

Miramar College *Spring 2021*
Biology 210A – Intro. to the Biol. Sciences
(CRN 54864 & 54865)[§]

Professor: Shawn P. Hurley, Ph.D.

Synchronous Lecture: Monday/Wednesday, 9:35 – 11:00 AM in Zoom*

Synchronous Laboratory: Mon. or Wed., 11:30 AM – 2:35 PM in Zoom*

Course Website: <http://www.hurleybio210a.com>

E-mail: shurley@sdccd.edu; for inquiries or appointment requests

Canvas: <https://sdccd.instructure.com>

Remind App: Class name “BIOL 210A”; Class code “@7g2kfd”

“Open Door” Hours (in Zoom*): Mon./Wed., 3 – 4 PM; Fri., 1 – 2 PM

* - Zoom conference room will be accessible by invitation link sent through email

§ -The contents of this syllabus/schedule are subject to change throughout the semester. Students will be notified (if changes are required) during a regularly scheduled meeting period. It will be the student’s responsibility to observe these changes once notification has been given.

WELCOME!

I am Dr. Hurley and it is my sincere pleasure to welcome you to BIOL 210A at Miramar College. My teaching philosophy is one of commitment to equity, inclusion, diversity, accountability, compassion and empathy/sympathy. I believe that each and every one of you has the potential to succeed and do amazing things in this course as you push yourself to learn and look at the world in new ways. In my role as professor, I am honored to support you in attaining your goals. The purpose of this syllabus is to assist you by providing important resources, expectations/logistical information (how and why the class operates the way it does), and the means by which to stay in communication and take a more active role in your learning/participation.

In my many years of teaching at the college level, I have seen the numerous challenges that present themselves as students work toward achievement. Whether or not this is your first college course, there will be moments that test your strength of character and require you to rise to meet a challenge head-on. Sometimes, the most rewarding experiences in life are those that come from the hardest endeavors; however, I want to remind you that you are not alone during such trying times. I speak from personal experience when I say that my greatest successes have not been attained working in isolation. As a matter of fact, that is why I went into education...in order to pay it forward, promoting the accomplishments of others in honor of those who helped me to achieve mine. I am your biggest “cheerleader” and want to see you succeed; as such I am here to give support whenever you require it – you need only ask. Remember, knowledge is recognizing what a particular tool is; wisdom is having the courage to ask and learn how to use it properly.

With that said, please refer to this syllabus throughout the semester as it provides an excellent “go-to” reference that is more than likely to help answer a majority of questions you may have. However, if you should have questions/issues not answered/addressed by the syllabus, I strongly encourage you to reach out to me using a variety of communication methods highlighted in the information box above (email, Zoom, Canvas, and/or Remind). I truly look forward to an enlightening semester working together and sharing our insights with one another – again, welcome all!

Course Description:

Introduction to the Biological Sciences I (BIOL 210A) covers topics in biological chemistry, cell structure and function, cellular metabolism, classical and molecular genetics, and evolutionary biology. This is the first semester of a two-semester sequence designed for biological science and pre-professional majors. Lectures and labs will be conducted synchronously via Zoom where students will join a scheduled video-conference session at the regularly scheduled time using a link sent by email prior to the start of the class/lab. It should be noted that two labs (during weeks 2 & 9) will take place on campus in the physical lab setting with precautions taken to ensure student health & safety.

Course Aim:

The purpose of this course is to study the chemical and molecular basis for life and the commonalities regarding organization of the molecular systems shared among all organisms on Earth. We will journey from the microscopic to the macroscopic world, moving from an in-depth look at the building blocks of life to their numerous combinations and the processes governing those interactions that have ultimately led to the wondrous array of organismal diversity we see today. The result of your investigations will be a greater understanding and appreciation of the foundations and principles upon which life, as we know it, is centered.

Standard Practices That Promote Student Success:

- Reading chapter sections/end of chapter summaries and posted anticipatory/concept questions before coming to class
- Attending every lecture and lab in addition to any extra review sessions offered
- Using the course website and Canvas resources and posted review sheets as a base to refine the focus of review, but not relying on just this base-level of understanding for academic success
- Applying knowledge and checking for understanding by completing textbook section “concept check” questions, textbook end of chapter quizzes/problems, and posted practice problems/worksheets and practice quizzes
- Meeting with the professor to address questions/points of confusion on key concepts
- Forming study groups – Reinforcing vocabulary via visual association (diagramming, symbology/iconography), mnemonics, academic talk with others, etc.
- Using study charts (e.g. Quick Study), test-prep guides (e.g. Princeton Review for AP Biology), and/or electronic-based applications media (via tablet, phone or computer)
- Journaling to reflect on which strategies are proving beneficial
- Checking your scores regularly through [TeacherEase.com](https://www.teacherease.com) and keeping a running log of your points earned – an access code has been/will be sent to you by email so you can securely/privately view your assessment scores and track your progress.

