

**Summer 2023 Syllabus**

**GENERAL BIOLOGY I - BSC 1010C**



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**Office Hours:** Email to set up meeting times

# Required Text:

1. **Textbook:** Campbell Biology, Custom Edition for Valencia College, Volume 2 w/ Mastering Biology.

**ISBN: 9780137351824 or 9780137351916**

**For the Online Labs for this course, you will need the following:**

1. **Connect Access Code Biology Virtual Labs**, First edition (2021). McGraw-Hill.

**ISBN: 9781264349739**

## **Optional Books and Study Aids:**

1. Student Study Guide for Campbell’s Biology, 11th edition. (2017) Taylor. Pearson Education.
2. Class Virtual Lectures. Ancona. Available online from the class web site.

# ABOUT THE COURSE

Welcome to the Fundamentals of Biology I (BSC1010C) course. This course is designed primarily for science majors and students of the various health-related professions and is a prerequisite for more advanced courses such as General Biology II, Human Anatomy & Physiology, Microbiology, Botany, and Zoology. Our primary emphasis will be upon living organisms at the molecular and cellular levels of organization.

## **Upon successful completion of this course, the student should be able to:**

l. Understand and describe the basic biological concepts of introductory organic and biological chemistry, cellular structure and metabolism, biological energetics, cell and organismic reproduction, and patterns of genetic inheritance.

1. Use basic laboratory equipment and techniques in order to (a) minimize apprehensions about "hands-on" laboratory activities, (b) compare scientific theory with experimental data and develop logical hypotheses, and (c) use critical thinking to improve inductive and deductive reasoning skills.

1. Show understanding of General Biology I concepts through satisfactory performance on the Department’s Comprehensive Final Exam.

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# Course Objectives

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

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

# Expectations

## **What you can expect of me**

* 1. Arriving on time
  2. Additional materials (videos, websites, classroom and homework activities) to help enhance your chapter readings and understanding
  3. Accurate power points
  4. Prompt email response (usually, I’ll email back in less than 24 hours)
  5. Grading done within 1 week of the assignment or exam
  6. Help when it is asked

## **What I expect from you**

* 1. Come to lab prepared and stay ahead of the material

**i) Read the chapters after every lecture and keep up with material**

* 1. Engage in lab and problem solve
  2. Following all BSC1010C policies
  3. Adhere to the **Student Code of Conduct** and **Academic Integrity**
  4. Ask questions when you have them, not days later.

# Valencia College Core Competencies

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

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

# GENERAL POLICIES:

1. **Attendance:** The College believes that regular attendance and class participation are significant factors, which promote success in college. Canvas, our course management system, logs your online activities and this record will be used to monitor your attendance. You are expected to participate in the weekly activities of the class, beginning during the first week of the semester and for the remainder of the semester, to remain in good standing in the class. **Failure to participate in the activities of the first week of class will identify you as a “no show” for attendance purposes and will result in an administrative withdrawal from class.**

1. **E-mail:** You should use email as a tool to set up a one-on-one meeting with me through Zoom. Use the subject line “Meeting request.” Your message should include at least two times when you would like to meet and a brief (one-two sentence) description of the reason for the meeting. **Emails sent for any other reason will not be considered or acknowledged.** I strongly encourage you to set up a Zoom meeting if your questions cannot be answered by looking through the Syllabus, Canvas or through an email to instructor.

1. **Virtual Labs:** Labs will be online through McGraw-Hill Connect and a virtual lab code needs to be purchased along with Biology textbook. All labs have a pre-set date on which they are do and **I DO NOT accept late lab work** (do not ask me to open labs since a lot of time is given to complete).

