

Montgomery County Community College
 CMS 120
 Public Speaking
 3-3-0

COURSE DESCRIPTION:

A human performance course that focuses upon the theory, practice, and criticism of different types of informative and persuasive speeches. Emphasis will be placed on strategies of audience analysis, organizational methods, and the use of ethical principles in speech preparation and delivery. Students will present speeches that identify and analyze current societal needs and encourage action to help alleviate at least one of those needs.

REQUISITES:

Previous Course Requirements

- Students must have successfully completed or tested out of ENG 011 Basic Writing II, or ESL 011 Basic Writing II.
- Students must have successfully completed or tested out of REA 011 Fundamentals of College Reading or REA 017 Vocabulary & Reading Comprehension Development II.
- Successful completion of ESL 009 is required for students who place into ESL courses

Concurrent Course Requirements

None

LEARNING OUTCOMES Upon successful completion of this course, the student will be able to:	LEARNING ACTIVITIES	EVALUATION METHODS
1. Select speech topics and deliver speeches according to the occasion, the audience and the speaker.	Lecture/Discussion Critique Sessions Videotaped Feedback Sessions Student Practice Informative Speeches Persuasive Speeches Audience Analysis Self-Analysis of Presentations Debate or Group Presentation Discussion and Decision-Making	Informative Speeches Persuasive Speeches Self-Analysis of Presentations Debate or Group Presentation

LEARNING OUTCOMES Upon successful completion of this course, the student will be able to:	LEARNING ACTIVITIES	EVALUATION METHODS
2. Identify and analyze the elements of informative and persuasive speeches.	Lecture/Discussion Analysis of Speeches Critique Sessions Videotaped Feedback Sessions Informative Speeches Persuasive Speeches Organization PSA Debate or Group Presentation	Informative Speeches Persuasive Speeches Self-Analysis of Presentations Debate or Group Presentation Quizzes/Exams
3. Employ research information and evaluate evidence.	Informative Speech Persuasive Speeches Debate or Group Project	Informative Speeches Persuasive Speeches Self-Analysis of Presentations Debate or Group Presentation
4. Show expanded facility in constructing arguments.	Persuasive Speeches Debate or Group Project	Persuasive Speeches Debate or Group Project
5. Explain and use Aristotelian models of proof (ethos, pathos, logos) in a basic manner.	Discussion Analysis of Speeches Critique Sessions Persuasive Speeches Debate or Group Project	Persuasive Speeches Quizzes/Exams
6. Demonstrate the elements of oral style and effective platform techniques.	Informative Speeches Persuasive Speeches Debate	Informative Speeches Persuasive Speeches Debate
7. Demonstrate ability in rhetorical criticism.	Analysis of Speeches Critique Sessions Informative Speech Persuasive Speeches Organization PSA Discussion and Decision-Making	Informative Speech Persuasive Speeches Organization PSA

LEARNING OUTCOMES Upon successful completion of this course, the student will be able to:	LEARNING ACTIVITIES	EVALUATION METHODS
8. Demonstrate analytic listening and informed decision making.	Informative Speech Persuasive Speeches Organization PSA Discussion & Vote	Informative Speech Persuasive Speeches Organization PSA Discussion & Vote

At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Associate Vice President of Academic Affairs. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria*.

SEQUENCE OF TOPICS:

1. Topic Selection
2. Audience Analysis and Adaptation
3. Organization
4. Outlining
5. Research Methods
6. Listening
7. Principles of Informative Speaking
8. Principles of Persuasive Speaking
9. Persuasive Theory (Classical and Contemporary)
10. Speech Delivery
11. Rhetorical Criticism

LEARNING MATERIALS:

Gunn, J. (2018). *Speech Craft*. Boston, MA: Bedford/St. Martin's.

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

COURSE APPROVAL:

Prepared by: Ann Lacy

Date: 1992

Revised by: Ann Lacy

Date: 2004

VPAA/Provost Compliance Verification: Dr. John C. Flynn, Jr.

Date: 6/22/2005

Revised by: Tobi Mackler

Date: 9/2012

Revised by: Tobi Mackler

Date: 5/2013

VPAA/Provost or designee Compliance Verification:

Victoria L. Bastecki-Perez, Ed.D.

Date: 6/10/2013

Revised by: Thomas Donlan

Date: 3/2014

VPAA/Provost or designee Compliance Verification:

Victoria L. Bastecki-Perez, Ed.D.

Date: 3/18/2014

Revised by: Tom Donlan

Date: 8/27/2017

VPAA/Provost or designee Compliance Verification:

Date: 10/13/2017



This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.

ANT-100-A Social Anthropology

[Jump to Today](#)

ANT 100

Social Anthropology

Mondays and Wednesdays 11 a.m. - 12:20 p.m.

Shadek-Fackenthal Library 106

Professor Guarasci

Email: bguarasc@fandm.edu (<mailto:bguarasc@fandm.edu>)

Office: Gerhart 301

Office Hours: Tuesdays 9:20 a.m. – 11:20 a.m., Wednesdays 4:40 p.m. - 5:30 p.m.

Course Description

This course offers an introduction to social anthropology as a discipline that investigates social organization, power, and history. We explore the study of anthropology in two ways: first, by analyzing cultural anthropology as a system of knowledge production and, second, by examining its prime method of inquiry, ethnography. Employing a comparative perspective across contexts, we ask: what is culture? what can it tell us about how humans create meaningful social lives? what can the study of culture tell us about social, political, and economic systems? The course is a combination of lecture and discussion.