Student Learning Outcomes (SLOs) (Measurable milestones to gauge success)

By the end of this course, students will:

- Apply the scientific method as the means for acquiring knowledge about biology and will communicate data and findings in appropriate formats in written scientific reports. *These include stating appropriate experimental titles and questions, proposing appropriate hypotheses and predictions, presenting data in tables, figures, and in writing, and stating logical conclusions based on analysis of the presented results.*
- Communicate understanding of the universality of DNA as the genetic material in living cells, and the intra-cellular processes of the flow of genetic information, transcription and translation: their components, steps, and sub-cellular locations.
- Compare and contrast biological entities and living cells (viruses and prions, bacteria, plant and human cells) in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes.
- Demonstrate knowledge and understanding of common molecular tools and techniques of biotechnology and their scientific basis by identifying the specific purpose and/or technology for which common molecular biology reagents are used, anticipating the profile of DNA fragments generated using a hypothetical digestion of plasmid DNA using restriction enzymes followed by DNA gel electrophoresis, and using basic instruments of cell and molecular biology (proficient technical skill).
- Retrieve and evaluate information about the cellular and molecular basis of a biotechnology or a contemporary biological topic of personal, public, or ethical relevance, and they will communicate the novel information to classmate orally using information technology media.

Prerequisites (What you must have successfully completed prior to this course):

CHEM 152 & 152L and MATH 096, each with a grade of “C” or better, or equivalent.

Advisory (Recommended, but not required, prior course completion):

ENGL 048 & 049 with a grade of “C” or better (or assessment Skill Levels W5/R5).

It is also recommended that students be concurrently enrolled in CHEM 200 & 200L.

Required Texts:

-Campbell Biology (11th edition) – 3 options: 1) Hardcover textbook only (ISBN 9780134093413) *or* 2) bundled loose-leaf text with MasteringBiology (ISBN 9780134454665) *or* 3) bundled eText w/ MasteringBiology (ISBN 9780134446523) – access to MasteringBiology is *highly* recommended, but NOT required.

-Miramar College Biology 210A Laboratory Manual – 2 options: 1) *available for in-person pickup at Mira Mesa Copy Center (address: 9363 Mira Mesa Blvd, Phone: (858) 578-0941) or 2) ordered online (<https://www.miramesacopy.com/miramar/Bio-210A-All-Instructors-p208481150>) for home delivery.* (Cost is approximately \$23 for the manual with \$3 delivery fee for online orders)

Additional Materials:

- Access to a mobile device (smartphone or tablet) and/or laptop/computer with a video camera (for proctoring during assessments) and an ability to download apps (“Remind,” “CamScan,” and “Socrative Student”)
- Handouts for some lecture/lab exercises will be posted on course website for students to print or access digitally in class.

Grading & Point Break-down:

Lecture Exams 1-6 (40 points each; drop lowest score) – 200 points

Lecture Final Exam – 40 points

Lab Quizzes (15, 10 points each; drop lowest score) – 140 points

Lecture Quick Quizzes 1-8 (5 points each; drop lowest score) – 35 points

Virtual Office/“Open-Door” Visit (before or by March 15th) – 5 points

Introduction/Background Assignment – 10 points

Discussion Board Assignments – (4, 5 points each) – 20 points

Total: 450 points possible *A grade summary can be accessed at any time through teacherease.com – an access code has been/will be sent to your email account in order to check your scores and track your progress*

Letter Grade Scale:

Final grades are based on percentages derived from points earned divided by total points possible:

A = 90% and above (403 points or more) B = 80% - 89% (358 to 402.5 points)

C = 70% - 79% (313 to 357.5 points) D = 60% - 69% (268 to 312.5 points)

F = 59% and below (267.5 points or less)

Assessments (closed book/note unless otherwise specified)* -

Illegible responses (typed or written) cannot be given credit; please type/write clearly and coherently. Additionally, electronic submissions of scanned or photographed material to be graded must be of a sufficient resolution quality to allow for legibility upon enlargement/magnification