**McGraw-Hill Connect will be the program you will use for your virtual labs.  The following link is a video that will show you how to register for Connect through Canvas:**

[How to register for Connect through Canvas Deep Integration](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DeCYCq8iUonM&data=02%7C01%7Ckancona%40valenciacollege.edu%7C1eb04c8c02924dc0b56d08d7efb079ab%7C0e8866953d1741a88544135b0a92a47c%7C1%7C0%7C637241413537450177&sdata=IUuNsbGrEhxC3bIq%2BadVYBLlsAZSeykHPIJpj8s6Jes%3D&reserved=0)

**If you need Support with Connect here is the link and number: USA & Canada: (800) 331-5094** [https://mhedu.force.com/CXG/s/ContactUs](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmhedu.force.com%2FCXG%2Fs%2FContactUs&data=02%7C01%7Ckancona%40valenciacollege.edu%7C1eb04c8c02924dc0b56d08d7efb079ab%7C0e8866953d1741a88544135b0a92a47c%7C1%7C0%7C637241413537460175&sdata=3E7W8bhDwRYH8HrPznMpvLxm%2FII3BeleGnOaj8CHNAM%3D&reserved=0)

1. **MasteringBiology (Optional Practice):** Assignments have been created using the custom version of Pearson’s online adaptive learning software known as MasteringBiology. If you have purchased a new copy of the textbook you will find an access code for MasteringBiology bundled with the book. If you have purchased a used book or have a version other than the Valencia custom edition, you will can purchase a subscription to MasteringBiology through the portal found in the Canvas page for this class. This will cost $55 for the semester.

There are also a reading and a quiz for each of the sixteen chapters we will cover this semester. Each primary assignment also has an adaptive follow-up assignment attached to it. You can test out of the follow-up assignment, and automatically receive any points associated with it, by achieving a minimum score of 95% on the primary assignment.

1. **Chapter Study Guides:** You are required to prepare chapter study guides for each chapter covered in the semester. While these are to be turned in during the time of the exam covering each chapter, you are expected to have the study guides completed before we cover the chapters in the class; as completion of the study guides will allow you to participate fully in the learning process. Each study guide is worth 5pts towards your semester grade and failure to produce the study guide for each chapter will result in the automatic loss of those 5pts for each study guide. The study guides should be uploaded to Canvas as an assignment during the week the chapters are being covered. **You may do these study guides in whatever form you wish and there is no minimum or maximum length. However, it is intended that these study guides should be a genuine attempt to summarize the key information covered in each chapter, must be your own work and can be typed or hand written (if hand written you must scan your work in to Canvas).**

1. **Chapter Discussions:** Discussion posts will be assigned to certain chapters on different topics being covered in class. Students are required to answer questions with reputable cited information to support their concept or view**. Discussion posts should be more than two paragraphs, detailed and evidential support. It will be at the discretion of the professor if students will be required to respond to other student posts.** Discussion posts are worth 10pts each, totaling 60pts.

1. **Exams:** All exams will be based on both the lecture material and assigned reading. There will be three to four 60-minute, 25-50 question multiple choice lecture exams. **These will usually be held on the Wednesday or Thursday of the week in which they are scheduled**. There will also be a 2-hour, 80 to 100 question comprehensive multiple choice final examination at the end of the semester (**may be given by college depending on semester**). The lecture portion of your semester grade will be based on your score for the three or four lecture exams, lab grade, lab practical’s, discussions, plus your score on the final exam. **NOTE: During the exam, cell phones are not to be used or any other material.**

**Students must notify instructor 24 hours before exam if there is a problem with taking the exam on the assigned day (exam days pre-set and found on course syllabus and home page of Canvas course under “schedule” icon)**. If you miss an exam, you must contact the instructor, by email, within 24 hours of the exam date and present an excuse from an appropriate authority (doctor, police, judge, etc) to account for your absence. **Missed exams may be made up at the discretion of the instructor, based on your excuse. If you are not able to make up the missed examination, you will receive a zero. Failure to take the comprehensive final exam at the end of the semester will automatically result in an “F” grade.**

Grades will not be given out over the phone, or by email, by the instructor or the Department office staff. Please set up a Zoom meeting with instructor if you wish to discuss your exam grade (please give 24 hours for response from instructor). Grades will be made available to students as soon as possible after the exam in a manner that preserves student privacy. **The instructor has the ability to change ANY exam date with advance notice to students through Canvas announcement or email.**