Learning Objectives

The goal of this course is to introduce you to the discipline of social anthropology, both as a method of inquiry and form of scholarly analysis. Learning objectives are:

- To understand the core principles of social anthropology: kinship and social organization; symbols; language and communication; identity; exchange; power; and the relationship of anthropology and history.
- To understand the ethnographic method
- To evaluate socio-cultural processes using foundational principles of anthropology
- To more critically examine our daily lives by examining other ways of living
- To conduct independent research and writing in anthropology

Grades:

Participation (20%) including pop quizzes

Exams (45%)

Exam One (15%), September 21st

Exam Two (15%), October 19th

Exam Three (15%), November 7th

Ethnographic Research Project and Presentation (35%)

- Group Presentation (15%), starting 11/28
- 5-page Ethnography Review (20%), due December 12th

Required Books

Basso, Keith. 1996. *Wisdom Sits in Places: Landscapes and Language Among the Western Apache*. Albuquerque: University of New Mexico Press. ISBN: 0826317243

Garcia, Angela. 2010. *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press. ISBN: 9780520262089

Weiner, Annette. 1988. *The Trobrianders of Papua New Guinea*. Fort Worth: Hancourt Brace Jovanovich Publishers. ISBN: 0030119197

LIVING COURSE SCHEDULE

UNIT I: WHAT IS ANTHROPOLOGY?

Week One: Cultural Critique and Cultural Production

8/31 Introduction and Course Overview

[Lepore, Jill. July 8, 2013. "The Prodigal Daughter." *New Yorker*.](https://fandm.instructure.com/courses/17789/files/1432874?wrap=1)

[\(https://fandm.instructure.com/courses/17789/files/1432874?wrap=1\)](https://fandm.instructure.com/courses/17789/files/1432874?wrap=1) _ [↓](#)

[\(https://fandm.instructure.com/courses/17789/files/1432874/download?download_frd=1\)](https://fandm.instructure.com/courses/17789/files/1432874/download?download_frd=1)

Week Two: Fieldwork and the Culture Concept

9/5 What is Cultural Anthropology?

[Miner, Horace. 1956. "Body Ritual Among the Nacirema" *American Anthropologist* 58: 503-507.](https://fandm.instructure.com/courses/17789/files/1440186?wrap=1)

[\(https://fandm.instructure.com/courses/17789/files/1440186?wrap=1\)](https://fandm.instructure.com/courses/17789/files/1440186?wrap=1) _ [↓](#)

[\(https://fandm.instructure.com/courses/17789/files/1440186/download?download_frd=1\)](https://fandm.instructure.com/courses/17789/files/1440186/download?download_frd=1)

[Delany, Carol and Deborah Kaspin. 2011. "Orientation and Disorientation." In *Investigating Culture: An Experiential Introduction to Anthropology*. Malden: Wiley-Blackwell. 3-24.](https://fandm.instructure.com/courses/17789/files/1440175?wrap=1)

[\(https://fandm.instructure.com/courses/17789/files/1440175?wrap=1\)](https://fandm.instructure.com/courses/17789/files/1440175?wrap=1) _ [↓](#)

[\(https://fandm.instructure.com/courses/17789/files/1440175/download?download_frd=1\)](https://fandm.instructure.com/courses/17789/files/1440175/download?download_frd=1)

Reading Prompt: This unit of the course is introductory, designed to expose you to the basic tools of anthropological analysis. This group of readings will introduce you to the concept of culture and the discipline of anthropology. I recommend reading Delany and Kaspin first, and then moving to Miner. What is culture as defined

by Delany and Kaspin? What is cultural relativism? What methods does Miner employ to make his determinations about the culture and society of the Nacirema? Are his methods anthropological? Why or why not.

9/7 Cultural Relativism, Reconsidered

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783-790.

(<https://fandm.instructure.com/courses/17789/files/1432875?wrap=1>)_ ↓

(https://fandm.instructure.com/courses/17789/files/1432875/download?download_frd=1)

Bush, Laura. November 17, 2001. "Radio Address." (<https://fandm.instructure.com/courses/17789/files/1432878?wrap=1>)_ ↓ (https://fandm.instructure.com/courses/17789/files/1432878/download?download_frd=1)

Reading Prompt: Do you remember 9/11? Why did we go to war in Iraq? How did the Bush Administration make a case for the need for U.S. intervention in Afghanistan and Iraq and how did gender based discrimination play a role in that calculus? In this session we examine the ways in which particular cultural groups are politicized by media and politicians to accomplish particular goals. How are relations of political power encoded in cultural judgments?

UNIT II: WHAT HOLDS SOCIETY TOGETHER?

Week Three: A Science of Experience

9/12 The Social Person

Weiner, Annette. 1988. *The Trobrianders of Papua New Guinea*. Fort Worth: Harcourt Brace Jovanovich College Publishers. p. 1-50

Reading Prompt: Weiner is concerned with the creation of value as both an economic and a kin relation. How is a person socially created through the exchange of objects and the solidification of social relationships?

9/14 Kinship

Weiner, p. 65-96

Delany, Carol and Deborah Kaspin. 2011. "Relatives and Relations." In *Investigating Culture: An*

(<https://fandm.instructure.com/courses/17789/files/1440176?wrap=1>)_ ↓

(https://fandm.instructure.com/courses/17789/files/1440176/download?download_frd=1) ***Experiential Introduction to Anthropology*. Malden: Wiley-Blackwell. p. 162-178. (<https://fandm.instructure.com/courses/17789/files/1440176?wrap=1>)_ ↓ (https://fandm.instructure.com/courses/17789/files/1440176/download?download_frd=1)**

Reading Prompt: How does keyawa kin connect matrilineages through the father's clan membership? What is the economic significance of keyawa kin? How are aesthetics (shell adornment and such) related to social order? In Delany and Kaspin, how did anthropologists study kinship? What biases were encoded in early kinship charts and how did subsequent anthropologists address them? What social relations do these charts highlight or exclude?