- Assessments will be administered at the start of lab/lecture (unless otherwise specified) – please be punctual; if you arrive late, you will be allowed to take the assessment/quiz without any additional time beyond the specified end time (determined from the time the activity was initiated for the class).
- Lecture exams & quizzes will be administered using the online student response system, Socrative (visit www.socrative.com or download the Socrative Student app), via use of a smartphone, tablet, or laptop/computer interface for multiple choice, fill-in-the-blank, true/false, and/or short answer problems. [Individuals must be logged in to Zoom during the assessment with video camera & microphone engaged for proctoring purposes – if not, any score recorded cannot be validated.] Make-up assessments may be given – please see “Absences and Attendance Policy.”

- Lab quizzes will be administered using Socrative, as well, with questions derived from the subject material covered in the previous week's lab. The first eight weeks are dedicated to learning how to write a proper question, hypothesis, prediction, discussion/analysis, conclusion, and how to properly present results/data. The subsequent five weeks will be an exploration of concepts and techniques in the field of biotechnology. [Individuals must be logged in to Zoom during the quiz with video camera & microphone engaged for proctoring purposes – if not, any score recorded cannot be validated.] Make-ups may be given – please see “Absences and Attendance Policy.”

Bonus Opportunities:

There will be chances to earn extra points outside of what has been outlined under the “Grading” section above; these *may* include: bonus “pop” quizzes, in-class activities, surveys, and/or bonus problems on exams. These opportunities are not pre-announced, and if not present when administered, the associated points are not attainable/recoverable.

Absences and Attendance Policy:

- Attendance is crucial to success. Repeated absences and a lack of communication with the professor are likely to lead to falling behind where catching up becomes increasingly more difficult. *Please stay in regular contact and reach out for guidance if you are having challenges with consistent attendance.* Students may be removed from the course roster enrollment if they accrue more than 3 absences total from synchronous lecture and lab meetings in Zoom (e.g. 2 lectures and 1 lab, 1 lecture and 2 labs, etc.); additionally, if both lecture and lab are missed in the same day, that is counted as 2 absences (1 lecture and 1 lab). Attendance is primarily monitored by the number of missing exams, quizzes, and assignments. If no communication concerning a reason(s) for the absence(s) or request for a make-up (please see below) has been received after 3 score entries of "0," then I will reach out to verify that a student still wishes to remain enrolled in the course (if no reply is received within 5 days, then the student will be removed from the roster). If an individual is not in attendance on the first day of class and has not communicated with the professor (either before or immediately after the first meeting), the right is reserved to remove that student from course enrollment.
- Travel arrangements, appointments, etc. should not conflict with due dates/exams/quizzes – the expectation is that students fulfill their obligations for the assigned dates. However, please let me know of unavoidable conflicts (military service, medical procedures/appointments, etc. that have already been scheduled and cannot be changed) as soon as possible. If I know in advance, I am happy to provide flexibility in working with you to find a work-around that usually results in a solution satisfactory for all. Late assignments will receive a proportionate point deduction – “late” means not submitting/presenting materials when they have been asked for (on a given day at a specified time). Make-up opportunities for scheduled exams & quizzes will be given under legitimate extenuating circumstances only; in such cases, students must follow up with a notification/request and provide proof of the event/condition within 3 days after the missed assessment. The make-up must be scheduled and taken within one week of the original assessment date to receive a score. Additionally, no early assessments/exams/quizzes will be given.
- Advanced notification of a foreseen/expected absence is greatly appreciated – please give notice ahead of time if you know you will not be able to attend lecture/lab (ideally, at least 24 hours in advance of the class that will be missed), excluding absences due to extreme/last-minute emergencies – e.g. car accident, serious illness or injury, etc. If advanced notice is given *and approved*, attendance during an alternate lab section in the same week may be possible. It is still the responsibility of students to request any assignments or pertinent information relevant to the missed lecture/lab prior to the absence and to turn in any assignment(s) on or before the date due.
- If students know in advance that they will be late to lecture/lab, notification beforehand would be very much appreciated so that arrangements can be made to have students seamlessly join class and not be lost/behind. If students habitually arrive to lecture/lab more than 30 minutes tardy (more than twice) without proper notification, they may be given an absence for the lecture/lab (as a significant portion of the lesson will have been missed).