1. **Grading:** There will be a total of **872** points available for the semester. These will be allocated as follows:
2. 400 points from in-class exams (4 x 100 points = 400 points)
3. 80 points from the Final Exam
4. 80 points from Student made Study Guides (5pts for every chapter)
5. 244 points from the labs [222 total lab points + 20 points/**lab practical exams**]
6. 60 points from Discussion Posts
7. 10 from Syllabus/Lab Quiz

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

|  |
| --- |
| **Grading Scale** |
| **100 – 90 % = A** |
| **89– 80 % = B** |
| **79 – 70 % = C** |
| **69 – 60 % = D** |
| **Less than 59 % = F** |

**There will be no additional curving.**

**9. Withdrawal:** You are responsible for initiating a voluntary withdrawal from the class prior to the published withdrawal date. **You must withdraw prior to the withdrawal date in order to avoid being given an “F” grade. After the official withdrawal date, you cannot withdraw from the course and your grade will be what you have earned.** Any student who withdraws from a class during a third or subsequent attempt in the same course will be assigned a grade of “F”. For a complete policy and procedure overview on Valencia policy 4-07 (Academic Progress, Course Attendance and Grades, and

Withdrawals) please go to:

http://catalog.valenciacollege.edu/academicpoliciesprocedures/courseattemptscoursewithdrawal/

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

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

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

Students guilty of engaging in a gross or flagrant act of academic dishonesty or repeated instances of academic dishonesty shall also be subject to administrative and/or disciplinary penalties which may include warning, probation, suspension and/or expulsion from the college.

**11. Technology Requirements:** The College uses the Canvas learning management system (LMS). The following link provides answers to common questions students may have about Canvas:

<https://valenciacollege.edu/faculty/canvas-resources/student-faqs.php>

The following link lists the minimum computer requirements to successfully run Canvas:

<https://community.canvaslms.com/docs/DOC-10721-67952720328>

If you have any concerns about whether your computer system is sufficient to support Canvas, please read this document.

**Please note – while Safari can be used for Canvas, Pearson has announced that Safari is not compatible with MasteringBiology. If you own an Apple-based system and use Safari, you will need to install a second browser to use to complete the required MasteringBiology assignments. The recommended browsers are Chrome and Firefox.** In addition to the minimum requirements, you are also required to have a webcam, either integral to your system or as an addition to your system (**may change/discretion of instructor to use, students will be notified before the start of course**).

In addition to these basic requirements, **you will also need to download the Respondus lockdown browser as it will be required for all online examinations this semester**. This browser is available for Windows- and Apple-based systems, but currently cannot be installed on Chromebook laptops. If you use a Chromebook for class, you must have access to a computer system that supports the Respondus browser in order to take the examinations. **You will also need to download, and install, the smartphone app CamScanner and install it on your smartphone**. This app turns your smartphone into a document scanner and saves your document into a single pdf document you can upload to Canvas. This app will help if any assignments need to be written out and then captured as a PDF to electronically turn into Canvas (**may change/discretion of instructor to use, students will be notified before the start of course**)

**12. Netiquette:** The term "netiquette" refers to the awareness of the need for a certain code of behavior (etiquette) in electronic environments (the net) ... Net + Etiquette = netiquette. Netiquette, while a general term, is complex at specific levels because there are so many different kinds of electronic environments, and so many different situations in which we may find ourselves in those environments.

Classes focusing on areas where electronic communication play a key, if as yet undefined, role in technical and professional communication, and it is our responsibility to be aware of our textual presence as it reflects upon our professional responsibilities, to ourselves and to our parents and students.

In order to maintain a positive online environment, we all need to follow the netiquette guidelines summarized below.

*All students are expected to:*

* show respect for the instructor and for other students in the class
* respect the privacy of other students
* express differences of opinion in a polite and rational way
* maintain an environment of constructive criticism when commenting on the work of other students
* avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

The following list summarizes the kind of behavior that is not acceptable. Each item listed below is grounds for removal from the class.