Week Four: Economy

9/19 Exchange

Carrier, James. 1993. "The Rituals of Christmas Giving." In *Unwrapping Christmas*. Daniel

(<https://fandm.instructure.com/courses/17789/files/1440174?wrap=1>) ↓

(https://fandm.instructure.com/courses/17789/files/1440174/download?download_frd=1) Miller, Ed. New York:

Oxford University Press. p. 55-74. (<https://fandm.instructure.com/courses/17789/files/1440174?wrap=1>) ↓

(https://fandm.instructure.com/courses/17789/files/1440174/download?download_frd=1)

Reading Prompt: How does the gift compel reciprocity? How does exchange propel social connection? When reading Carrier consider how the same principles of exchange and reciprocity apply to American consumer practices. According to Carrier, what is the significance of wrapping paper and shopping? How are wrapping paper and mall shopping in the United States similar to or different from yam exchange in the Trobriand Islands?

9/21 **Exam One**

Week Five

9/26 Analyzing Visual Culture

Harris-Perry, Melissa. April 26, 2016. "**[A Call and Response with Melissa Harris-Perry: The Pain and the Power of 'Lemonade'](http://www.elle.com/culture/music/a35903/lemonade-call-and-response/)**. ↗ (<http://www.elle.com/culture/music/a35903/lemonade-call-and-response/>)" *Elle*.

Als, Hilton. May 30, 2016. "**[Beywatch](http://www.newyorker.com/magazine/2016/05/30/beyonces-lemonade)** ↗ (<http://www.newyorker.com/magazine/2016/05/30/beyonces-lemonade>)" *New Yorker*.

At Home Film: **[Beyoncé. Lemonade. Parkwood Entertainment/ Good Company. 65 Minutes.](https://drive.google.com/file/d/1jY_YF0-d8homoxXmNEYeHtx2n4wkvu25/view?ts=630cd0f3)** ↗
(https://drive.google.com/file/d/1jY_YF0-d8homoxXmNEYeHtx2n4wkvu25/view?ts=630cd0f3)

9/28 Mandatory research workshop at the library; meet in the lobby of the Shadek-Fackenthal library

UNIT III: LANGUAGE

Week Six: Symbols

10/3 The Life of Language

[Ahearn, Laura. 2011. "The Socially Charged Life of Language." In *Living Language: An Introduction to Linguistic Anthropology*. Malden, MA: Wiley-Blackwell. p. 3-30.](https://fandm.instructure.com/courses/17789/files/1432856?wrap=1)

(<https://fandm.instructure.com/courses/17789/files/1432856?wrap=1>) ↓

(https://fandm.instructure.com/courses/17789/files/1432856/download?download_frd=1)

In Class Film: "**[American Tongues.](https://www.kanopy.com/en/fandm/watch/video/98661)** ↗ (<https://www.kanopy.com/en/fandm/watch/video/98661>)" 1988. Directed by Louis Alvarez and Andrew Kolker. Produced by Center for New American Media. 60 minutes.

Reading Prompt: This unit of the class examines language and representation as forms of social action. Our aim in doing so is to analyze how written and visual grammars shape an understanding of cultural life. Ahearn is dense, but instructive. When reading pay particular attention to how scholars have differently conceived of the linguistic sign? How do different conceptions of the sign lead to different understandings of society?

10/5 Symbol and Interpretation

Geertz, Clifford. 1972. "Deep Play: Notes on a Balinese Cockfight." *Daedalus*. 101: 1-37.

<https://fandm.instructure.com/courses/17789/files/1440180?wrap=1>_ 

https://fandm.instructure.com/courses/17789/files/1440180/download?download_frd=1

Reading Prompt: Now that we have learned the basics in anthropology—the culture concept, cultural relativism, functionalism, and ethnography—we turn to Geertz who advanced the interpretive method for anthropological analysis. Geertz emphasized culture is socially constructed and that the key to unlocking the logics of this construct is in examining key cultural symbols. We still see a functionalist bent to his analysis in that he defines social organization according to the social roles people play within it. What are the prominent social roles in the cockfight? What are the key symbols of the cockfight? What does an analysis of these symbols add to our understanding of culture that we wouldn't otherwise know? What is the significance of the cockfight in Balinese society?

Week Seven: Language and History

10/10 Fall break

10/12 Language in Practice: Stories of Place

Basso, Keith. 1996. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. University of New Mexico Press. xiii-70.

Reading Prompt: When reading Basso, consider his role as a historian as well as an anthropologist. Why is language so important to Apache historiography according to Basso? What is the significance of place names? What is the linguistic structure of place names? How does language bring place into being? What is a historical tale? How is the role of place in a historical tale? How is place morally instructive?

Week Eight: Power and Representation

10/17 Place Names

Basso, p. 71-104

Reading Prompt: In this class we consider how Basso examines the role of language in producing landscapes as a kind of active, moral and social text. While reading, consider the questions: How do place names appropriate landscape for social action according to Basso? How do people actively create and recreate landscapes through speaking, hearing, and thinking?

10/19 Power in Land

In Class Film, Selections from: Kanehsatake: 270 Years of Resistance. 1994. Directed by Alanis Obomsawin. Produced by the National Film Board of Canada. 1 hour, 59 minutes.

http://www.nfb.ca/film/kanehsatake_270_years_of_resistance/ <http://www.archive.org/details/kanehsatake>

Viewing Prompt: We evaluate how Native understandings of landscape are not only poetic, but political by viewing selections from Kanehsatake. While viewing the film, consider how visual representations of the Canadian land conflict differ from Basso's analysis of landscape. What differences do you notice?