Important Dates - Please monitor the dates below as you are personally responsible for adding or dropping courses by the specified deadline(s):

- The last day to receive an add code from a Miramar College instructor and add a class is February 16, 2021.
- The last day to drop a class without receiving a “W” on your record is February 16, 2021.
- The last day to drop a class without receiving a letter grade (and receive a “W” instead) is April 16, 2021.

Academic Integrity (Administrative Procedure 3100.3):

- **Plagiarism:** the act of using and passing off the ideas, writings, discoveries, etc. of another as one’s own; also known as copying or taking credit for someone else’s work; this most often occurs when students work together in groups – it is acceptable to gather data, collaborate, and discuss ideas, but your assignments must be written in your own words (i.e. your work must be *your* work). Likewise, allowing someone to knowingly copy your work is not acceptable. This includes copying/allowing copying of someone else’s note sheet/card for use on an exam.
- **Cheating:** the use of unfair or deceitful methods that gives one an advantage over others in the class. Examples include, but are not limited to: sharing or copying answers during a test, informing someone of answers who has not yet taken the test/accepting answers from someone who has already taken the exam, using notes or accessing other information (written or electronic-based) during an exam or quiz that has not been approved by the instructor. This includes use of a note sheet/card that is not submitted for review upon completion of an assessment.
- For reasons of academic integrity, plagiarism and/or cheating cannot be tolerated in any form in this class – if a student is caught doing so, they will be given an automatic zero for the assignment/exam and their name will be given to the Dean of Student Affairs for administrative counseling.

Student Code of Conduct/Behavior & Online Decorum (Board Policy 3100.3.a-s)

- Please join the Zoom classroom using an account name that includes both first and last name that is recognizable for admittance purposes (use of a pseudonym/nickname that has not been given to the instructor in advance will not be acknowledged as valid identification for entry).
- Please silence/mute microphones when entering the Zoom classroom; additionally, when engaging a microphone upon instruction to do so, please ensure background noises are kept to a minimum.
- Please turn on video cameras, when instructed, with an appropriate background/setting (nothing distracting or offensive) and wearing mindful attire.
- Please be respectful and do not talk during lecture and lab while the professor is speaking; additionally, unsolicited side conversations in the chat function of Zoom are disruptive to the learning process – not only are they distracting to the professor and others, they take your focus away from the exchange of information that is occurring – failure to comply (after warning/reminder) may result in dismissal with an absence given for the day and possible loss of points.
- Please be respectful of the learning environment – no put-downs, no interrupting others, no use of profanity, no threats or intimidation, etc. Disrespectful/Defiant behavior (after warning) will result in removal with an absence given for the day and possible loss of points; a referral will also be made to the Dean of Student Affairs.
- Please visit Miramar’s website to learn more about “Online Student Tips for Success” and “Netiquette Guidelines for Online Students” (<https://www.sdmiramar.edu/node/17350>)

Problem/Conflict Resolution:

To address any problem/conflict/difficulty concerning this class, first contact the professor as soon as possible to achieve resolution/guidance. If the outcome remains unresolved, you may be advised by the professor to contact the Department Chair. If the matter requires further advisement, you may be referred to the school Dean. Please, do not deviate from this chain of contact.

Diversity (Board Policy 3430):

Diversity includes, but is not limited to, ethnicity, language, culture, national origin, class, race, gender, age, sexual identity, religion, disability, marital status and political affiliation. Diversity is acknowledged, respected, and welcomed in the classroom – ALL students are encouraged to be themselves and will be given equal opportunities to learn in an environment where prejudice, intolerance/disrespect, and harassment are prohibited.

Student Support Services (<https://www.sdccd.edu/students/support-services/>)**Accommodation of Disabilities (Administrative Procedure 3105.1):**

I firmly believe in equity and inclusion to ensure all students have an equal opportunity to succeed. Any student with a disability is highly encouraged to notify Disability Support Programs & Services (DSPS) and the professor within the *first* week of classes and provide necessary documentation (verified by Miramar DSPS) so that their academic needs can be accommodated – please visit the DSPS website at <http://www.sdmiramar.edu/campus/dsps?url=dsps> for details and resources.

Academic Support & Tutoring:

Students in need of additional assistance with studying, preparation and/or conceptual understanding are highly encouraged to seek help from the professor during regularly scheduled “open-door”/office hours (or by scheduling an appointment). Additionally, tutoring services are available through the Academic Success Center (ASC) – students are encouraged to view the ASC’s resources and tutor schedules at <https://www.sdmiramar.edu/campus/asc>.

