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| College of Western Idaho Logo | ***The College of Western Idaho Course Syllabus******[Biology 112- Spring 2023]*** |

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

Students and Instructors are accountable for all information on this syllabus, which is in this course’s Blackboard/Schoology Site.

**Course Information**

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| ***Department of Biological Sciences*** | Mr. Dale Walker |
| ***General Biology 2*** | Office: BHS: A-wing 214 |
| Biology 2-BIOL 112-002DDual Credit-In Person Classroom Course | walkerda@d93mail.com (208) 520-4406 |

## Students and Instructors are accountable for all information contained within the Course Syllabus, as well as the Institutional Syllabus Addendum, which is located on the Blackboard or Schoology site for this course. For further information regarding Library resources, accommodations, and more, please refer to the addendum on Bb.

## Catalog Course Description

## This course is designed for science majors and provides an overview of evolution, the diversity of life, ecology, and the fundamentals of organismal structure and function. All domains and kingdoms of life are included, with the primary focus on plants and animals. Students will complete a taxonomic and comparative study of organismal anatomy, physiology, and evolutionary relationships. PREREQ: BIOL 111 and BIOL 111L. PRE/COREQ: BIOL 112L. This course meets the Academic Affairs objectives as defined below in the Academic Affairs Objectives section.

BIOL 112L is a different course and only conceptually related to our class; please treat it as such.

***Course Schedule***

This course meets 4 days a week for 1 hour each day (Monday-Friday). The hour to attend is assigned by the school district. The class meets in RM 214 at Bonneville High School. The course is a 15-week course beginning the third week of January 2023 and ends the 1st of June 2022. Finals will be given on the 30th and 31st of May as outlined by the school district policy. Also, the week of spring break is not included (20-24 March).

***Instructor Availability***

Office hours: Monday 8:00-11:00 am. Room 214. Students can contact the teacher by phone (208-525-4406) or email (walkerda@d93mail.com). Email is the most preferred way to contact the professor.

***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 Learning Outcomes

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

1. Students will be able to discuss and describe evolution as a process and a theory in biology, natural selection as the mechanism of evolution, and microevolution as a process driving macroevolution.
2. Students will be able to discuss and describe concepts of macroevolution, the origin of species and biological novelty, and the history of life on Earth to create a framework for understanding phylogeny and the connections between macroevolution and classification.
3. Students will be able to discuss and describe plant and animal evolution and the major adaptions that supported biological radiations and diversity.

***Outcomes Assessment***

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

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| --- | --- | --- |
| Student Learning Outcomes | Expanded Description of Student Outcomes | Method of Assessment |
| Students will be able to discuss and describe evolution as a process and a theory in biology, natural selection as the mechanism of evolution, and microevolution as a process driving macroevolution. | 1. Students will consider and discuss the Darwinian revolution that challenged the idea of unchanging species.
2. Students will be able to explore and describe natural selection as the mechanism for descent with modification.
3. Students will consider and discuss the diverse lines of scientific evidence in support of evolutionary theory.
4. Students will consider and describe how genetic variation makes evolution possible.
5. Students will explore, analyze and discuss the primary mechanisms of evolution including natural selection, genetic drift, and gene flow
 | Exam, Quiz, and Homework Assignments, Signature Assignment |
| Students will be able to discuss and describe concepts of macroevolution, the origin of species and biological novelty, and the history of life on Earth to create a framework for understanding phylogeny and the connections between macroevolution and classification. | 1. Students will consider and discuss the criteria biologists use to define biological species.
2. Students will explore, analyze and describe the various models of speciation resulting in reproductive isolation.
3. Students will explore and describe scientific hypotheses for the origin of life.
4. Students will consider and describe key events in life’s history including the first single-celled organism, the origin of multicellularity, and the colonization of land.
5. Students will be able to understand and explain the role of developmental genes in the evolution of biological novelty.
6. Students will explore phylogenies and how these hypotheses are constructed and used by biologists.
7. Students will understand how molecular clocks help biologists track evolutionary time.
 | Exam, Quiz, and Homework Assignments, Signature Assignment |
| Students will be able to discuss and describe plant and animal evolution and the major adaptions that supported biological radiations and diversity. | 1. Students will explore the origins of land plants
2. Students will be able to identify and analyze key adaptations in plant evolution including vascular tissues, seeds, and flowers
3. Students will explore and discuss the origins of animals
4. Students define characteristics of animals that separate them from other heterotrophic organisms
5. Students identify and analyze key adaptations in animal evolution including symmetry, tissue development, and gene duplication events
6. Students will explore the origin and evolution of vertebrate animals including humans
 | Exam, Quiz, and Homework Assignments, Signature Assignment |

***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 take 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. Concepts expressed in the classroom are for educational purposes, and a student’s adherence to any particular belief system will not be used as evaluative criteria.

Points will be earned for each exam, quiz, and homework assignment. ***Biology 2*** ***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 4 Unit-exams = 30%

80% - 89.9% of points = B 1 Final Exam = 10%

70% - 79.9% of points = C 12 Quizzes = 20%

60% - 69.9% of points = D 4 Unit-Homework = 25%

Below 60% of points = F 1 Research Paper= 15%

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. If a student has a school excused absence on a quiz or exam day, the student is responsible to make up the exam on the next office hours available.

