BIOL 5210

Instructor Information

**Instructor:** Dr. Emily Sadler  
**E-mail:** emily.sadler@usu.edu (mailto:emily.sadler@usu.edu)

**Availability:** If you email me Mon-Fri between the hours of 8am-6pm you can expect a response within 6 hours (typically much sooner), but messages received outside these times will receive attention once I am back at my computer (it may take up to 24 hours during the week, 48 hours over a weekend or during holidays). I will always consider the date/time when you sent the message, especially if you are having trouble with internet/canvas/need an extension.

Office Hours

Office hours will be held remotely (through Zoom). I will have regular weekly office hours on Thursdays from 3:30-4:30. I plan to meet students one-on-one to address specific questions about content or to discuss more general questions and concerns. You can sign up for meeting times in advance. Of course, if these times do not work for your schedule feel free to contact me, and we can arrange another time that works best for you.

Course Format

This course will explore structures and functions of eukaryotic cells. You will learn about processes that occur within your cells, and how these processes allow for the proper function of tissues, organs, and entire eukaryotic organisms. This course will be completely online this semester. It will be a mix of traditional lectures that are recorded and posted to canvas, asynchronous team work on solving problems, assigned readings, and short quizzes. Topics covered include cell structure and function, membrane transport, cell signaling, and the cell cycle.
Textbook & Course Materials

Recommended (but not required) Text


Note: We will be focusing on the second half of this textbook, therefore I do not think it is necessary for everyone to purchase a hardcopy of this book. I’ve made this text optional and not required, but I think an e-text may be useful for most.

Notes on Options for Purchasing a Text:

Option 1: Purchase access to an e-text directly from the publisher. This can be done through the following link: https://digital.wwnorton.com/mboc6. If you’re comfortable reading online, this is the best, most affordable, option. It also comes with digital resources such as a glossary of terms and flashcards.

Option 2: Purchase a hard copy of the text ISBN 978-0-815-34432-2 (hardcover) or ISBN 978-0-8153-4464-3 (paperback). This option is reasonable if you have a strong preference for a hard copy text over an e-text, but it is substantially more expensive than Option 1. You may also be able to rent a hardcopy or get a loose leaf version.

Option 3: Do it yourself and obtain the text from any source you like. If you decide to purchase an older edition be aware that the organization (page numbers) may differ, and there may be some material in the current, 6th edition, that is not found previous ones. Decide to use an older edition knowing you are taking these risks.

Non-Option: It may be possible to buy pirated versions of the e-text, but I’ve seen students burned with these purchases. Please, don’t fall into this trap. Purchase a text only from a reputable source.

Other Course Requirements

Reliable internet access

You will watch recorded lectures throughout the semester and be completing quizzes, exams, and other assignments through Canvas. This means that you will need access to a computer and need reliable internet. If you do not have reliable internet access, please, speak with me about this at the beginning of the semester.

Course Objectives & Learning Outcomes
How to be successful in this class

Expected Student Responsibilities

- Check Canvas regularly
- Complete any assignments or exams on time
- Ask questions frequently, and don’t be afraid to talk to your instructor anytime you need help!

Tips for effective online learning

- Setup (and maintain!) a schedule where you dedicate time to watching the recorded lectures or read the text. Take notes often, and do not assume you will have time to go back and watch the lectures again. Keeping yourself on track is the easiest way to do well in this class.
- Checking Canvas regularly and be aware of any updates. I will try to post notifications/reminders, so be sure you have your notifications turned on.
- Actively work with and contribute to your group. The purpose of these groups is for everyone to have a network that you can use to help answer questions on assignments, and help each other study. I will always be available to answer your questions, but I also want you to be able to have opportunity to interact with your peers like we normally would in class.
- Begin your work early. If you can start a task early, do it. Some topics will be more difficult than others, but you may not know until you start listening to the lecture or reading the text. Never wait until the last minute to watch lectures or begin assignments. You’ll have no turnaround time if you need help or something happens.

Assignments and Point-Awarding Activities

Assignments

There will be five assignments that will consist of word problems or case studies. These assignments will be short (4-6 questions in length). You will have the opportunity to work in small groups (3-4 students) that are assigned by your instructor. Together you will solve problems that relate to the topics we have been discussing in class. You do not need to meet with your group in person. I want everyone to have a network of peers that they can reach out to when topics are challenging. You should work asynchronously with your group through a method of your choosing such as a shared google doc, text/messenger, zoom, or even email. If you do work as a group on assignments, and want to submit one copy, I ask that you detail your answers with each group member’s contribution.
**Exams**

There will be five unit exams and one final. The final will focus heavily on the last section of lectures and will only have a few questions from previous material covered. The lowest score of the five hourly exams will be dropped. Exam questions will focus primarily on the concepts covered during lectures and in the assignments, but may also include questions from the quizzes. All exams will be taken through Canvas. Exams will be open for a three day (W-F) window, please do not forget these important dates.

**Participation**

Considering class is online this semester, participation will be recorded differently. To allow everyone flexibility I've have a few options you can pick from to complete the 5% participation grade. (These are all or nothing, you will not get partial credit for attending 2 of the 6 review sessions and etc.)

