

**IB 104 Fall 2021 Animal Biology**  
**Course syllabus**

**Course information**

Course website: [IB 104 F21 Moodle site](#)

Lecture Time: 11-11:50 am MWF

**Lecture Zoom link is available in Moodle. Access is only through students' UIUC accounts.**

Credit: 4 hours

Contact hours: 6 (3 lecture hours plus 3 lab hours)

Labs will meet in person.

**Instructor**

Dr. Lily Arias

[larias@illinois.edu](mailto:larias@illinois.edu)

Student hours: Thursdays 2-3 pm. Instructor will be available via Zoom every week, and in person and via Zoom every other week. Check "Course information" each week for updated information.

**Lecture Zoom link will be used for Student hours**

**Teaching Assistants**

Lisa Surber (Lecture and lab TA)

[lsurber2@illinois.edu](mailto:lsurber2@illinois.edu)

Lab sections: ABH

Student hours: W 10-11 am, 2082 NHB

Katherine Strailey (Lab TA)

[ks26@illinois.edu](mailto:ks26@illinois.edu)

Lab sections: ABD, ABL

Student hours: R (Thursday) 3-5 pm, 2082 NHB

Lance Jones (Lab TA)

[lanceej2@illinois.edu](mailto:lanceej2@illinois.edu)

Lab sections: ABE, ABJ

Student hours: M 1-3 pm, 2082 NHB

**Required text and materials**

1. Biology 2e, Clark, Choi, Douglas 2018. OpenStax. Rice University. Publish Date: Mar 28, 2018. Web Version Last Updated: Aug 31, 2020. Free-access textbook: [Link to textbook](#) View online or download PDF.
2. Lab handouts will be available in Moodle each week

Please note that the information in this syllabus may be subject to change. Students will be notified in advance of any changes.

## **Introduction to IB 104 Animal Biology. Catalog description**

Animal Biology is an introductory biology course that focuses on the fundamentals of anatomy, physiology, genetics, evolution, diversity, ecology, and behavior. This course emphasizes the application of the scientific method to all areas of biology and the development of graphic and critical thinking skills.

### **Student learning outcomes**

- Understand the fundamentals of animal anatomy, physiology, genetics, evolution, diversity, ecology, and behavior.
- Use critical thinking skills to solve diverse problems.
- Evaluate and distinguish between true and false information related to science displayed on the news or social media.
- Use the scientific method approach to evaluate situations occurring in our daily lives.
- Plot and interpret different types of graphs.
- Being able to collaborate with classmates to complete activities.
- Take control of their own learning.

### **Course structure**

The course follows a flipped classroom approach. Students must read selected material from their textbook before coming to class. Time in class will be used to review main points and to apply concepts learned to real case scenarios. Lectures are interactive and require student participation. Labs correspond to lecture material.

IB 104 is a four-hour credit course and it contains both lecture and lab components. You are expected to spend 8 hours per week outside of class working on lecture and lab materials. Actual time commitments will vary depending on your input, needs, and personal study habits.

### **Course components**

#### **Pre-lecture quizzes**

Students will read assigned pages on the textbook before coming to class. Pre-lecture quizzes evaluate student's preparation with basic questions. Quizzes close before class starts. Each quiz is worth 5 pts. Six lowest scores will be dropped.

#### **In-lecture participation**

There will be activities and/or questions in every lecture. To complete these activities you will work individually or in small groups. Each lecture, students will get 4 points for submitting their answers regardless of whether they are correct or not. Four lowest scores will be dropped.

#### **Homework**

There will be 12 weekly homework assignments in Moodle. Each is worth 10 points. Homework assignments open on Monday 00:00 AM and close on Sunday 11:59 PM. Two lowest scores will be dropped.

#### **Exams**

There will be 3 online lecture exams, each one worth 100 points, and given via ProctorU Review Plus. Exams will cover lecture and lab material, including quizzes and homework. If you have a conflict or a personal emergency, you must provide proper documentation to be allowed to take a make-up exam. The final exam is cumulative and optional, only for students that wish to

improve their grades. This final exam will be given in person. The grade on this final exam will replace the average of the three semester exam scores.

**Labs**

There will be 13 weekly labs. Each lab is worth 20 points. Each week, there will be a combination of individual and group activities. There will be two paper quizzes during the semester, each one worth 20 points.

**Grade distribution**

The lecture component comprises 70% of your final grade, and the laboratory component comprises 30%.

Course Component	Points	Percent
Participation (38 lecture activities x 4 pts. each, three lowest scores are dropped)	140	14.0%
Pre-lecture quizzes (38 quizzes x 5 pts. each, six lowest scores are dropped)	160	16.0%
Homework (12 assignments x 10 pts. each, two lowest scores are dropped)	100	10.0%
Exam 1	100	10.00%
Exam 2	100	10.00%
Exam 3	100	10.00%
Labs	300	30.00%
Course Total	1000	100.00%

Lab component	Points	Percent
Weekly activities (13 labs x 20 pts. each)	260	26%

Lab quizzes (2 quizzes x 20 pts. each)	40	4.0%
Lab Total	300	30%

### **Grading scale**

<b>Percentage</b>	<b>Letter Grade</b>
97-100	A+
94-96.5	A
90-93.5	A-
87-89.5	B+
84-86.5	B
80-83.5	B-
77-79.5	C+
74-76.5	C
70-73.5	C-
67-69.5	D+
64-66.5	D
60-63.5	D-
Below 59.5	F

### **Absences policy**

Attendance in lectures and labs is mandatory. For all lecture grading items, lowest scores will be dropped.