**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. If a student has an excused absence on the day of the assignments are due and has not submitted classwork then it is considered late. Late work is NEVER accepted. It is expected students have turned in the work by the due date. Students can turn in work any time before the due date.

**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. Presentations will be given during finals week. Detailed instructions for the project will be posted on the teacher website, and/or provided in class.

## 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**. **ISBN-10 ‏ : ‎ 0321558235**

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

*You may provide students a separate more detailed calendar but you must include the table below in your syllabus.*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Week | Dates | Topic/Chapter | Notes |
| Week 1 | 24-27 Jan | Chapter 21: Genomes and Evolution | Unit 1: Assignment 1: Genomes and EvolutionQuiz: Genomes and Evolution |
| Week 2 | 31 Jan -3 Feb | Chapter 22: Decent with Modification | Unit 1: Assignment 2: Decent with ModificationQuiz: Decent with Modification |
| Week 3 | Feb 6 – 10 Feb | Chapter 23: The Evolution of Populations | Unit 1: Assignment 3: The Evolution of PopulationsQuiz: The Evolution of Populations |
| Week 4 | 13-17 Feb | Chapter 24: The Origin of Species | Unit 1: Assignment 4: The Origin of SpeciesQuiz: The Origin of Species |
| Week 5 | 20-24 Feb | Chapter 52: Introduction to EcologyChapter 53: Population Ecology | Unit 2: Assignment 1: Energy and EcosystemsUnit 2: Assignment 2: Population EcologyQuiz: Energy and Ecosystems |
| Week 6 | 27 Feb – 3 Mar | Chapter 54: Community Ecology | Unit 2: Assignment 3: Community EcologyQuiz: Population Ecology QuizQuiz Community Ecology Quiz |
| Week 7 | 6-10 Mar | Chapter 25: History of Life on EarthChapter 26: Phylogeny | Unit 3: Assignment 2: History of Life on EarthQuiz: History of Life on EarthUnit 3: Assignment 3: PhylogenyQuiz: Phylogeny |
| Week 8  | 13-17 Mar | Chapter 29: Plant Diversity 1Chapter 30: Plant Diversity 2 | Unit 4: Assignment 1: Plant Diversity 1Quiz Plant Diversity 1Unit 4: Assignment 2: Plant Diversity 2Quiz: Plant Diversity 2 |
| Week 9 | 27-31 Mar | Chapter 30: Plant Diversity 2Chapter 31: Fungi | Unit 4: Assignment 3: FungiQuiz: Fungi |
| Week 10 | 3-7 April | Chapter 32: Overview of Animal Diversity | Unit 5: Assignment 1: Overview of Animal DiversityQuiz: Overview of Animal Diversity |
| Week 11 | 10-14 April | Chapter 33: An Introduction to Invertebrates | Unit 5: Assignment 2: Introduction to Invertebrates |
| Week 12 | 17-21 April | Chapter 33: An Introduction to Invertebrates | Quiz: Introduction to Invertebrates |
| Week 13 | 24- 28 April | Chapter 34: Evolution of Vertebrates | Unit 5: Assignment 3: Evolution of Vertebrates |
| Week 14 | 1-5 May | Chapter 34: Evolution of Vertebrates | Unit 5: Assignment 3: Evolution of Vertebrates |
| Week 15 | 8 May-31 May | Chapter 34: Evolution of Vertebrates | Quiz: Evolution of VertebratesResearch Paper Due: 18 May.  |

The final exam/class meeting will occur on 06/1/2023.

## 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 a school excused absence on a quiz or exam day, the student is responsible to make up the exam on the next office hours available. 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.

***Academic Engagement (Attendence) Prior to Census/Attendance Policy***

CWI must verify that students have met academic engagement prior to census in order to confirm that students are active in their courses and eligible for financial aid. Academic engagement is active participation by a student in an instructional activity such as attending class, submitting an assignment, participating and/or completing online activities, or one-on-one interactions with the instructor.

Completion of this course requires enrollment in both the Winter trimester (Trimester 2) and the Spring trimester (Trimester 3). 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. Students will be expected to complete unit 1 assignments on blackboard.

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 Blackboard website through CWI. 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. 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.

## Laboratory Safety:

Students will be expected to read and abide by the lab safety guidelines demonstrated and reviewed in class before lab activities.

## 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***

Students will complete a research paper/signature assignment (SA) for lecture that is designed to assess: 1) how well students are able to tie together major concepts in this class and 2) how well students demonstrate the relevance of biological principles in interpreting the world around them with respect to the human experience.

The research paper/(SA) for this course will be a research paper written in APA format. The assignment will be introduced on week 4 and will be due on Blackboard during week 15 of the semester. Activities will be carried out during class that are designed to help students select topics, gather information and construct a well-organized paper.

The research paper/(SA) is designed to allow students time to research several aspects to a specific topic and then report on that topic.

There may or may not be a signature assignment in your lab section. Please refer to your lab syllabus for more information.

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, Nicole Frank, for any additional questions or concerns. You can contact the Biological Sciences Dean, Kae Jensen by email at 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.

[x]  **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 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.”