UNIT IV: POWER

Week Nine: Revisiting Kinship

10/24 **Exam Two**

10/26 Relatives and Relations

Garcia, Angela. 2010. "Introduction." In *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press. p. 1-36.

Reading Prompt: What is the relationship between land and dispossession according to Garcia? How does Garcia's description of land along the Rio Grande compare to Basso's discussion of landscapes in the same geographic area?

Week Eleven: What is Care?

10/31 Blood Relative

Garcia, Angela. 2010. "Blood Relative." In *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press. p. 111-149.

Reading Prompt: What is the significance of Garcia's title "blood relative" and what does it indicate about addiction?

11/2 Ethics

Garcia, Angela. 2010. "Experiments with Care" and "Conclusion." In *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press. p. 183-210.

Reading Prompt: What does it mean to care? How does Garcia use her definition of care as a critique of addiction management?

<https://fandm.instructure.com/courses/17789/files/1442373?wrap=1>

UNIT IV: REPRESENTATION

Week Twelve: Care and Writing Workshop

11/7 Re-evaluating Care

[Buch, Elana. 2017. "Beyond Independence: Older Chicagoans Living Valued Lives." In *Successful Aging as a Contemporary Obsession*. Sarah Lamb, ed. New Brunswick: Rutgers University Press. p. 85-97.](#)

<https://fandm.instructure.com/courses/17789/files/1442373?wrap=1> ↓

https://fandm.instructure.com/courses/17789/files/1442373/download?download_frd=1

11/9 In Class Writing Workshop

Week Thirteen: The Politics of Representation

11/14 **Museums. Meet at Phillips in CC (Steinman Center) opposite cafes.**

Class visit to the Phillips Museum of Art

[Patterson, Monica. 2011. "Teaching Tolerance through Objects of Hatred: The Jim Crow Museum of Racist Memorabilia as 'Counter-Museum.'" In *Curating Difficult Knowledge: Violent Pasts in Public Places*. Ed. Erica Lehrer, Cynthia E. Milton, and Monica Eileen Patterson. New York: Palgrave. p. 55-71.](#)

<https://fandm.instructure.com/courses/17789/files/1432873?wrap=1> ↓

https://fandm.instructure.com/courses/17789/files/1432873/download?download_frd=1

[Moser, Stephanie. 2010. "The Devil is in the Detail: Museum Displays and the Creation of Knowledge." *Museum Anthropology* 33\(1\): 22-32. <https://fandm.instructure.com/courses/17789/files/1432850?wrap=1>](#) ↓

https://fandm.instructure.com/courses/17789/files/1432850/download?download_frd=1

Reading Prompt: As we move from thinking about language and social action in terms of verbal texts in Basso's ethnography, think about the communicative power of objects. How do objects "speak?" How is art a form of nonverbal communication? In what ways does it differ from verbal dialogue? What is the relationship between art and power?

11/16 **Exam 3**

Week Fourteen: The Politics of Representation

11/21 **MEET ON ZOOM:** <https://fandm.zoom.us/my/bridget.guarasci>

Film: "Paris is Burning." 1990. Directed by Jennie Livingston. Criterion Collection. 1 hour, 17 minutes.

11/23 Thanksgiving Break

Week Fifteen: Gallery Presentations

11/28 Presentation Workshop

11/30 Student Presentations of Ethnography









Week Sixteen: Gallery Presentations






12/5 Student Presentations of Ethnography

12/7 Student Presentations of Ethnography

12/12 Final Ethnography Review Due

Course Summary:

Date	Details	Due
Wed Sep 21, 2022	 Exam 1 (https://fandm.instructure.com/courses/17789/assignments/175017)	due by 11am
Tue Oct 4, 2022	 Quiz One - American Tongues (https://fandm.instructure.com/courses/17789/assignments/179156)	due by 11:59pm
Wed Oct 19, 2022	 Exam 2 (https://fandm.instructure.com/courses/17789/assignments/175018)	due by 11am
Wed Oct 26, 2022	 Quiz 2 (https://fandm.instructure.com/courses/17789/assignments/180757)	due by 11am
Mon Nov 7, 2022	 Exam 3 (https://fandm.instructure.com/courses/17789/assignments/177498)	due by 11am
Mon Nov 28, 2022	 Ethnography Group Presentation (https://fandm.instructure.com/courses/17789/assignments/178407)	due by 11am
Wed Dec 14, 2022	 Ethnography Book Review (https://fandm.instructure.com/courses/17789/assignments/178463)	due by 7am
	 Book Review Example (https://fandm.instructure.com/courses/17789/assignments/180737)	

Date	Details	Due
	<div><div></div><div><u>Dates + Students Assigned to Ethnographies</u> (https://fandm.instructure.com/courses/17789/assignments/178632)</div></div>	
	<div><div></div><div><u>Exam 1 Review Sheet</u> (https://fandm.instructure.com/courses/17789/assignments/178470)</div></div>	
	<div><div></div><div><u>Exam 2 Review Sheet</u> (https://fandm.instructure.com/courses/17789/assignments/179744)</div></div>	
	<div><div></div><div><u>Exam 3 Review Sheet</u> (https://fandm.instructure.com/courses/17789/assignments/180829)</div></div>	
	<div><div></div><div><u>Participation</u> (https://fandm.instructure.com/courses/17789/assignments/175019)</div></div>	

BIOLOGY 101- EVOLUTION, ECOLOGY, AND BIODIVERSITY

Lecture/Laboratory Section C

Fall 2022

Lecture: Tuesday/Thursday 8:30-9:50 am, Stager 110

Lab: Tuesday 12:45-4:35 pm, LSP 210

Instructor: Mark Olson

E-mail: mark.olson@fandm.edu

Office: LSP 232A

Office Hours: Wednesday 10:00-11:30 am or by appointment

Course Objectives

Evolution and ecology are interesting and important topics that have widespread implications for our everyday lives. In this course, we will use both theory and case studies to examine fundamental evolutionary and ecological principles. Specifically, we will:

- Learn the principles of Mendelian inheritance and how they relate to cellular reproduction
- Explore the process of natural selection, beginning with Darwin's theory of evolution
- Investigate macroevolution and the diversity of life on earth
- Examine the ecological processes that influence populations, communities, and ecosystems, and how human activities are affecting these processes

Recommended Texts

Scitable by Nature Publishing Group

Heredity: <http://www.nature.com/scitable/topic/genetics-5>

Evolution and Ecology: <https://www.nature.com/scitable/knowledge/ecology-102/>

Biology 2e. MA Clark, M Douglas, and J Choi, editors. Openstax. 2018.

