

Course Information

Current Location: Course Information



Introduction

Lecturer: Dr. Karen Curto

L4 Clapp Hall, Phone: 624-4832

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Course info. Address - <http://courseweb.pitt.edu>

Lecturer: Dr. Craig Peebles

357A Crawford Hall, Phone: 624-4649

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Course info. Address - <http://courseweb.pitt.edu>



Class Meeting Times

Lecture:

A03687 T,H - 4:00pm - 5:15pm Clapp Hall L9

Recitations:

A11720 W - 12:00pm-12:50pm A224 Langley Hall

A11718 W - 2:00pm-2:50pm Langley Hall A224

A11694 W - 3:00pm-3:50pm Langley Hall A224



Course Description

BIOSC0150 is an introductory course in biology which introduces the student to the chemistry of life, the architecture of the cell, energy transformations which take place in the cell, cell division & animal and plant physiology.



Course Materials

Required: BIOLOGY, Neil A. Campbell, Sixth Edition, The Benjamin/Cummings Publishing Co., Inc.

Highly recommended: STUDENT STUDY GUIDE FOR BIOLOGY, Martha R. Taylor, Sixth Edition, The Benjamin/Cummings Publishing Co., Inc.



Course Requirements and Grading

There will be **3 MIDTERM EXAMINATIONS**, given during regular class meetings and a **FINAL EXAM** given during finals week. Please note the dates on the accompanying schedule. Each examination is composed of 50 multiple choice questions. **YOU MUST BRING YOUR STUDENT ID CARD & A NO.2 TYPE PENCIL WITH YOU TO ALL THE EXAMS. YOUR ID WILL BE CHECKED WHEN YOU HAND IN YOUR ANSWER SHEET AT THE END OF EACH EXAM.**

Recitation: The recitation for BIOSC 0150 is required. Lecture topics and problems will be discussed. Sample Exam questions will be given as assignments. Check the syllabus for dates and topics.

New material will be presented and approximately 15% of exam questions will come from material covered only in recitation.

Final Grade: Your final grade will be based on points earned on the four examinations.

Mid-Term Exam 1	50 points (25%)
Mid-Term Exam 2	50 points (25%)
Mid-Term Exam 3	50 points (25%)
Final Exam	50 points (25%)
TOTAL POINTS	200 points (100%)

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Final letter grades will be determined from the cumulative scores of all examinations. Final grades will be determined by a curve based on the class means of each exam. The procedure is as follows: After the final exam, individual scores (for the entire class) for all 4 exams will be pooled and an average score computed (this is the final class average). Points will then be added or subtracted to the class average to set it to 75% of the 200 points possible. Then the average of each student will be adjusted accordingly.

For example: 75% of 200 pts = 150 pts, hypothetical class average. If the actual class average equals 100 pts, 50 pts. less than the hypothetical average, then 50 pts. are added to each student's point total. If the actual class average equals 170 pts., 20 pts higher than the hypothetical average, then 20 pts are subtracted from each student's point total.

Final grades will be determined according to the grading scale below. It is impossible to predict exactly what letter grade a student will earn until the curve has been calculated. Therefore, the best way to chart one's progress in the course is to determine how close one's score on each exam is to the class mean for that exam (which I will announce as each exam is returned to you). Students scoring consistently above the mean are certain to earn at least a C grade.

Final Percentage	Grade
97.5--100%	A+
92.5--97.4	A
90.0--92.4	A-
87.5--89.9	B+
82.5--87.4	B
80.0--82.4	B-
77.5--79.9	C+
72.5--77.4	C
70.0--72.4	C-
67.5--69.9	D+
62.5--67.4	D
60.0--62.4	D-
59.9 and below	F

THERE WILL BE NO MAKE-UP MID-TERM EXAMS!!

If you miss one of the mid-term examinations due to an excused emergency absence, your final grade will be based on the total points from the mid-term exams you did take and the final exam. If you miss an examination due to an emergency (illness, serious injury or a death in your immediate family), you must submit, in writing, your request for an excused absence. **Verbal communication with the instructor is not sufficient.** Please use the following guidelines when preparing your request:

1. Your written request for an excused absence **must** indicate your name, the nature of the emergency, and the date of the examination that you missed.
2. Your request must be detailed, typed and signed by you. The request must be given directly to Dr. Peebles or Dr. Curto no later than one week after the missed exam.
3. If you miss an exam due to a medical condition, you must include documentation. At the minimum, you must submit a signed letter from your physician.
4. If you miss an exam due to a death in your immediate family, your excuse must include a copy of the obituary and a signed letter (with a phone number) of a family member who can verify your relationship to the deceased.

