

BZ 350 MOLECULAR AND GENERAL GENETICS

FALL 2023

CLASS MEETING INFORMATION

Course Dates:

First day of class: Monday, August 21, 2023

Last day of class: Friday, December 8, 2023

Final Exam: Wednesday, December 13, 2023, 11:50 AM – 1:50 PM

Lecture: MWF 3:00 – 3:50 PM, Yates 104

Recitation:

All recitation sections meet in Biology 132. Meeting times and days for each section are listed below.

Section	Day	Time	GTA
R01	Tuesday	2:00 – 2:50 PM	Erica
R02	Tuesday	3:00 – 3:50 PM	Devin
R03	Tuesday	4:00 – 4:50 PM	Erica
R04	Wednesday	2:00 – 2:50 PM	Holden
R05	Wednesday	4:00 – 4:50 PM	Amir
R06	Wednesday	5:00 – 5:50 PM	Amir
R07	Thursday	2:00 – 2:50 PM	Holden
R08	Thursday	3:00 – 3:50 PM	Devin

Attendance during your scheduled recitation is required; attendance during the scheduled lecture is expected (but see iClicker Participation under Assessments in this syllabus). If you miss a lecture class, it is your responsibility to get in touch with another student to find out what you missed or watch the recorded lecture on Echo360 accessible from the Canvas course shell. Lecture recordings are typically available later the same day. Recitation sessions are not recorded.

INSTRUCTIONAL TEAM

Instructors	Email	Drop-In Sessions
Dr. Miles Whedbee	Miles.Whedbee@colostate.edu	Bio 400 MWF 12-1, Bio 400 (1 st half of semester)
Dr. Liz Harp	Elizabeth.Harp@colostate.edu	Bio 400 MWF 12-1, Bio 400 (2 nd half of semester)
GTAs		
Holden Fox	Holden.Fox@colostate.edu	Bio 300 Mondays 1 – 3 PM
Erica Robertson	ECN.Robertson@colostate.edu	Wednesdays 10 – 11 AM (Bio 200) & 1 – 2 PM (Bio 356)
Amir Alayoubi	Amir.Alayoubi@colostate.edu	Bio 200 Thursdays 10 AM – 12 PM
Devin Mosswood	Devin.Moss@colostate.edu	Bio 113 Thursdays 1 – 3 PM

COMMUNICATION POLICY

Please respect the time of your instructional team; before emailing us with a question, please make sure your question is not already answered in assignment/quiz/exam instructions; the

course syllabus; course announcements; the **"Ask the Instructional Team" discussion forum**; and other likely places on Canvas.

Any e-mail correspondence must originate from your @colostate.edu account, have your full name in the body of the e-mail, and contain **"BZ 350" in the subject line**. E-mails not meeting these requirements may not be recognized by our e-mail filters, and thus may not be answered. If you email us, please use the **@colostate email** address (and not from within Canvas). Messages sent from within Canvas are not sent to an email address – they go to the Canvas Inbox, which is not checked as frequently as email.

Responses to emails will be provided within 36 hours Mondays – Fridays. If you have not received a response to an email within 36 hours Monday - Friday, please feel free to send a gentle follow-up. Emails do go missing from time to time, or we just get overly busy, and we do not mind at all if you provide a gentle reminder that your email has not yet been answered (though we hope you will not have to do this!). Please wait at least 36 hours before following up on an unanswered email.

Important course information will be sent using the *Announcements* tool in Canvas. Announcements are accessible in the Canvas course shell by clicking on the *Announcements* link in the left navigation menu. **Make sure to set your Canvas notification preferences so that you are receiving announcements and other important messages.** Find information about how to do this at: [How do I set my Canvas notification preferences as a student?](#)

We do not generally answer course content questions via email. Class meetings and drop-in sessions are the best places to get your course content questions answered. You can also post questions in the *Ask the Instructional Team* discussion forum on Canvas. We will periodically check the *Ask the Instructional Team* discussion forum between 9:00 AM and 4:00 PM, Mondays – Fridays (at a minimum). You are also encouraged to answer each other's questions as long as you are not simply providing answers to assignment questions (i.e., just the final answer with no explanation). Being able to clearly answer somebody else's question about a topic is one of the best ways to determine if you actually understand the material.