<https://openstax.org/books/biology-2e/pages/1-introduction>.

See terms and conditions here: <https://creativecommons.org/licenses/by/4.0/>

Grading

Your final grade in Biology 101 will be based on a maximum score of 600 points. Of that total, the lecture will account for 400 points and the laboratory portion will account for 200 points. The points allocated to lectures will be distributed as follows:

Assessment	Points	Due Date
Exam #1 (Heredity and Evolution)	90	Oct. 20
Exam #2 (Phylogenetics and Diversity)	70	Nov. 15
Final Exam (Ecology)	120	TBA (Exam Week)
Assignment 1: Genetics Problems	40	Oct. 4
Assignment 2: Extinction	40	Nov. 3
Assignment 3: Sea Turtle Conservation	40	Dec. 1
Total	400	

Exams

There will be a total of three exams in this course. The first exam will cover principles of heredity and microevolution. The second exam will cover phylogenetics and the diversity of life. The final exam will focus on ecology, but some questions will integrate new material with evolutionary concepts presented earlier in the course. All exams will be short answer format. Practice problems (but not answers) will be provided before exams to provide examples and help reinforce important concepts in ecology and evolution.

Assignments

We will have 3 assignments associated with topics covered in class. The format of these assignments will vary depending on the topic. The first assignment will be a set of genetics problems. The second assignment will explore extinction, both in terms of individual species and mass extinction events. The third assignment will investigate demographics and conservation of endangered sea turtles. These assignments will be due by the start of class on the due date. Without an excused absence, any late assignment will automatically lose 10% per 24 hour delay, and result in a score of 0 after one week. However, each student has one **automatic extension** on an assignment that delays the due date until the start of the next class. These extensions do not need to be arranged beforehand. Excused absences (i.e., approved short term leaves or arrangements made with the instructor) will not count towards this automatic extension.

Lab

Points allocated to lab will be distributed as follows:

Lab Assignment	Points	Due Date
Graph and interpret seed shadow data	5	Sep. 13
Graph and interpret trade-off data	5	Sep. 27
Trade-off paper reading questions	20	Oct. 04
Methods and Results of Samara Study	40	Oct. 18
Graph and interpret Millport data	5	Oct. 25
Vertebrate Phylogeny	5	Oct. 25
Isopod experiment proposal	5	Nov. 08
Isopod paper reading questions	20	Nov. 29
Isopod Lab Report	75	Dec. 10
Contributions to lab	20	-
Total	200	

The laboratory experience is a key component in Biology 101. In addition to demonstrating concepts covered in lectures, gain experience in experimental design, data analysis and interpretation, and written communication in the format of a scientific paper. Labs are organized around two multi-week modules. The first module will examine seed dispersal in maples. The second module will focus on the ecology of aquatic isopods.

Instead of having a traditional lab manual, material for each lab will be available on Canvas. Some of this material will need to be read before lab so that you are prepared for the day's activities.

In both modules, we will have labs with outdoor field work. As a reminder, washing and/or sanitizing hands at the conclusion of the field work and storing food/drink away from field samples are important safety practices. We will talk about safety in more detail prior to heading out in the field.

The teaching assistant for lab will be Jayda Cole. Jayda will be there to assist with logistics and answer questions about lab.

The laboratory grade will be based on a set of small activities, two sets of reading questions, and two lab reports. The first lab report will focus on the methods and results. The second lab report will be by complete, with introduction, methods, results, and discussion sections. There will also be a 20 point grade that reflects your contribution to lab. Students who are engaged in lab, actively participate in data collection and discussion, and work to solve problems that come up will be rewarded with a high grade for their contributions.

Policies for Missed Labs and Exams

Attendance in labs is mandatory. An unexcused absence from lab will result in an automatic lab contribution grade of 0 (with additional 20 point penalties for additional unexcused absences). Valid excuses for a missed lab must come from your College House Dean. Similarly, exams must be taken on the assigned date without an excused absence from you House Dean. Please see <http://www.fandm.edu/college-life-manual/student-rights-freedoms-and-responsibilities/health-leaves-and-policies> for more information about excused absences.

Academic Dishonesty

Cases of academic dishonesty (e.g. plagiarism, cheating) represent serious breaches in the code of student conduct. Punishment will be determined after consultation with the Dean of the College or designee, and can range from a failing grade on an assignment, the course, or academic suspension. In cases where two people turn in identical work, be advised that both parties will be punished (even if one person worked independently and then allowed the other to copy their work after the fact). Unless specifically stated, work is to be done independently and any questions should be directed to the instructor rather than a fellow student. The College's official statement on academic honesty can be found at <https://www.fandm.edu/catalog/academic-honesty>. Please read this statement and understand your obligations of personal and academic integrity.

