

LIFE 103 - BIOLOGY OF ORGANISMS-ANIMALS AND PLANTS

INSTRUCTOR INFORMATION

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Office Hours: Online via [Zoom](#) by appointment. Please contact me (Peyton) at least 24 hours in advance so that we can make the proper arrangements.

Communication Policy: Please include the following in your email: (1) Your name, (2) LIFE 103. I will do my best to answer emails within 24 hours, but I may elect to provide a summary response to multiple emails by announcement or class email rather than through an individual response.

PREREQUISITES FOR COURSE

None

COURSE DESCRIPTION & OBJECTIVES

LIFE 103 provides an overview of trends in the evolution of life on earth, the evolutionary relationships among major groups of organisms, and the amazing physiological and structural adaptations of these organisms in response to the challenges of living on this planet. LIFE 103 is intended primarily for students majoring in any of the biological sciences or life science-related fields.

Upon the completion of this course, students will be able to:

- articulate trends in the evolution of life on Earth, including plants, fungi, and animals.
- recognize the major clades of plants, fungi, and animals.
- describe the physiological and ecological challenges faced by plants, fungi, and animals and how they solve these challenges, including obtaining resources, avoiding predation, and reproducing.
- describe the importance of symbioses in the evolution and survival of plants, fungi, and animals.
- recognize how evolution has shaped physiology, ecology, behavior, and reproduction of organisms through Earth's history.

- identify the fundamental principles that shape population and community ecology and how these can be used to help inform conservation.
- identify and use core science practices in the laboratory to answer questions in light of evidence, including being able to...
 - gather accurate data through careful and organized observation,
 - integrate observation, hypotheses, experimental design, predictions, data collection, data analysis, and interpretation to apply the process of science,
 - evaluate data by preparing and interpreting visuals and drawing inferences,
 - interpret and construct scientific arguments by analyzing assumptions, claims, evidence, and rationales,
 - communicate effectively and respectfully using oral, written, and visual modalities both within lab groups and to other audiences.

TEXTBOOK / COURSE READINGS

A) **(OPTIONAL)** TEXTBOOK: [Biology 2e](#). While the course information will be given primarily through videos, you may also use this textbook to help deepen or clarify your understanding on certain topics. This book is available for **FREE** online at [openstax.com](https://openstax.org). Corresponding chapters for each lecture are provided on the course schedule if you would like to read them.

COURSE MATERIALS & EQUIPMENT

- A) **(REQUIRED)** CANVAS website. The majority of course materials will be delivered via Canvas. You will need your eID to login in: <http://canvas.colostate.edu> If you are registered for LIFE103, this course will be in your listing. If you are new to CANVAS, please take the time to review the CANVAS tutorials so you can get the most out of this resource!
- B) **(REQUIRED)** Lab Notebook. Many science labs have specific formats for the lab notebooks that scientists use to record their experiments and observations. In this class, we ask that you choose any kind of notebook you would like for this purpose. We will refer to this as your 'lab notebook' throughout the course. Please select a notebook to use only for this course.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

PARTICIPATION. I will post weekly announcements to keep you on track with content and to notify you of course updates, so plan on checking your Canvas page at least once a week. Modules will include videos to watch and discussion boards and activities that you will need to complete by the due date.

EXPECTATIONS. It is expected that you will spend as much time as you need to successfully complete each unit by the due date. While all the unit discussions/assignments will share the same final due date at the end of the unit, I recommend making yourself a schedule to follow so that you are not trying to finish everything at the last minute. While participating in this course, it is expected that you will follow good netiquette. Please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

LABORATORY ATTENDANCE IS REQUIRED.

Lab exercises are designed to help you better understand lecture topics and to extend your knowledge of the process of science. We have designed many group activities, so your contributions to your group are essential. **You must attend all in-person labs to pass this class. Failure to do so without an emergency excuse will automatically result in a fail grade.** There are four in-person labs, all held on Saturdays at the CSU Spur Hydro building in Denver, Colorado. **CSU Spur's address is 4817 National Western Dr, Denver, CO 80216.** The labs will total 6 hours with a 30 minute lunch break.

LATE WORK.

All work must be completed by posted deadlines on Canvas. No late work will be accepted unless you have prior accommodations or under the case of an emergency. In the case of an emergency, please reach out to me and we can work out the necessary arrangements.

If you need accommodations such as assignment extensions, makeup work, or additional excused absences due to a disability or extenuating life event, please reach out to either the Student Disability Center or Student Case Management. I am happy to work with you to provide any accommodations you need.

GRADING POLICY

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments will be returned within **three (3)** days and major assignments will be returned within **one (1)** week. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Discussions (12 x 20 points – drop two lowest)	200	20 %
Activities (20 x 10 points)	200	20 %
Unit Reviews (4 x 50 points)	200	20 %
Unit Check ins (4 x 75 points)	300	30 %
Lab Report/Presentation	100	10 %
Total:	1000	100 %

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

TYPE OF ASSIGNMENTS

DISCUSSIONS.

Most modules include discussion boards (**12 total**) that need to be posted and responded to by their due date. See the discussion board, canvas calendar, or PDF calendar in the syllabus to see these due dates. After the original postdate, you have three days to respond to **two (2)** of your peers. At the end of the semester, **two (2)** of your lowest discussion grades will be dropped.

ACTIVITIES.

Similarly to discussions, most modules will also contain activities (**20 total**). These activities are designed to help you practice applying the material you learned about in the unit videos. Each activity is a complete/incomplete grade, meaning that as long as the activity is fully attempted, and instructions followed you will earn full points. Think of this as an opportunity to check your understanding of the unit concepts.

UNIT REVIEWS.

Before coming to your in-person lab, you must complete the **Unit review**. This will ensure you are prepared for your laboratory activities and can work with your lab partners effectively. These reviews check your understanding of content before coming into the lab. These are **open book/open note (closed friend and internet)** with have a **one hour** time limit, and you can take these **twice**.

UNIT CHECK INS.

Unit check ins will follow the completion of the unit lab and will cover both lecture and lab content. These cumulative assessments consist of questions that will ask you to extend your knowledge outside of memorization. These are **open book/open note(closed friend and internet)** with a set time limit.

PROJECT/PRESENTATION.

During the second laboratory, you will work with your lab group to complete an experiment on plant growth that you will continue through the end of the course. Afterwards you will complete a mini lab report and present your findings to the class.

EXTRA CREDIT.

Periodically throughout this course you will be provided an opportunity to complete extra credit assignments that will total to no more than **50 points** total of extra credit. **There are no other additional extra credit opportunities and letter grades will not be changed at the end of the semester.**

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- 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 new to Canvas quickly review [the Canvas Student Orientation](#) materials.

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](#).

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.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, 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 Skype 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.

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: [CSU Policy: Title IX Sexual Harrasment.](#)

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

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 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 class or completing assigned course work for a religious holiday will need to complete the [Request Form](#) at least one full week prior to the event.

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 give to their professor or course instructor.

Students are asked to turn in the request forms 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 [About webpage of the Vice President for Diversity](#) includes a comprehensive statement of CSU's commitment to diversity and inclusion.