<table>
<thead>
<tr>
<th>Options for participation credit:</th>
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<tbody>
<tr>
<td>Schedule a meeting with Dr. Sadler at least one time during the semester                           = 3%</td>
</tr>
<tr>
<td>Actively participating with your group once a week                                                  = 2%</td>
</tr>
<tr>
<td>(this will be measured through peer evaluations)                                                    = 1%</td>
</tr>
<tr>
<td>Attend at least 4 of the 6 optional review sessions                                                 = 1%</td>
</tr>
<tr>
<td>Answer 10 of the 14 optional check-in discussion questions                                          = 1%</td>
</tr>
<tr>
<td>Answer 10 of the 14 optional content check discussion questions                                    = 1%</td>
</tr>
<tr>
<td>Answer the optional question in lecture quiz at least 10 times                                     = 1%</td>
</tr>
<tr>
<td>Submit 6 Cell in the Real World submission during the semester                                     = 1%</td>
</tr>
<tr>
<td>Schedule a second meeting with Dr. Sadler before December                                          = 1%</td>
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</tbody>
</table>

**Review session and discussion netiquette**

I expect everyone to:

- Be professional and not use offensive language.
- Not use abbreviations or acronyms unless the entire class knows them (they are part of the material being studied).
- Be forgiving. Anyone can make a mistake.
- Keep the dialog clear. Remember humor is difficult to convey in an online environment.
- Always assume good intent and respond accordingly. If you are unsure of or annoyed by a message, wait 24 hours before responding.
- As with answering any question, proofread and think about what you have written before you submit.
- I will not make anyone turn on a camera during a review session or meeting. You decide what you are most comfortable with.
- If you do decide to have your camera on I don’t care what you wear or where you are at. So long as you are wearing clothes and are somewhere comfortable, I am happy.
- If you do decide to have your camera on, and are like me, you might have pets that make an appearance during a meeting or zoom session no matter how hard you try to keep them away. I ask that you, please, introduce them to me! I have 3 cats, a dog, and an almost 3 year old…I get it.

**Extra Credit**

There may be an extra credit assignment offered to the entire class, but there will be no individual extra credit opportunities.
Grading

The most stringent possible grading scale is shown here. Points may be added at the instructor’s discretion to exams, participation scores, or the assignment scores at any time.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>C</td>
<td>72-77%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
<td>C-</td>
<td>70-71%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>B</td>
<td>82-87%</td>
<td>D</td>
<td>60-67%</td>
</tr>
<tr>
<td>B-</td>
<td>80-81%</td>
<td>F</td>
<td>&lt; 60%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Weight (%)</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Choose the options that work best for you:</td>
<td></td>
</tr>
<tr>
<td>One check-in meeting with Dr. Sadler (3%)</td>
<td></td>
</tr>
<tr>
<td>Weekly group communication (2%)</td>
<td></td>
</tr>
<tr>
<td>Review session attendance of 75% or higher (1%)</td>
<td></td>
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<tr>
<td>Monday check-in discussion participation of 75% or higher (1%)</td>
<td></td>
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<tr>
<td>Wednesday content discussion participation of 75% or higher (1%)</td>
<td></td>
</tr>
<tr>
<td>Completing the optional final question on the quiz during lecture 75% of the time or more (1%)</td>
<td></td>
</tr>
<tr>
<td>Submit 6 Cell in the Real World write-ups (1%)</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Problem Sets &amp; Case studies</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>17%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>17%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>17%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>17%</td>
</tr>
<tr>
<td>Exam 5*</td>
<td>--</td>
</tr>
<tr>
<td>Final Exam</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>
Course Policies & Expectations

- Grading of exam questions or problem sets is open for discussion up to 48 hours after scores are returned to the class, but not beyond this time.
- If you cheat on any assignment you will automatically get a zero.
- If you miss an exam or an assignment you will automatically get a zero.
- Deadlines for any test/assignment are firm. If you find yourself in a difficult situation in which you may need an extension, please, contact Dr. Sadler as soon as possible.
- Individual extra credit activities are not available, please, do not ask.

* Everyone knows that problems can occur in a regular semester, but even more so when working online. I am a reasonable person, and will be happy to discuss problems or unforeseen events with you. If you find yourself feeling the need to cheat, talk to me as soon as possible. Everyone is under a lot of stress right now for different reasons, if you feel overwhelmed with class, please, reach out to me so I can help you.

Materials on Canvas

Recorded lectures, PowerPoint slides presented in lecture, and many other important resources will be available on Canvas and updated as the semester goes on. You should check this site frequently.

Lecture Schedule

I'll attempt to stay as close as possible to the lecture schedule targets listed below in the “tentative schedule” section. However, this syllabus is not a contract and can be revised at any time. If any adjustments need to be made I will do my best to alert the class as soon as possible to any changes.

Course Schedule/Outline
Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and...
Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (https://studentconduct.usu.edu/studentcode/article5) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols during the fall 2020 semester. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismission instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”

Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;

Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;

Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;

Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

**Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

**Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)

**Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (http://www.usu.edu/policies/339) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity (https://equity.usu.edu/) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (http://www.usu.edu/policies/305/)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.
Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu, (435) 797-1712, studentservices@usu.edu (mailto:studentservices@usu.edu), TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services, (435) 797-2912, TSC 326
- Access and Diversity: http://accesscenter.usu.edu, (435) 797-1728, access@usu.edu (mailto:access@usu.edu), TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture, (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa, (435) 797-1728, TSC 3145
- Provost’s Office Diversity Resources: https://www.usu.edu/provost/diversity, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (https://studentconduct.usu.edu/studentcode/article7).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (http://www.usu.edu/studentconduct)
- Student Code (https://studentconduct.usu.edu/studentcode/)
- Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)
- USU Selected Academic Policies and Procedures (http://www.usu.edu/provost/faculty-life/syllabus.cfm)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (https://counseling.usu.edu).
Students are also encouraged to download the “SafeUT App” (https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.