Missed labs can be made up for full credit by attending another section that same week only if this is due to an emergency AND if the TAs for both sections approve it. Students need to provide documentation that proves that the absence was due to an unavoidable situation. If an excusable absence cannot be made up due to sections being full, students must attend any TA's office hours to complete a worksheet for full credit before their next lab session. **All COVID-19 related absences are verified absences that will be excused.** Instructors will have access to information about students that miss class due to COVID-19-related issues.

If absence was not due to an excused situation, then students should contact their TA to find a spot in another section and submit worksheet for 75% of credit. If unable to make-up the lab, they have until their next lab session to submit the worksheet for 75% of credit. Students can only make-up labs due to unexcused absences twice during the semester. For official University sponsored absences, students must make arrangements with the TAs prior to the event.

Students must provide an official letter from a University instructor or coach. Any other absences must be documented with a letter from the Provost to be excused.

The University of Illinois Urbana-Champaign is committed to upholding Illinois law requiring the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to class attendance and the scheduling of examinations and work requirements. Accommodations will be provided for students who have a religious observance

as outlined in the *Student Code*, Article 1, Part 5 – Class Attendance and Article 1, Section 1-107 on Religious Beliefs, Observances, and Practices.

### **COVID 19 statement**

**Students who feel ill** must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work. Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

All students, faculty, staff, and visitors are required to **wear face coverings** in classrooms and university spaces. This is in accordance with CDC guidance and University policy and expected in this class.

**If a student is not wearing a face covering in your class**, ask them to put one on. If they refuse to put on a face covering, ask the student to leave. If the student refuses to leave, dismiss the class and report the student to the Office for Student Conflict Resolution for further discipline by filling out this form. Call UIPD, 217-333-1216, only if an individual becomes belligerent, disruptive and threatening.

Instructional faculty members may ask students in the classroom to show their **Building Access Status** in the Safer Illinois app or the Boarding Pass. Staff members may ask students in university offices to show their Building Access Status in the Safer Illinois app or the Boarding Pass. If the Building Access Status says “Granted,” that means the individual is compliant with the university’s COVID-19 policies—either with a university-approved COVID-19 vaccine or with the on-campus COVID-19 testing program for unvaccinated students.

Students are required to show only the Building Access Screen, which shows compliance without specifying whether it was through COVID-19 vaccination or regular on-campus testing. To protect personal health information, this screen does not say if a person is vaccinated or not. Students are not required to show anyone the screen that displays their vaccination status. No university official, including faculty members, may ask students why they are not vaccinated or any other questions seeking personal health information.

Students must follow all COVID 19 University policies regarding face covering, vaccines, and testing.

### **Remote instruction statement**

Lectures will be taught synchronously via Zoom. Things to know About Zoom:

- You must sign in to my Zoom session using your UIUC ID and password.
- The Zoom sessions are recorded.
- Inappropriate classroom behavior will not be tolerated during Zoom sessions and may result in disciplinary action
- Lecture videos will be closed-captioned

### **Inclusivity Statement**

The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases will be subject to University harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

### **Student Accommodations**

Students with disabilities who require assistance to participate in this class must provide the instructor with the Letter for Academic accommodations drafted by the DRES staff. The instructor will assist with the provision of accommodations when reasonable and necessary. Follow this link to learn more about students accommodations and DRES

<https://www.disability.illinois.edu/academic-supports/accommodations/academic-accommodations>

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, email [disability@illinois.edu](mailto:disability@illinois.edu) or go to the DRES website. If you are concerned you have a disability related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting “Sign-Up for an Academic Screening” at the bottom of the page. If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students: Writer’s Workshop Undergrad Library 217-333-8796

### **Academic Integrity**

It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Follow this link to learn what behaviors are considered infractions to the academic integrity policies. <https://studentcode.illinois.edu/article1/part4/1-402/>

### **Emergency situation**

Emergencies can happen anywhere and at any time, so it’s important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there’s ever a fire alarm or something like that, you’ll know how to get out and you’ll be able to help others get out. Next, figure out the best place to go in case of severe weather – we’ll need to go to a low-level in the middle of the building, away from windows. And finally, if there’s ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we’ll want to hide somewhere we can’t be seen, and we’ll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it’s safe to do so. If we can’t run or hide, we’ll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit [police.illinois.edu/safe](http://police.illinois.edu/safe). Remember you can sign up for emergency text messages at [emergency.illinois.edu](http://emergency.illinois.edu).

## Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with almost any kind of emergency – like severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.



### Run

Leaving the area quickly is the best option if it is safe to do so.

- ▶ Take time now to learn the different ways to leave your building.
- ▶ Leave personal items behind.
- ▶ Assist those who need help, but consider whether doing so puts yourself at risk.
- ▶ Alert authorities of the emergency when it is safe to do so.



### Hide

When you can't or don't want to run, take shelter indoors.

- ▶ Take time now to learn different ways to seek shelter in your building.
- ▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
- ▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area if possible, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.



### Fight

As a last resort, you may need to fight to increase your chances of survival.

- ▶ Think about what kind of common items are in your area which you can use to defend yourself.
- ▶ Team up with others to fight if the situation allows.
- ▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of people with disabilities who may need additional assistance in emergency situations.

### Other resources

- ▶ [police.illinois.edu/safe](http://police.illinois.edu/safe) for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
  - ▶ [emergency.illinois.edu](http://emergency.illinois.edu) to sign up for Illini-Alert text messages.
  - ▶ Follow the University of Illinois Police Department on Twitter and Facebook to get regular updates about campus safety.
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