*Students should not:*

* Show disrespect for the instructor or for other students in the class
* Send messages or comments that are threatening, harassing, or offensive
* Use inappropriate or offensive language
* Convey a hostile or confrontational tone when communicating or working collaboratively with other students
* USE ALL UPPERCASE IN THEIR MESSAGES -- THIS IS THE EQUIVALENT OF SHOUTING!!!

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| --- |
| **13. Electronic devices:** **You are not allowed to record the professor unless you get consent from them. It is against the law to record an individual without their knowledge or consent and can be convicted as a crime (this includes lectures, meetings or any conversations).** If you are discovered using the device for other purposes, or it creates a distraction to other students in the class, you will be required to turn the device off. **Failure to comply, or repeated violation of this policy will result in your removal from the class.** All other electronic devices must be either in silent mode (not vibrate) or turned completely off during any online meetings. This includes all cell phones, pagers and beepers. If your device disrupts the class, you may be asked to leave the meeting. |

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

**15. Smarthinking Online Tutoring:** Smarthinking is a free online tutoring service, where you can receive live, online tutoring as well as submit your essays for comments. To access this resource, log into Atlas, click on the “Courses” tab, and click on “Tutoring (online) – Smart Thinking,” located under “My Courses.”

**16. BayCare Services:** BayCare is a private and confidential counseling service contracted by Valencia College that provides short-term assistance to credit students who need to resolve problems that are affecting their college performance. Examples might include stress, relationship/family issues, alcohol/drug problems, eating disorders, depression, and gender issues. If you are experiencing any of these issues, call 1-800-8785470 to speak to a professional counselor. For more information, log into Atlas, click on the “Students” tab, and click on “BayCare Health System,” located under “Health and Wellness.”

**17. Students with Disabilities:** Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of the semester to receive accommodations. If student does not provide letter, no accommodations will be given. If student provides letter of accommodations from OSD half way or near end of semester, student will receive listed accommodations from that point on to the end of class. **Professor has ability to evaluate accommodations and what can be used in class with permission of OSD.** The OSD (West Campus SSB 102, ext. 1523) determines accommodations based on appropriate documentation of disabilities.

**Tentative Course Schedule Below:** (NOTE: This is a tentative schedule and the instructor reserves the right to change this schedule without notice)

**You are required to read the assigned chapters listed below before coming to class. The instructor assumes that you have done so and your success in the class will be, in part, dependent on you doing so.**

**Week Beginning**

|  |  |  |
| --- | --- | --- |
| **Date** | **Laboratory Exercise** | **Lecture Schedule** |
| Week 1 | Lab: Reaction Times/Scientific M.  Lab: pH and Buffer/Properties H2O | Chapters 1, 2 and 3 |
| Week 2 | Lab: Introduction to Microscopy | Chapter 4 |
| Week 3 | Lab: The Cell | Chapter 5  **Exam 1 on 5/25** **(Chapters, 1, 2, 3)** |
| Week 4 | Lab: Diffusion I | Chapters 6 and 7 |
| Week 5 | Lab: Diffusion II | Chapter 8  **Exam 2 on 6/8 (Chapters 4,5,6,7)** |
| Week 6 | **Lab Practical I**  **Labs First 6 Weeks (Due 6/17)** | Chapter 9 |
| Week 7 | Lab: Enzymes | Chapter 10 |
| Week 8 | Lab: Respiration  Lab: Photosynthesis | Chapters 12 and 13  **Exam 3 on 6/29 (Chapters 8,9,10)** |
| Week 9 | Lab: Mitosis and Meiosis | Chapter 14 |
| Week 10 | Lab: Genetics (Hybrid Crosses)  Lab: Genotypes/Phenotypes | Chapter 15  **Exam 4 on 7/13 (Chapters 12, 13, 14)** |
| Week 11 | **Lab Practical II**  **Labs Second 6 Weeks (Due 7/22)** | Chapters 16 and 17 |
| Week 12 | **7/27 Thursday**  **Final Exam**  **(2h and 30min)** |  |