Failure to comply with these guidelines could result in a zero recorded for the missed exam. No one will be excused from more than one examination. If you miss more than one examination you should discuss possible options available to you with your advisor or the CAS Dean's Office.



Course Policies

G-Grades:

The G grade is given only when students who have been attending a course and making progress are prevented by circumstances beyond their control from completing the course. For this course, a G grade will be granted if the student has taken one exam. **The G grade allows two additional terms to complete course work. If no action is taken to complete the course, the instructor will change the grade to "F" after the second following term.**

Academic Integrity:

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an examination, including dictionaries and programmable calculators.

Disabilities:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the [Disability Resources and Services](#) no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TDD) to schedule an appointment. The Office is located in 216 William Pitt Union.



Course Schedule

LECTURE SCHEDULE

BIOSC 0150

INTRODUCTORY BIOLOGY - 1

SPRING TERM T,H - 4:00pm - 5:15pm CLAPP HALL L-9

Date	Topic	Text Assignment
1/7/03	Introduction to the Course & Text	Ch. 1, Curto
1/9/03	Atoms & Molecules	Ch. 2, Curto
1/14/03	Water	Ch. 3, Curto
1/16/02	Carbon and Macromolecules A, Polymers and Carbohydrates	Ch. 4, 5, Curto
1/17/03	Add/Drop Period Ends	
1/21/03	Macromolecules B, Lipids, Proteins and Nucleic Acids	Ch. 5, Curto
1/23/03	The Cell	Ch. 7, Curto
1/28/03	Membrane, Structure & Function	Ch. 8, Curto
1/30/03	Cell Communication	Ch. 11, Curto
2/04/03	Introduction to Metabolism, and Cell Respiration	Ch. 6 & 9, Curto
2/06/03	MIDTERM EXAM 1 (Ch.1-5,7,8,11)	
2/11/03	Cell Respiration	Ch. 9, Curto

2/13/03	Photosynthesis	Ch. 10, Curto
2/18/03	Plants:Structure & Growth	Ch. 35, Curto
2/20/03	Transport in Plants	Ch. 36, Curto
2/25/03	Plant Nutrition and Control Systems in Plants	Ch. 37 & 39, Peebles
2/27/03	Introduction to Animal Structure & Function	Ch. 40 , Peebles
3/2-9/03	SPRING BREAK NO CLASS	
3/11/03	Animal Nutrition	Ch. 41, Peebles
3/12/03	MONITORED WITHDRAWAL DEADLINE	---
3/13/03	MIDTERM EXAM 2 (Ch. 6,9,10,35-37,39)	
3/18/03	Circulation	Ch.42, Peebles
3/20/03	Gas Exchange	Ch. 42, Peebles
3/25/03	The Body's Defenses	Ch. 43, Peebles
3/27/02	The Body's Defenses	Ch. 43, Peebles
4/1/03	Control of the Internal Environment	Ch. 44, Peebles
4/3/03	Chemical Signals in Animals	Ch. 45, Peebles
4/8/03	Nervous System	Ch. 48, Peebles
4/10/03	MIDTERM EXAM 3 (Ch.40-45)	
4/15/03	Sensory & Motor Mechanisms	Ch. 49, Peebles
4/17/03	Sensory & Motor mechanisms	Ch.49, Peebles
4/26/03	SATURDAY, FINAL EXAM 12:00pm - 1:50pm CLAPP L-9	



RECITATION CONTENT

RECITATION SCHEDULE

1. Recitations will follow the current lecture material.
2. Check Course Info under the heading Assignments for each week's questions. Print out these questions and bring them to recitation with you. **BE PREPARED TO ANSWER THESE QUESTIONS IN CLASS.**
3. Recitation is also an opportunity for you to ask questions regarding lecture or text content.