Lecture Outlines and PowerPoint Presentations

Outlines of each lecture, including brief summaries of important terms and concepts, will be posted online prior to each lecture as word documents. In addition, PowerPoint presentations will be posted (usually just) before each lecture. Please note that these

materials are not a substitute for attending lecture. Indeed, many of the slides won't make sense unless you first saw them in class.

Mandated Reporters Policy

As a mandated reporter at F&M, I have a duty to report any instances of sexual harassment, discrimination, dating violence, domestic violence, stalking, or sexual assault involving a student about which I am aware. This action is vital for supporting victims and preventing subsequent acts of sexual misconduct on and off campus. More information can be found at <https://www.fandm.edu/college-policies/background-checks-and-protection-of-minors/mandated-reporters-policy>.

Communication

Announcements will be made at the start of lectures and labs. Additional announcements may be made on Canvas. Therefore, you should check Canvas and e-mail regularly. E-mail is also an excellent way to communicate with me (to ask questions or make appointments).

Additional Resources

Any questions you have about material or assignments in either the lecture or laboratory portions of the course should be directed to me. If you are not able to meet during regular office hours, we can schedule a meeting at a mutually convenient time (either in person or on zoom). I also welcome questions at the end of lecture/lab (although I encourage questions during class as many people often have the same question).

Assistance is also available through the Quantitative and Science Center (Q&SC) in the Science Library (<http://www.fandm.edu/academics/quantitative-science-center>). The Q&SC supports Biology 101 students in two ways. First, there are tutors available to help with questions about material (although they are not available to help with assignments). In addition, the Q&SC offers quantitative extra study time (QuEST) sessions. These sessions will be scheduled at regular hours to provide opportunities to review material covered in the course. Each session will be organized by Emma Stronge. In consultation with me, Emma will organize activities to facilitate your learning of the material. I strongly encourage you to take advantage of this learning resource on a regular basis (and not just before exams).

TENTATIVE LECTURE SCHEDULE

Date	Day	Class	Topic	Assignment
1-Sep	Th	1	Overview	
6-Sep	Tu	2	Evolutionary Thought	
9-Aug	Th	3	<i>Evolution in Action Discussion</i>	
13-Sep	Tu	4	Mitosis and Meiosis	
15-Sep	Th	5	Mendelian I	
20-Sep	Tu	6	Mendelian II	
22-Sep	Th	7	<i>Genetics of Human Diseases Discussion</i>	
27-Sep	Tu	8	Population Genetics	
29-Sep	Th	9	Natural Selection	
4-Oct	Tu	10	Trade-offs	Genetics Problems
6-Oct	Th	-	No Class	
11-Oct	Tu	-	Fall Break	
13-Oct	Th	11	Speciation	
18-Oct	Tu	12	Phylogenetics	
20-Oct	Th	13	Exam 1	
25-Oct	Tu	14	Origins and Prokaryotes	
27-Oct	Th	15	Evolution of Eukaryotes; Fungi	
1-Nov	Tu	16	Plants and the colonization of land	
3-Nov	Th	17	Invertebrates	
8-Nov	Tu	18	Vertebrates	Extinction
10-Nov	Th	19	Behavioral Ecology	
15-Nov	Tu	20	Exam 2	
17-Nov	Th	21	Population Ecology	
22-Nov	Tu	22	Interactions	
24-Nov	Th	-	Thanksgiving Break	
29-Nov	Tu	23	<i>Isle Royale Discussion</i>	
1-Dec	Th	24	Community-Level Processes	Sea Turtle Conservation
6-Dec	Tu	25	Ecosystem Ecology	
8-Dec	Th	26	Anthropocene	
TBA	-	-	Final Exam (During Finals)	

CNX133: Ethics and Experimentation

Fall 2022

Wednesdays 1:30- 4:20 pm | LSP256

Professor: Dr. Carlota Batres

Email: cbatres@fandm.edu

Office Hours: Fridays 10 am-1 pm, or by appointment

Please use this link to sign up: <https://www.signupgenius.com/go/70A0449ABA622A5FB6-professor3>

Preceptor: Emma Riggs

Email: eriggs@fandm.edu; Cell number: 267 261 1076

Drop-in hours: Tuesdays 6-8 pm and Thursdays 7-8 pm, or by appointment, in the basement of the Martin Science Library

Course Description

What is ethical when it comes to science? The answer to that question can vary depending on the test subjects (e.g., humans, rats), location (e.g., institutional review board protocols in that country), and time (e.g., current day, 1950s). While discussing this question and considering ethical dilemmas, students will develop skills of reading, speaking, writing, critical thinking, and research/ information literacy.

Expanded Description

Connections courses are defined by the connections they draw and the skills they impart. Connections courses are designed to facilitate the acquisition of the practices of discourse, including standards for comprehending and formulating arguments. Connections courses focus on developing essential skills to position first-year students for intellectual growth and academic success. This connections course will contain materials and assignments that provide an introduction to and development of: reading (through assigned articles), speaking (through presentations and discussions), writing (through paper assignments), critical thinking (through assignments and discussions), and research/ information literacy (through workshops and assignments).

Disclaimer

It is important to note that some of the content presented in this course will involve disturbing and emotionally-charged topics, images, and videos (e.g., Nazi experiments, animal abuse). I do not expect you to agree with everything you learn or read about in this course. I encourage you to engage with the material and welcome thoughtful debate. If you are uncomfortable with something that is presented in the course, I hope that you will speak up in a manner that is thoughtful and instructive for everyone, or you can always ask to meet with me individually. Please know that it is never my intention to upset or offend you with the topics we cover in class and if you are offended or upset by my presentation of any of the course content, please schedule some time with me. I hope that you will come to class with an enthusiastic attitude about learning and discussing the materials, even if you disagree with some of it, and will have a respectful attitude towards the views of others.