You can ask your classmates questions about the class directly in the *Cyber Café* discussion forum. This is also a great place to set up study groups. The instructional team does not monitor this forum. As always, please be respectful and make sure you are adhering to the [Core Rules of Netiquette](#) and [CSU's Principles of Community](#). If you feel somebody needs a reminder of these rules and principles, please make sure to let us know right away.

COURSE PREREQUISITES

(BZ 110 , BZ 120 or LIFE 102) and (STAT 201 or STAT 301 or STAT 307, may be taken concurrently; or ERHS 307, may be taken concurrently).

COURSE DESCRIPTION

The goal of this course is to provide an understanding of biological inheritance. Simply put, we will explore why offspring tend to look like their parents and why this resemblance is often

incomplete. This is a broad course. Among other things, we will address the statistical methods that are used to study inheritance in entire populations all the way down to the level of the specific molecules and molecular mechanisms that are involved in the transmission of biological information. In the end, the goal is to produce an integrated view of inheritance across these levels and make it clear why genetics is at the core of so many different fields within the biological sciences.

LEARNING OBJECTIVES

Upon the completion of this course, you should be able to:

- Analyze genetic crosses and patterns of inheritance to deduce information about genes, alleles, and gene functions.
- Apply statistical techniques to interpret genetic data from controlled crosses and natural populations.
- Interpret genetic experiments based on hypothesis testing and the scientific method.
- Explain how genetic information is expressed so it affects an organism's structure and function.
- Explain how DNA is organized at different structural levels (nucleotide, DNA molecule, chromosome)
- Explain the central dogma of molecular biology (and subsequent elaborations) and the key molecules and mechanisms associated with biological inheritance.
- Describe how gene activity can be altered in the absence of DNA changes.
- Explain how the results of molecular genetic studies in model organisms help us understand aspects of human genetics and genetic diseases.
- Describe experimental methods that are commonly used to analyze gene structure, gene expression, gene function, and genetic variants.
- Make connections between the field of genetics and important societal issues, including human health, conservation, and genetic engineering.
- Express complex genetic concepts in writing.

REQUIRED COURSE MATERIALS

Textbook (required): Genetics: From Genes to Genomes, 7th edition, Goldberg et al, 2021

Calculator capable of calculating powers and factorials, but NOT capable of storing text.

- Recommended: TI30AX, TI30XS, or TI30XIIS

EXPECTED TIME COMMITMENT

Academic credit is a measure of the total *minimum* time commitment required of a typical student in a specific course. For a four-credit course a student can **expect to spend a minimum of 12 to 16 hours each week** on coursework, including time spent in class and office hours, completing required assignments, readings, videos, and general studying. Achievement of course goals may require more than the minimum time commitment depending on an individual

student's academic background and interests. (Calculated from the [Federal Credit Hour Definition, 34CFR 600.2](#))

To best manage your time, schedule specific times that you plan to spend on this course – this will make it less likely that you will find yourself trying to complete assignments and prepare for recitation at the last minute.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

RECITATION

All students must be enrolled in a recitation section. **Recitation sections meet once each week, including the first week of class; attendance is required.**

You will typically spend your recitation period working with your assigned group to answer questions associated with a case study or worksheet. There will usually be required reading and/or videos to watch before each recitation. You are expected to come to recitation prepared (i.e., do the reading and/or watch the required videos) so that you are able to be a productive member of your group.

