendance and participation.

Completion of online assignments and activities are required throughout the course but also during the first two weeks of the course.

During the rest of the semester: To do well in the course, regular attendance and participation is a must. You are expected to participate in all on-line assignments. There is a lot to learn in this course, and concepts discussed later in the course build on concepts learned in Biology 111 and in the earlier chapters in this course. If you fall behind, and don’t process the concepts when they are first presented, it is very difficult to catch up.

It is advisable if you are having trouble in the course and decide to stop attending at some point in the semester that you then withdraw from the course. If you do not initiate the withdrawal and do not complete the course you will be assigned an “F” for the final grade. Last date of attendance for students who fail the class will be reported with the grade to prevent financial aid abuse. As attendance is taken each day, the last date of attendance will be the last date of attendance.

***Personal Technical Skills***

This course will not provide information on how to use a computer, use Blackboard, navigate the web or manage electronic files. Students who are having difficulty should contact their instructor, [IT Help Desk](http://cwi.edu/current-students/computer-technical-help) or [Tutoring Services](http://cwi.edu/current-students/tutoring-services). Please use the resources listed above or speak with the instructor before dropping a course.

Students must be able to do the following with or without accommodation:

* Use an internet browser to navigate the internet, Schoology, and Blackboard.
* Download, upload, create, save, edit and open documents using Microsoft Office applications, such Word, Excel and PowerPoint.
* Download and upload audio and video files.

***Methods of Delivery***

Students will be able to access information regarding the course from the instructor’s website. [www.walkersclass.com](http://www.walkersclass.com) Students can complete their assignments from the Schoology website. Exams and quizzes will be administered in class. Lectures will be typically be via powerpoint slides and students can download the presentations and notes guides from the instructor’s website. Discussions, projects, and a signature assignment will be associated with the class. Guest speakers may also present topics to the class.

***Civility and Behavioral Expectations***

The College of Western Idaho is committed to educational excellence and recognizes that to achieve that excellence, students, faculty, and staff have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations. Membership in the CWI learning community places a special obligation on all members to preserve the safe learning environment, regardless of the medium of the environment. It is the responsibility of instructors to determine, maintain, and enforce the standards of behavior required to preserve that safe environment.

Behavior that has a negative impact on the learning environment is prohibited. Such behavior may include, but is not limited to, rude, sarcastic, obscene, or disrespectful and/or disruptive behavior. Instructors will determine the appropriate response to problematic behavior in line with the procedures stated in the CWI Student Handbook. Problematic behavior may result in a student being removed from the class session and/or referred to the CWI Academic Conduct Process. For information on how problematic behavior will be managed, see the [CWI Student Handbook](https://search.cwi.edu/s/redirect?collection=cwi-search&url=https%3A%2F%2Fcwi.edu%2Fstudent-handbook&auth=ouOUW23jnZyYOyNes8hBrQ&profile=_default&rank=1&query=student+handbook). It is the student’s responsibility to check their email to receive notification of any scheduled appointments or other urgent communications.

Any student or other member of the learning community may report a violation of the Student Code of Conduct [here](https://cm.maxient.com/reportingform.php?CollegeofWesternID&layout_id=8).

***Academic Integrity***

One of the College’s Core Themes is [Instructional Excellence](http://cwi.edu/info/mission-and-vision), and in order to achieve instructional Excellence, academic integrity must be upheld. Academic Integrity is the “commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. … these five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academy” ([*The Fundamental Values of Academic Integrity*,](https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf) 2013). These values are especially important in how students represent their own learning, ideas, and work. Practicing academic integrity includes, but is not limited to, non-participation in the following behaviors: cheating, plagiarism, falsifying information, unauthorized collaboration, facilitating academic dishonesty, and violating program policies and procedures.

For additional information on academic integrity expectations, see the [Student Code of Conduct](https://cwi.edu/student-handbook/2-standards-conduct). Violations may result in disciplinary action ranging from failure of the assignment to failure of the entire course. Acts of academic dishonesty, especially when sanctions are given, are reported and run through the Academic Conduct Process. Repeated acts of academic dishonesty have more severe institutional consequences.

***Title IX & Respectful Community***

Title IX guarantees all students the right to an education free from discrimination on the basis of sex. This includes the right to an education free from sexual harassment, including sexual assault. This may include unwelcome conduct of a sexual nature in class, or in online discussion boards or through chat or video conferences. This law also protects students from discrimination based on pregnancy or being a parent and provides support options as well. If you, or someone you know, may have been experienced sexual harassment or discrimination of any kind, you are encouraged to report it to the College Title IX Coordinator by completing a [report here](https://cm.maxient.com/reportingform.php?CollegeofWesternID&layout_id=9), or by e-mailing [respectfulcommunity@cwi.edu](mailto:respectfulcommunity@cwi.edu). Filing a report allows the College to provide supportive measures to those involved. It does not obligate a student to go forward with an investigation, and all information reported is protected under federal law. For more information, [click here.](https://cwi.edu/current-students/title-ix-information)

***Student Services***

CWI provides a number of offices and services to assist students on their academic journey. Below is a list of the services most commonly accessed by students:

* [One Stop Service Centers](https://cwi.edu/current-students/one-stop-student-services) – Provides assistance with admissions, advising, registration, financial aid, and most other common needs you may have. They are a good first stop for any questions.
* [Student Disability Services](https://cwi.edu/current-students/disability-services) – Provides accommodations and support for students with a range of disabilities.
* [Counseling Services](https://cwi.edu/current-students/counseling-services) – Short-term counseling for students provided free of charge.
* [Library & Research Support](https://cwi.edu/current-students/library) – Assists students with research, study skills, textbook reserves and other services key to academic success.
* [Tutoring Center](https://cwi.edu/current-students/tutoring-services) – Free tutoring services on a range of academic subjects, available to all enrolled students.
* [Writing Center](https://cwi.edu/current-students/writing-center) – Provides strategies to help students identify opportunities to improve the quality of their writing, free of charge.
* [Assessment & Testing](https://cwi.edu/current-students/assessment-and-testing-centers) – Proctoring services for a range of course exams, accommodated testing, and outside certification tests.
* [Student Affairs](https://cwi.edu/current-students/student-affairs) – Provides a range of engagement opportunities, including professional and interest organizations, student government, support for veteran students & families, and CARE Services to support students through unexpected life events.

***CWI COVID-19 Response***

CWI is committed to providing a safe learning environment for all of our students. We will be monitoring the class environment and delivery to ensure continued compliance with CDC and State of Idaho guidelines. Any change to course delivery will be communicated directly to students.

## Emergency Procedures

CWI posts instructions for evacuation in all rooms and encourages everyone on campus to review the [CWI Emergency Handbook](https://cwi.edu/file/cwi-emergency-handbook).

# **Idaho General Education Matriculation (GEM) Competency**

This course meets the Idaho State Board Gen Ed Matriculation (GEM) course competencies for**Scientific Ways of Knowing** courses. For more information see the [State Board competencies](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fboardofed.idaho.gov%2Fboard-policies-rules%2Fboard-policies%2Fhigher-education-affairs-section-iii%2Fiii-n-general-education%2F&data=04%7C01%7Ccourtneybond%40cwi.edu%7C3c351c8c09614fab27a508d8fb9bf1dd%7C013b1fb57ef14acab4944c331ab11816%7C0%7C0%7C637535994497286124%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=HE0XYPutDeUTlRz4%2F%2F8Fdx%2BwoCFhuxo4N2qBQCul%2Fk4%3D&reserved=0).

This course fulfills the Idaho General Education competency area of Scientific Ways of Knowing by meeting the following competencies:

* 1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. (Fulfilled by all learning outcomes.)
  2. Interpret and communicate scientific information via written, spoken, and/or visual representations. (Fulfilled by all learning outcomes.)
  3. Describe the relevance of specific scientific principles to the human experience. (Fulfilled by all learning outcomes.)

***Signature Assignment***

This course meets the Gen Ed Program Outcome of **Utilize Information Literacy Skills** through its Signature assignment. For more information see the [CWI Gen Ed Program Outcomes](https://catalog.cwi.edu/degree-certificate-requirements/general-education/#text).

***Concern Resolution***

If, at any time during the progression of the course, you have a concern about the course material, your academic progress, etc. please contact me either via email or by phone. It is best to begin these conversations with me as soon as possible so that we can find a resolution or answer to your questions. After you have spoken with me, you may also find it helpful to reach out to the Biological Sciences Department Chair, Daniel Beckman ([danielbeckman@cwi.edu](mailto:danielbeckman@cwi.edu)), for any additional questions or concerns. You can contact the Biological Sciences Dean, Kae Jensen by email at [kaejensen@cwi.edu](mailto:kaejensen@cwi.edu) or by phone 208-562-3336.

***Academic Affairs Objectives:***

This course meets the following Academic Affairs Objectives:

**Learn to Learn**. Students learn that as important as content knowledge is, shaping one’s future requires the development of skill in discerning, applying, analyzing, synthesizing and evaluating knowledge in diverse contexts. The educational experience at CWI prepares students for a world in which they are likely to change occupations and face unpredictable life events. We strive to develop courses and learning experiences that give students the tools to confidently thrive in a complex, information-saturated, diverse, and dynamic world.

**Make Connections**. Students learn success in today’s interconnected world requires deliberate engagement and comfort with multiple perspectives, cultures, and contexts. In navigating difference and diversity in the natural and social worlds, students connect ideas, forms of knowledge, and practices to create a richer understanding of themselves as personally and socially responsible citizens.

**Solve Problems**. Students identify problems, analyze and implement solutions, and interpret and reflect on outcomes to develop skills to individually and collaboratively face challenges and create opportunities.

**Reason Ethically**. Students learn that ethical ideas and moral conduct may be understood from many perspectives: as products of historical, cultural, and religious forces, as reflections of human nature, and as personally held attitudes and beliefs. Students learn to articulate ethical self-awareness, ethical issue recognition, and varieties of ethical perspectives to evaluate, create, and live consciously according to their own personal moral values.

## Affidavit of Syllabus as Contract

This syllabus serves as a contract between the instructor and the student. By continuing in this course, you accept the terms outlined in this document and acknowledge that any changes to this syllabus will be posted in Schoology/Blackboard, on the teacher’s website and/or with a class announcement.

## Bonneville Joint School District Policy Disclaimer

“As a university course, parents and students may not be entitled to the same

accommodations as can be provided in a regular high school course. Requests to

withdraw from curriculum or assignments in dual credit classes pursuant to Idaho

Code 33-6001 and Board Policy 2428 Parental Rights; may prevent students from

earning college credits; however, students will still be provided the opportunity to

earn high school credit.”