Course-Specific Learning Objectives

Upon successful completion of this course students will be able to:

- Navigate the myriad sources of guidance and support for students (e.g., Academic Support Services, the Library, the Writing Center).
- Undertake close readings of articles.
- Articulate views clearly and actively listen to those articulated by others.
- Engage thoughtfully with competing perspectives.
- Develop critical thinking skills through close readings, critical analysis of arguments/ evidence, and active class discussion of ideas.
- Think critically about ethical principles.
- Synthesize information and be able to communicate it effectively to peers.
- Craft effective scholarly arguments, including coming up with original ideas and finding and evaluating sources to test and develop those ideas.
- Practice various kinds of writing, including analysis and argument.
- See issues from multiple perspectives and question assumptions.
- Critically evaluate media reporting and understand the importance of going straight to the source.
- Use the library and other resources to identify useful and reputable sources of information.

Academic Misconduct

Enrollment at Franklin & Marshall involves obligations of academic integrity and students are bound by ideals of scholarly conduct and intellectual honesty. You are free to discuss course material, readings, etc. with your peers. However, for anything you submit in this course, it must be your own. If you cheat/plagiarize, you will get a 0 on the assignment. Please note that cheating includes giving and/or receiving unauthorized assistance in quizzes/assignments.

Students with Accommodations

Students are required to notify the College if they will need special services or accommodations in the classroom. After approval from the Office of Student Accessibility Services, please email me your form and I will be happy to accommodate your needs. Please note you must provide me with the form at least a week before needing special services or accommodations for me to have enough time to make arrangements. I will keep all information confidential.

Course Materials

Slides. The slides for each class will be posted on Canvas. I have made the slides very detailed so that you can go back and review them. Please note that you are not allowed to share the course slides with anyone since some content is limited to educational purposes and some images contain specific sharing regulations for which you could be liable.

Readings. There is no textbook for this course. The required readings are original research articles from peer-reviewed academic journals. The assigned readings will be posted on Canvas. Please note you are responsible for the reading materials and will be tested on them even if their content is not discussed in class. In order to do well in this course, you need to keep up with the readings. These are advanced papers which will require being read more than once (see “Reading Tips” on Canvas). Most of the papers have statistics in the results section, but you are only expected to know about the findings, not about the specific analyses. You should read the assigned papers closely before the quizzes and in-class discussions. I’ve organized the readings so there will never be more than two readings assigned per week.

Canvas. Slides, readings, assignment descriptions, grades, and announcements will all be available online. You are responsible for checking the course Canvas page at least twice per week for updates, readings, and other materials. Instead of publishing all modules at once, I will post modules as we go so that the content does not get overwhelming. However, please use the syllabus calendar so you can plan ahead for your readings, quizzes, assignments, etc.

Assignments

Class Participation (5%). This will have two components. The first component is attendance, with each class being worth 1 point. Students who arrive late will be deducted half a point since schedule management is an important element for your time at F&M and for your career thereafter. The second component is participation. The loom of “cold-calling” can negatively affect the learning of introverts, those whose native language is not English (like myself), and others. Therefore, I do not “cold-call” but I expect active/respectful participation in the classroom

activities/discussions. Emma will be keeping track of your attendance and your participation. If you will be late or cannot attend class due to a valid excuse, you must email me at least an hour before class starts, and you can make up the class attendance and participation points through an assignment.

Quizzes (20%). The first reading quiz will be on Wednesday 9/7 and there will be two questions on the first assigned reading. The rest of the reading quizzes will be given at the beginning of each class that has “Individual Student Presentations”. The questions will be on the two readings which will be discussed that day. The quizzes will be short (4 questions) and they are meant to help you practice your reading skills, so there will usually be both a high level question and a detailed question per reading. The quizzes will take place throughout the semester and I’ve organized them so there will not be quizzes on days when writing assignments are due. Note that quizzes will start at exactly 1:30 pm so if you are late for class, you will have less time for the quiz, and if you miss the quiz altogether, you will not be allowed to make it up (unless you have received an excused absence through the protocol mentioned in the “Missed Quizzes” section below). On 8/31, we will have a second practice quiz so you can familiarize yourself with Canvas quizzes and we can make sure your laptop is working with LockDown Browser. Additionally, if you ever want to go through any of your quizzes, feel free to sign up for my office hours.

Media Coverage Paper (10%). Your team will pick a peer-reviewed published journal article, find one media article which does a good job of covering the article, another which does a poor job of covering the article, and write a paper.

Leading Class Discussion (5%). You will have to create a brief presentation for an article and then lead a discussion. The available articles and their specified presentation dates will be available on Canvas and signups will be first come, first serve.

First Ethics Paper (10%). You will write a paper that conveys your opinion on whether the assigned experiment is ethical or unethical. You must pick a side and provide reasons why you believe the experiment was ethical or unethical.

Second Ethics Paper (25%). You will again write a paper that conveys your opinion on whether the assigned experiment is ethical or unethical. You must pick a side and provide reasons why you believe the experiment was ethical or unethical, this time incorporating the feedback you received from your first ethics paper.

Final Exam (25%). This exam will assess your knowledge and understanding of all the course material.

Extra Credit Option. You can earn the ability to not participate in 2 classes (or show up to 4 classes late) without penalty by signing up to meet with me for 10 minutes so I can get to know you better on Thursday 9/1 or Friday 9/2 (<https://www.signupgenius.com/go/70a0449aba622a5fb6-extra>). If the time slots available do not work for you, you can email me before 9/2 and we will find an alternative time. Please note that if you fail to attend the time slot you selected, you will not be allowed to come at another time so make sure you make a note of your time slot if you want the extra credit. You must arrive into the waiting room a minute before your scheduled time, since

back to back meetings with all of my students this semester means I have over 50 appointments. In addition to getting to know you better, I conduct these meetings because I have mild prosopagnosia so it is hard for me to recognize faces (ironic since my research deals mostly with face perception/preferences). It therefore takes me longer to recognize people since I use other cues. If you are curious about your own face processing abilities (from full prosopagnosics who cannot identify their own face to super-recognizers who remember most of the faces they have ever seen), you can test yourself here: [https://www.testmybrain.org/ tests/start](https://www.testmybrain.org/tests/start).