Students will be graded on attendance and participation in recitation. To obtain full credit, students must attend and remain through the entire recitation period and participate in discussions. **If students have a valid excuse that prevents them attending their scheduled recitation, they must make arrangements with both recitation instructors (in advance) to attend the other recitation section that week.** Recitation days and times, along with contact information, are found on the first page of this syllabus

DROP-IN SESSIONS

All students are welcome to attend any of the drop-in sessions (*a.k.a. 'office hours'*). These are fantastic opportunities to get your questions answered. Even if you don't think you have questions, it's a good idea to stop by at least a couple of drop-in sessions each week for at least 20 – 30 minutes. We are familiar with what topics students typically find most challenging and are always ready with examples to work through and questions to discuss that you will almost certainly find helpful.

ETIQUETTE

Students are expected to contribute to the maintenance of an environment that is conducive to learning and that is respectful of others. Because respect for the learning process is critical for success in this class, no behavior that disrupts any student's ability to learn will be tolerated.

COURSE ORGANIZATION

This course is organized by topic into 15 modules. You can find a link to the *Modules* page in the left navigation menu in the Canvas course shell and on the course *Home* page. Each module contains: an overview; learning objectives; information and links for required readings and videos; a list of assignments associated with the module; and information about what you will be doing in recitation, including information about readings and videos you must read and/or watch before recitation.

Due dates for available assignments can be found by clicking on the *Assignments* link in the left navigation menu in the Canvas course shell.

GRADING

Individual assignment, quiz, or exam grades will not be curved, but if the class average at the end of the semester is less than 75%, final grades will be curved to bring the class average to 75%. Individual students' fractional final course grade will be rounded to the nearest whole number (e.g., 69.6 = 70 and 69.4 = 69).

Grades will be assigned on the following scale:

Grade	Range	Grade	Range
A	90% to 100%	C+	77% to 79%
B+	87% to 89%	C	70% to 76%
B	83% to 86%	D	60% to 69%
B-	80% to 82%	F	0% to 59%

Points earned in this course will come from problem sets, quizzes, recitation participation, and exams (two midterm exams and a comprehensive final exam) and will count towards your final grade according to breakdown below.

ASSESSMENT	NUMBER (DROPPED)	PTS EACH	TOTAL POINTS	PERCENT OF TOTAL
Discussion: Class Introduction	1 (0)	10	10	1%
Syllabus & Canvas Scavenger Hunt Quiz	1 (0)	10	10	1%
iClicker participation	~120 (variable)	0.5	51	5%
Recitation Attendance & Participation	13 (0)	3	39	4%
Module Quizzes (Canvas)	15 (1)	10	140	15%
Problem Sets	14 (1)	20	260	27%
Exams	3 (0)	100	300	31%
Cumulative Final Exam	1 (0)	150	150	16%
TOTAL POINTS POSSIBLE			960	100%

Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

ASSESSMENTS

Assessments for this course fall into the following categories:

IClicker PARTICIPATION

There will be several iClicker questions for you to answer during each class using the iClicker Cloud app; these will count toward your final grade in this course. These cannot be made up if you miss a class, but there will be enough points available to account for a reasonable number of missed classes. We encourage you to work with classmates to answer questions. Questions are worth a total of $\frac{1}{2}$ point each ($\frac{1}{4}$ point for answering and $\frac{1}{4}$ point for correct answer).

PROBLEM SETS

Each week you will submit via Canvas one substantial problem set. This will be a mix of quantitative and short answer questions, including questions from case studies and worksheets completed during recitation. You may type your answers or write them out by hand. These assignments are submitted as a PDF or Word document on Canvas. Research supports handwriting your answers as the better way to learn the material. In either case, make sure your assignment is neat and organized. We cannot give credit for answers we cannot interpret or read.

For handwritten assignments, you will need to scan and upload your written work as a PDF document; do NOT just take a picture. If you do not already have an app you prefer for scanning documents to PDF, I recommend the **Adobe Scan** app because it is easy to use and is available for free for both Android and iOS. More information about the *Adobe Scan* app can be found on the [Adobe Scan web page](#).