##### **Vacations and other important dates:**

* May 15 @ 11:59 pm – Drop/Refund Deadline
* May 29 – Memorial Day (College closed)
* **May 19 – Withdrawal deadline**
* May 29 **–** Memorial Day
* July 4 – Independence Day (College closed)
* August 1 – Classes end
* **July 24to August 1 – Finals Week**
* August 1 – Semester ends

#### **Guidelines for Effective Study and Exam Preparation**

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

###### **Day to Day:**

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

* 1. Always take the notes for a particular class in the same notebook. Spiral bound notebooks were invented because they solved the problem of keeping related information consolidated in one place. Take advantage of this.
  2. Date each entry into your notebook.

* 1. It is usually best to keep the notes for different classes separate from each other. Spiral notebooks with built in dividers are excellent for this purpose.

* 1. Your notes should contain as complete a record of what the instructor said as possible. Of course, you should not try to write every word spoken, but don't leave out ideas. When you study, your notes should call back to your mind the entire sequence of ideas presented. Take care to spell all new words carefully.
  2. Anything the instructor writes on the board should appear in your notes. If the instructor took the time to write it out, he or she considers it important. You should do the same.

* 1. If possible, try to take your notes in some kind of outline form. The organization of ideas is as important as the content of those ideas, especially when it comes to learning the material for an exam.

* 1. You might find it useful to have a second color of pen or pencil available for highlighting important ideas or indicating vocabulary.

1. Be involved in your classes. Don't simply pretend you are a sponge, ready to soak up whatever the instructor says. You are there to learn, not to be taught.

* 1. If the instructor is moving too rapidly for you, or if you don't understand what is being said, say something!

* 1. Ask questions if you are confused. Confusion is definitely your worst enemy.

* 1. If your class includes group activities, participate as fully as you can. Such exercises are done for your benefit, not to provide a break for the instructor.

1. Review your notes every day. This suggestion is one that we have all heard a thousand times. Unfortunately, most of us never really believe it until we actually try it. Spend 30 minutes or so each evening going over the notes from each class. There are at least two tremendous benefits to be gained from this discipline.
   1. Research has shown that reviewing new material within 24 hours of hearing it increases your retention of that material by about 60%. This means that you will be 60% ahead of the game the next time you walk into class. If you want to significantly reduce the time necessary to prepare for exams, this is the way to do it.

* 1. Reviewing material before the next class period enables you to identify points of confusion or omission in your notes, which prepares you to ask the questions you need to ask before the next lecture. Again, confusion is your worst enemy.

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

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

###### **Using Your Textbook**

1. Don't expect your instructor to give you detailed, page by page textbook assignments. While some may do so, many do not. College teachers are much more likely to expect you to use your own initiative in making use of the text.
2. In most cases, it will be most useful for you to at least skim the relevant chapters before each lecture.

You should receive a course outline/syllabus at the beginning of the semester, which will tell you the subject for each day. You may receive chapter references (or even page references), or you instructor may expect you to be perceptive enough to refer to the Table of Contents.

* 1. When you first approach a chapter, page through it fairly quickly, noting boldface headings and subheadings, examining figures, illustrations, charts, etc., and thinking about any highlighted vocabulary terms and concepts. Also take note of the pedagogical aids at the end of the chapter-study questions, summary, etc.

* 1. When you have finished surveying the chapter, return to the beginning and read in more detail. Remember to concentrate upon understanding. Don't simply read through the words. Any words that you don’t understand you should look up. If you own the book and intend to keep it, you may want to write definitions of such words in the margins. You may also find it helpful to make observations and other useful notes in the margins. If you don't intend to keep the book yourself, you should carry out similar activities on a page in your class notebook.

* 1. On this first trip through the chapter, you should concentrate upon catching the major subjects and points of the material. Also take note of those things that you don't understand. If the lecture on the material doesn't clarify those points, you should ask your instructor to explain.