COVID-19 Updates:

Information on COVID-19 and vaccination can be accessed at <https://www.sdccd.edu/coronavirus/> and https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/vaccines/COVID-19-VaxEvents.html

Additionally, a list of services and supports provided during the pandemic can be found at <https://docs.google.com/document/d/1YK3m3RCUGCxndbUMU8MxC0koR6A0OsQce0jSLPjk4Rk/edit>

Resources for Students in Need:

Jet Fuel Pantry & Farmer’s Market (<http://www.sdmiramar.edu/campus/food-security-programs>)
Financial Aid & Scholarships (<https://www.sdccd.edu/students/financial-aid-scholarship/index.aspx>)
Extended Opportunities Programs & Services (EOPS) (<http://www.sdmiramar.edu/campus/eops/>)

Classes, Labs, and “Open-Door”/Office Hours are Safe Zone Environments:

As a Safe-Zone-trained professor, I am dedicated to providing supportive, judgement-free spaces that foster inclusion and belonging for students from all walks of life (<http://sdmiramar.edu/campus/studentaffairs/lgbtq>).

My Commitment: To provide you with a high-quality education that yields a deeper understanding of the fundamental principles that govern biological processes that impact all our lives. Henri Poincaré once said, “Science is built of facts the way a house is built of bricks; but an accumulation of facts is no more science than a pile of bricks is a house.” It is my hope that you not simply memorize facts (pile bricks), but progressively build on your knowledge and think critically to apply what you’ve learned (do something meaningful with those bricks – become an informed citizen capable of making educated decisions).

Course Objectives (A checklist of all the new skills/abilities you'll have when you successfully complete the course) – upon completion of the course, students will be able to:

- explain what properties of water make it crucial to life
- classify biomolecules based on monomeric subunits and linkages connecting them
- compare and contrast prokaryotic & eukaryotic cells as well as plant & animal cells
- compare and contrast acellular parasites/infectious agents (viruses, prions, etc.)
- identify the metabolic pathways of cellular respiration and photosynthesis
- explain how genetic information is organized in cells
- compare and contrast mitotic cell division and meiotic cell division
- explain how DNA is replicated at the molecular level
- outline the flow of genetic information in both prokaryotic and eukaryotic cells
- summarize how RNA uses information from DNA to synthesize proteins
- predict a protein sequence using mRNA sequence and the genetic code
- compare and contrast how prokaryotes and eukaryotes regulate gene expression
- compare and contrast the various types of cell communication and pathways involved in signal transduction
- recognize how patterns of heredity can be predicted
- solve complex genetics problems using the rules of probability
- assess whether a population is evolving using the principles of the Hardy-Weinberg equilibrium

Biology 210A Schedule* (Dr. Hurley) – Spring Semester 2021 (CRN 54864 & 54865)