MODULE QUIZZES

There will be a Canvas quiz associated with each module. These quizzes will typically be 5-15 questions worth a total of 10 points. Quizzes are not timed. You must click “submit” for your quiz to be submitted to Canvas. You will be allowed two attempts at each quiz, but must wait at least 24 hours after submitting the first attempt for the 2nd attempt to be available to you.

EXAMS

There will be three midterm exams and a cumulative final exam. These will include a mix of multiple choice, short answer, and quantitative problems.

All exams are closed book and will be taken during the lecture period.

We will supply paper for all exams. Students are responsible for bringing their own simple calculators to exams. These calculators should be capable of calculating powers and factorials, e.g., the TI30AX, the TI30XIIS, the TI30XS available at the CSU Book Store. Calculators capable of storing and displaying text are NOT allowed for tests. Student use of a text-capable calculator during an exam (whether there is demonstrably text stored on it or not) is considered cheating with the penalties associated with it.

Exam Dates:

Midterm Exam 1: Friday, September 22

Midterm Exam 2: Friday, October 13

Midterm Exam 3: Friday, November 10

Cumulative Final Exam: Wednesday, December 13, 2023, 11:50 AM – 1:50 PM

Attendance at all exams on the scheduled day/time is required.

If you have an extenuating and unavoidable circumstance for needing to reschedule an exam, you must inform the lecture instructor before the exam (if possible) and you must provide sufficient documentation.

Exams taken outside the scheduled exam window will cover the same material, but may consist of different questions (e.g., may consist entirely of short answer or essay questions). Make-up midterm exams must be arranged in advance, and must be taken before the exam is returned to the rest of the class (usually 1 week). If you are unable to make up an exam within this time period, and you have sufficient documentation that clearly indicates you were unable to take the make-up exam within this period, the grade for that exam will be replaced by the percent grade earned on the final exam. This option may only be used for one exam during the semester, and only with appropriate documentation. Any additional missed exams will receive a score of zero.

If you will be taking your exam at SDC, you must schedule your exam at least one week in advance. Because the exam dates are known at the start of the semester, we encourage you to schedule all four exams as soon as possible. The time that you schedule to take the exam must overlap with the regularly scheduled exam time. If you choose to take the exam with the rest of the class, we cannot guarantee accommodations.

ATTENDANCE AND PARTICIPATION

Points are also earned from attending and participating during your scheduled recitation.

See details under *Participation/Behavioral Expectations* in this syllabus.

COURSE POLICIES (LATE ASSIGNMENTS, REGRADING, ETC.)

There is a **point deduction of 20% per day** (24 hours), up to 2 days, for any late homework assignments; the penalty begins as soon as the assignment is late (e.g., 10 minutes late = 20% penalty). **No work is accepted after it is two days late.** Please be aware that for assignments submitted online, the penalty is applied automatically by Canvas. This means that if you submit an assignment even one minute late, it will be subject to the point penalty.

Keep in mind that computers and printers can fail at the most inopportune times. **Computer crashes, printer failures, internet outages, and similar circumstances will not be considered valid excuses for late work** – please plan to complete your work in plenty of time to allow for technology failures and other circumstances that could delay completion of your work.

Because all assignments for this class are submitted online via Canvas, the 24-hour period includes weekends. For example, if an assignment is due online Thursday at 11:59 PM, the 2-day cutoff for submitting the assignment (with penalties, as noted previously), will be Saturday at 11:59 PM.

Grading late assignments requires considerably more time than assignments handed in on time, and so grading and return of late assignments may be delayed significantly.

You are allowed to submit one Module Quiz or Problem Set within 24 hours after the due date without penalty. This policy is intended to compensate for any unexpected internet outages, other technical difficulties (e.g., computer failure), and other situations that might prevent you from submitting a Module Quiz or Problem Set on time. To claim your “penalty-free” late assignment, you must send an email to your recitation instructor with your request before 5:00 PM on the day the assignment is due; there is no need to explain the reason your assignment will be late. Requests sent after the due date & time are not guaranteed to be seen in time for you to take advantage of the 24-hour window.