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

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

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

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

###### **Preparing Assignments**

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

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

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

* 1. Your typist may have other customers who are just as anxious as you are.

* 1. A paper takes time to type.

* 1. Even the best typist makes mistakes. Your paper must be carefully proofread by you.

* 1. After proofreading, the typist must have time to make the necessary corrections.

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

1. If you have never written an assignment or class paper before, or if you are unsure of your writing skills, the Communications Support Center (located in building 5-261) can give you assistance.

###### **Preparing for Exams**

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

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

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

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

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

* 1. With a second color, highlight all vocabulary terms.

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

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

* 1. Make charts, diagrams and graphs.

* 1. Make lists.

* 1. If the subject matter includes structures, practice drawing those structures. Remember that a drawing is useless unless the important structures are labeled.

1. There are almost always types of information that you will have to memorize (e.g. vocabulary). No one has ever invented a better device for memorizing than flash cards.

1. One of the most universally effective ways to polish off your study activities is to prepare a self-test.

* 1. Challenge yourself as severely as you can.

* 1. As you are studying, keep a running collection of "exam questions." If you seriously attempt to write difficult and meaningful questions, by the time you finish you will have created a formidable exam. When you begin to feel you're ready for your instructor's exam, take out your questions and see if you can answer them. If you can't, you may need to go back and reinforce some of the things you are trying to learn.

1. Never, ever pull an "All-Nighter" on the night before an exam. This is a "freshman trick," meaning that good students learn very quickly that it is futile. What you may gain from extra study time won't compensate for the loss of alertness and ability to concentrate due to lack of sleep.

1. On exam day:

* 1. Try not to "cram" during every spare moment before an exam. This only increases the feeling of desperation which leads to panic, and then to test anxiety. You may find it useful, on the night before an exam, to jot down a few ideas or facts which you wish to have fresh in your mind when you begin the exam. Read through your list a couple of times when you get up in the morning and/or just before you take the exam, then put it away. This kind of memory reinforcement not only improves your performance on the test, it also improves your long-term memory of the material.

* 1. Be physically prepared.
     1. Get a good night's sleep.
     2. Bring necessary writing materials to the test--at least 2 writing tools, erasers, Scantrons, calculators if appropriate and allowed. Be aware of what the instructor has specified as permitted for use. Some instructors object to exams written pencil; some prohibit use of tools like calculators. It is your responsibility to know these requirements; you should be prepared to take the consequences if you don't.
     3. This may seem silly, but go to the bathroom just before the exam. Don't expect your teacher to let you leave to do this during the test! The tension which generally goes along with taking an exam may increase the need to perform this physical activity, so you may need to go, even though you don't particularly feel like it.

###### **Some Final Suggestions**

1. You should receive a syllabus for each class. This is the Rule Book for that. Know everything on that syllabus! Your teacher has the right to expect you to know and abide by any rules and stipulations on that document, and it is perfectly within his/her rights to penalize you for failing to do so. Respect dates and deadlines, and expect to lose points if you turn things in late.

1. Never miss an exam if you can help it. You will rarely be more ready for the exam in two or three days than you are on the scheduled date, and the annoyance the teacher will feel about having to arrange a special exam time for you can actually hurt your grade in the end. Miss exams only if you absolutely have to.

1. Save everything. Never throw away a handout or a returned assignment or exam. With this in mind, equip yourself with a pouched folder for each class.

1. Develop systematic behavior patterns associated with your schoolwork.

* 1. Keep your class materials together and neat.
  2. Never allow yourself to be caught at school without the necessary notebooks and materials. If you develop systematic habits with respect to attending classes, etc., this will be no problem.

1. It is excellent practice to set aside a study area at home, and to designate a particular span of time each day as study time. However, don't fall into the trap of feeling that study should never exceed the preordained time limits. You put in as much study time as is necessary to master the material for your classes.