EFFECTIVE NOTE TAKING

MORE EFFECTIVE NOTE-TAKING STRATEGIES

Source: The Higher Education Funding Council for England (HEFCE)

INTRODUCTION

It will soon become apparent, if it hasn't already, that not all lectures are fascinating and stimulating, and that not all lecturers are born with a gift for public speaking. However, the information and ideas that they are trying to impart are just as important, and any notes that you take in the lectures must be understandable to you, not only five minutes after the lecture has finished, but in several months' time, when you come to revise from them. The question, then, is how to retain your concentration and produce a good set of notes.

There are a few misconceptions on the part of students as to what can be expected of a lecture session. Firstly, that the responsibility for the success of the lecture is entirely the tutor's, and that the student's role is to sit and listen or to take verbatim notes. Secondly, that the purpose of a lecture is to impart information which will be needed for an exam question. And thirdly, that attending the lecture, and taking notes, is an individual, even competitive, activity. This page aims to correct these ideas, and to help you develop successful note-taking strategies.

BEFORE THE LECTURE

* If you know the subject of the lecture, do some background reading beforehand. This way, you will go into the lecture with a better understanding, and find it easier to distinguish the points worth noting.

* Read through the notes of the previous lecture in the series just before the present one begins. This helps orient your thoughts to the subject in hand, especially if you have just come from a lecture on a completely different subject.

DURING THE LECTURE

* Think of a lecture as an active, learning process, rather than a passive, secretarial exercise. Writing verbatim what the lecturer says, or copying everything down from overheads, does not involve much thought, and subsequent reading of these notes often makes little sense. Pages of continuous prose are the least helpful for revision. Some things said in the lecture are obviously more important than others, and the notes you take should reflect this. Try to give them some structure, by using headings and sub-headings, by HIGHLIGHTING or underlining key ideas and realizing the links between them.

Alternative noting forms to linear notes, such as flow diagrams or star charts, can be used, although these are often more helpful to revise your notes (see After the Lecture).

* In some situations, you may be directed in the amount of note-taking necessary. For example, the lecturer may start off by giving you some references on the subject he/she is to lecture on. A good strategy to adopt in this case would be to note down carefully the references, then just LISTEN to the lecture, making brief notes about the main points or specific examples. Taking notes from books is far easier than in lectures, as you can go at your own pace, stop and think about something, re-read a section etc. Use the lecture to try and understand the concepts being explained.

* Or, the lecturer may give hand-outs to accompany the lecture. In this case, you don't need to make copious notes of your own. Again, listen to what is being said, and annotate the hand-out with any extra information. It gives you more time to think, and perhaps raise questions of your own.

* On the subject of questions, it is commonly believed by students that lecturers are not to be interrupted when they are in full flow. You may find that this isn't always the case, and there is nothing wrong with asking individual lecturers if they mind taking questions during the lecture. It is best to establish this at the beginning of the course of lectures.

* However, there is also the problem of speaking out in front of your peers, perhaps asking something foolish, or not having the time to frame your question well. In this case, write down the question in the margin of your notes, to ask the lecturer later, or check with friends or in a textbook. It is far easier to recall the question you wanted to ask in this way, rather than rely on remembering after the lecture has finished (or even when you come to revise from your notes!)

AFTER THE LECTURE

* The best time to review your lecture notes is immediately following the lecture, although this is not always possible if, for example, you have to go straight to another one. However, the sooner you do it, with the lecture still fresh in your mind, the better chance you have to produce a good set of notes for revision. Revising your notes does not mean writing them out neatly!

* Try swapping notes with a friend, to check the accuracy/omissions of your own, and your understanding of the key points.

* If you feel that your notes are incomplete, or if you jotted down any questions during the lecture, follow this up by asking your tutor, or by reading round the subject.

* Transforming your lecture notes by using a different noting form can sometimes make them clearer, e.g. a flow diagram

* Highlight key points; produce summaries for revision purposes.

* Think how this topic relates to previous ones, or to other courses that you are studying, and begin to recognize themes and relationships.

* Meet with a few friends after lectures, to discuss the lecture topic and answer each others questions. Discussion with your peers often leads to a better understanding of a subject, which in turn makes it easier to remember. Your group could also establish a reading syndicate, whereby reading lists can be divided between members, who each take

notes on their allotted texts and give copies to the rest of the group.

STORING YOUR NOTES

- * A little time spent at this stage in organizing your notes will make life much easier when you come to revise from them some months later.
- * Numbering pages, making a contents page, or using dividers in your file will all make your notes more accessible.