If students have concerns about grading, they must submit a written request for regrading within one week of when the graded assessment was released. All regrade requests must clearly indicate the problem(s) being submitted for regrading along with a clear and detailed explanation of why you believe the question(s) should be regraded. Simply stating “*I don’t understand why I lost points*” is not sufficient.

Submit homework, exam, and quiz regrade requests via Canvas using the assignment submission page titled *Regrade Requests*.

For any regrade requests, the entire assessment (not just individual questions) may be regraded. Therefore, it is possible to *lose* points on a regrade if we find that credit was mistakenly given for incorrect answers.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Canvas is where course content, grades, and communication will reside for this course. You are expected to check Canvas regularly for course announcements, grades, and other information.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas.

If you are having trouble with the multimedia in this course or with accessing Microsoft Office products, find solutions to a number of common problems at [System, Multimedia, and Software Requirements](#).

Still having issues? Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#).

Did you know you can purchase a computer using scholarship funds or your student account?

- Contact RamTech at ramtech@colostate.edu for more information.

Did you know that all current CSU students may download – free of charge – the full version of Microsoft Office on up to five computers?

- Find more information on the [ACNS Software Downloads](#) web page.

CSU COVID REPORTING REQUIREMENTS

All students are directed to report any COVID-19 symptoms to the university immediately, as well as exposures or positive test results from a medical provider or home test.

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID (even with a home test), you are directed to fill out the [COVID Reporter](#).
- If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online [COVID Reporter](#). Do not ask your instructor to report for you.
- If you do not have internet access to fill out the online [COVID-19 Reporter](#), please call (970) 491-4600.
- You may also report concerns in your academic or living spaces regarding COVID exposures through the [COVID Reporter](#). You will not be penalized in any way for reporting.
- When you complete the COVID Reporter for any reason, the CSU Public Health Office is notified. Students who report symptoms or a positive antigen test through the [COVID Reporter](#) may be directed to get a PCR test through the CSU Health Network's medical services for students.

For the latest information about the university's COVID resources and information, please visit the [CSU COVID-19 site](#).

TUTORING & OTHER LEARNING RESOURCES

Free online tutoring is available for this course through the Arts & Sciences Tutoring Program coordinated by The Institute for Learning and Teaching (TILT). For more information and for links to additional learning resources, please visit: <https://tilt.colostate.edu/Undergrad>.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

It is not acceptable to copy answers from another student's assignment, the text, or any other source. Unless the source and author are cited and the work placed in quotation marks, a copied answer is plagiarism. Furthermore, even if a work is properly cited, it is as unacceptable to copy someone else's work or any other resource. Recognizably copied answers will receive zero credit and be considered cheating.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Referring to solutions manuals, looking at assignments from previous semesters, and working in groups on assignments is perfectly acceptable (working in groups is especially encouraged), but your submitted work must be in your own words.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- [Student Resolution Center](#), 491-7165
- [Office of Equal Opportunity](#), 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the [Victim Assistance Team](#) at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending recitation or submitting assigned course work on time for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) on the Division of Student Affairs website.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to send to their instructor.

Students are asked to submit the request form as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The [Mission and Vision web page](#) of the CSU Commission on Diversity and Inclusion includes a comprehensive statement of CSU's commitment to diversity and inclusion.

Additional resources and information about CSU's commitment to diversity and inclusion can be found on the [web page of the CSU Office of the Vice President for Diversity](#).

I am committed to fostering and maintaining a positive learning environment where *all* students feel welcomed, respected, and safe. If you feel that these values are not being upheld by one or more members of our community, I encourage you to let me know and/or to get in touch with a member of the [Office of the Vice President for Diversity](#). Visit to view the directory of the members of the Vice President for Diversity Team.

Thank you for taking time to read the syllabus! Please post questions about syllabus content in one of the informal discussion boards on Canvas: The *Cyber Café* discussion board or the *Ask the Instructional Team* discussion board.