**Appendix A**

**LETTER FROM THE DEAN**

**Expectations of a Valencia College Science Student**

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

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

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

1. You will be prompt, courteous and respectful.

Prompt means you come to class on time, ready to work, with all assignments completed before you enter class or lab. It means that you have studied, that all conversations, texting and diversions come to a stop and that you are ready to contribute to a positive learning environment from the beginning of the class or lab.

Courtesy means you are polite in your attitude and behavior towards your professor and classmates.

Respectfulness means that you regard everyone’s classroom experience as valuable to them, that you accept your professor’s expertise and experience to create relevant course objectives and that you treat college and personal property with care.

1. You will read your syllabus; your syllabus is a contract between your professor and you. Be aware of deadlines to complete assignments on time and know your professor’s attendance policy. You will need to attend class for the full length of time allotted to your science class and lab.
2. You will be aware of Valencia College policies and procedures found in the college catalog; ignorance of policies and procedures doesn’t mean they don’t apply.
3. You will be serious about learning; it is your responsibility to be an active participant in your own learning. You will need to devote sufficient time to learn the material presented by your professor; for most students, this means you will need to spend at least two hours studying for every hour of instruction. Learning is an action verb; you will need to do more than sit through class and reread your notes to be successful. To succeed in higher level classes, you must retain the information, concepts and skills you will learn; this can only happen if you work at learning to make the course content a part of your long term memory. Do not cram!!
4. You will be encouraged to produce your own study guides. Most college professors do not provide study guides, but they can give you tips that will help you produce your own study guides to gain a better understanding of the course content.
5. You will be expected to participate fully in classroom activities. The work you produce must be your own; cheating in any form is not tolerated and your professor will have specific consequences, in their syllabus, which will be enforced should cheating occur.
6. You will be expected to contribute to a positive learning environment. Avoid classmates who speak negatively, or who have a negative outlook, about your class or your professor. Instead, get to know your professor during office hours; you will learn much more with a positive attitude.
7. You will be held to a high standard of maturity and responsibility. Disruptive behaviors will not be tolerated in the classroom or lab. First time disruptions will be handled by your professor and may include a request that you leave the class or lab. Very serious or repeated disruptions will be reported, to the Dean of Science and the Dean of Students, with specific consequences that can include your permanent removal from the class. Disruptions include:
   * Being noisy when arriving late to class or leaving early.
   * Carrying on private conversations while the professor is talking.
   * Disrespectful language, tone and mannerisms.
   * Sleeping or attempting to sleep in class.
   * Repeatedly asking unnecessary or irrelevant questions.

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

**Dr. Robert Gessner**

**West Campus Dean of Science Valencia College**

# Appendix B

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

**Policy Statement:**

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

**Procedure Statement:**

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

1. The professor may choose to consider the act of academic dishonesty to be an academic offense, and using his/her academic judgment may assign an academic sanction to the responsible student, following a discussion of the matter with the student and any other appropriate persons. Academic penalties may include, without limitation, one or more of the following: loss of credit for an assignment, examination, or project; withdrawal from course; a reduction in the course grade; or a grade of "F" in the course. If the student disagrees with the decision of the professor, the student may seek a review of the decision subject to and in

accordance with Policy 6Hx28:8-10, Student Academic Dispute and Administrative Complaint Resolution.

1. The professor may choose to consider the act of academic dishonesty to be a violation of the Valencia Student Code of Conduct, and may refer the matter for resolution in accordance with Policy 6Hx28:8-03. Disciplinary penalties for academic dishonesty may include, without limitation, warning, probation, suspension and/or expulsion from the College. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03.
2. The professor may choose to consider the act of academic dishonesty as warranting both an academic and disciplinary sanction. In this case, a professor should refer the matter for resolution in accordance with Policy 6Hx28:8-03, Student Code of Conduct, and when appropriate, should withhold any academic sanctions until such time as the disciplinary process is concluded and the student has been found responsible for violating college policy. If the student is found responsible for violating the Student Code of Conduct, the professor may then assign academic sanction in addition to any assigned disciplinary sanction. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03, and any review of academic sanctions will occur subject to and in accordance with Policy 6Hx28:8-10.