Week	Date/Day	Lecture Topics (Mon/Wed)	Textbook	Lab Topic (Mon/Wed)
1	Feb 1 M	Intro to Biological Themes/Chem. of Life	Ch. 1, 2	Scientific Method
1	Feb 3 W	Water/Carbon Chemistry	Ch. 3, 4	Scientific Method
2	Feb 8 M	Quick Quiz 1 (Ch. 1-4) Biomolecular Structure & Function	Ch. 5	On-Campus Lab: Microscopy ◇Lab Quiz 1
2	Feb 10 W	Biomol Structure & Function (Cont)	Ch. 5	On-Campus Lab: Microscopy ◇Lab Quiz 1
3	Feb 15 M	President's Day Holiday (no lecture, but begin Ch. 6)	Ch. 6	Holiday – Biomolecules virtual lab activity (on course website)
3	Feb 17 W	→Exam #1 (Ch. 1-5) Animal vs. Plant Cell Organelles	Ch. 6	Biomolecules ◇Lab Quiz 2
4	Feb 22 M	Overview of Viruses Fundamentals of Metabolism	Ch. 19 (19.1 & 19.2) Ch. 8	◇Lab Quiz 2 Enzymes ◇Lab Quiz 3
4	Feb 24 W	Quick Quiz 2 (Ch. 6 & 19) Fundamentals of Metabolism	Ch. 8	Enzymes ◇Lab Quiz 3
5	Mar 1 M	→Exam #2 (Ch. 6, 8, 19) Membrane Structure & Function	Ch. 7	Osmolarity ◇Lab Quiz 4
5	Mar 3 W	Membrane Structure & Function	Ch. 7	Osmolarity ◇Lab Quiz 4
6	Mar 8 M	Quick Quiz 3 (Ch. 7) Cellular Respiration & Fermentation	Ch. 9	Fermentation ◇Lab Quiz 5
6	Mar 10 W	Cellular Respiration & Fermentation	Ch. 9	Fermentation ◇Lab Quiz 5
7	Mar 15 M	→Exam #3 (Ch. 7 & 9) Photosynthesis: The Light Reactions	Ch. 10	Photosynthesis ◇Lab Quiz 6
7	Mar 17 W	Photosynthesis: Calvin Cycle & Combatting Photorespiration	Ch. 10	Photosynthesis ◇Lab Quiz 6
8	Mar 22 M	Quick Quiz 4 (Ch. 10) The Cell Cycle and Mitosis	Ch. 12	Cell Cycle & Microvolumetrics ◇Lab Quiz 7
8	Mar 24 W	Sexual Reproduction: Meiosis	Ch. 13	Cell Cycle & Microvolumetrics ◇Lab Quiz 7
Mar 29	Mar 31	Spring Break (No Class)		Spring Break (No Lab)
9	Apr 5 M	→Exam #4 (Ch. 10, 12, 13) Molecular Basis of Inheritance	Ch. 16	On-Campus Lab: Micropipetting & Plasmids (Ch. 20) ◇Lab Quiz 8
9	Apr 7 W	DNA Replication	Ch. 16	On-Campus Lab: Micropipetting & Plasmids (Ch. 20) ◇Lab Quiz 8
10	Apr 12 M	Gene Expression: Transcription & RNA Processing	Ch. 17	DNA Gel Electrophoresis (Ch. 20) ◇Lab Quiz 9
10	Apr 14 W	Quick Quiz 5 (Ch. 16) Gene Expression: Translation	Ch. 17	DNA Gel Electrophoresis (Ch. 20) ◇Lab Quiz 9

11	Apr 19 M	Gene Expression: Mutation	Ch. 17	Transformation (Ch. 20) ◊ <i>Lab Quiz 10</i>
11	Apr 21 W	→ <i>Exam #5 (Ch. 16 & 17)</i> Prokaryotic Gene Regulation	Ch. 18 (section 18.1)	Transformation (Ch. 20) ◊ <i>Lab Quiz 10</i>
12	Apr 26 M	Eukaryotic Gene Regulation	Ch. 18 (section 18.2)	PCR (Ch. 20) ◊ <i>Lab Quiz 11</i>
12	Apr 28 W	Quick Quiz 6 (Ch. 18) Cell Communication	Ch. 11	PCR (Ch. 20) ◊ <i>Lab Quiz 11</i>
13	May 3 M	Cell Communication	Ch. 11	Molecular Genetics ◊ <i>Lab Quiz 12</i>
13	May 5 W	→ <i>Exam #6 (Ch. 11 & 18)</i> Genetics: Mendel's Model	Ch. 14	Molecular Genetics ◊ <i>Lab Quiz 12</i>
14	May 10 M	Predicting Inheritance: Probability Rules	Ch. 14	Human Heredity/ Bioinformatics ◊ <i>Lab Quiz 13</i>
14	May 12 W	Quick Quiz 7 (Ch. 14) Complex Genetics: Beyond Mendel	Ch. 14	Human Heredity/ Bioinformatics ◊ <i>Lab Quiz 13</i>
15	May 17 M	Population Genetics	Ch. 23	Hardy Weinberg Lab & Genetics Practice Problems ◊ <i>Lab Quiz 14</i>
15	May 19 W	Quick Quiz 8 (Ch. 23) Mechanisms of Microevolutionary Change	Ch. 23	Hardy Weinberg Lab & Genetics Practice Problems ◊ <i>Lab Quiz 14</i>
16	May 24 M	Mechanisms of Microevolutionary Change (Cont'd)	Ch. 23	Exit Survey ◊ <i>Lab Quiz 15</i>
16	May 26 W	→ <i>Final Exam (Ch. 14 & 23)</i>		Exit Survey ◊ <i>Lab Quiz 15</i>

* - Schedule is subject to change ◊ = All lab quizzes will pertain to material presented in the prior week's lab