Blind Grading. Please note that to combat implicit bias, I grade all quizzes/assignments blindly. That means that you must provide your student number on assignments, rather than your name.

Grade Changes. I do not give grades, grades are earned. That means that the grade you earn is the grade you will get. If you have a question about a grade/question on a quiz or assignment, you must bring it to my attention within 3 days of it being returned (not at the end of the semester).

Grades. Letter grades will be assigned as follows (the general rounding rule will apply):

A 93–100	A- 90–92	B+ 87–89	B 83–86	B- 80–82	C+ 77–79
C 73–76	C- 70–72	D+ 67–69	D 63–66	D- 60–62	F 0–59

Classroom Policies

Laptops and Phones. Research has shown that students who use laptops/phones during class perform worse on questions and score lower on tests compared to those who do not use laptops/phones in class (Mueller & Oppenheimer, 2014; Sana, Weston, & Cepeda, 2013). Additionally, other students near those with laptops/phones also receive lower test scores. As a result, laptops and phones are not allowed in class after the quizzes. If you have a compelling reason for needing to use a laptop or a phone, please come speak with me.

Recordings. As per College policy, audio and/or video recording is prohibited without prior permission from me.

Sharing Materials. You are not allowed to share ANY of the materials of this class (e.g., slides, quiz materials, notes) or use ANY shared materials. It is your responsibility to ensure you dispose of all your materials. If another student is found to have had access to materials (regardless of whether you knowingly shared them), you will be held responsible and will retroactively get a 0 on this course (which may also affect your degree status). Not being aware of this policy will not constitute as an excuse as this information was shared in the syllabus and in class.

Email. I am most easily contacted via email and will try to respond as soon as possible. Please remember to always use appropriate language and be professional. If you are not familiar with how to write a professional email, please schedule an appointment with me and I will gladly help you develop this important professional skill. I am also available to meet outside office hours so if you would like to meet, please send me an email with various times that would work for you and we will schedule something.

Respect for Others. I will not tolerate any signs of disrespect shown towards myself or your peers nor any disruptive or offensive behavior. If you act in a disrespectful fashion, you will be asked to leave the classroom.

Inclusivity Policy. In this course, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, nationalities, etc. are encouraged to share their perspectives and experiences. If you feel isolated from the classroom community in any way or if you have a specific need, please speak with me early in the semester so that we can work together to help you become an active and engaged member of the course.

Mandated Reporter. It is the policy of Franklin and Marshall College that all faculty and staff are mandated reporters of sexual misconduct. This policy was enacted to ensure compliance with Title IX and other laws. It is important that students understand how mandatory reporting of sexual misconduct affects them. Our College community can help should you experience or observe sexual misconduct on our campus. The faculty and staff at Franklin & Marshall care deeply about your safety and believe that it is our obligation to do our best to keep you and our campus safe. When students report sexual misconduct that has affected them or others on campus, we must ensure that the affected persons are made aware of resources available on and off campus and work to prevent the event from happening again. When a student reports such an incident to faculty or staff, the report is treated with the greatest privacy possible. The Title IX Coordinator will reach out to the student to request a meeting to discuss the incident and to inform the student of resources available and options regarding filing a report. If a student refuses to meet, but the Title IX Coordinator determines the situation creates an ongoing threat to members of our community, the Title IX Coordinator makes every attempt to contact the student before taking the next appropriate steps. It is the goal of the College to give the person reporting as much control over the situation and eventual outcomes as possible while being mindful of the safety of the entire campus community. There are individuals on campus who can maintain complete confidentiality due to their professional licenses. The Student Wellness Center staff, including Counseling Services, can keep information completely confidential and are not obligated to report information to the Title IX Coordinator. The Student Wellness Center/Counseling Services can be reached at 717-544-9051. There are stickers on most campus bathroom mirrors that list on and off-campus resources. For questions about the mandated reporter policy or any sexual misconduct issue, you may contact the Title IX Coordinator, Dr. Kate Snider, at ksnider@fandm.edu or 717-358-7178.

Late Submissions. Late assignments will be penalized 10% for each 24 hour period they are late for up to five periods. Any assignment turned in after five 24 hour periods will receive a 0.

1 minute-24 hours: -10%	24 hours-48 hours: -20%	48 hours-72 hours: -30%
72 hours-96 hours: -40%	96 hours-120 hours: -50%	120 hours +: No Credit

Missed Quizzes. A quiz can only be made up if you contact me at least an hour before the quiz with a written request and subsequent documentation from the Dean's office or health services. Note that makeup quizzes are only granted for extenuating circumstances. If you fail to notify me before the quiz with the proper documentation, you will receive a 0.

Extensions. Extensions can only be made if you contact me in writing before the assignment deadline with a written excuse from the Dean's office or health services. You must first go to your house Dean or health services and then send me the appropriate documentation. Note that extensions are only granted for extenuating circumstances. If you fail to notify me before the assignment deadline with the proper documentation, you will receive a 0.

Feedback. I want you to be successful in this course and have therefore devoted much time to make the material accessible and engaging. If you have any feedback on the course, I welcome you to share it with me throughout the semester.

Syllabus. I reserve the right to make any revisions in the syllabus (e.g., the topics covered, dates, the points each assignment is worth) at any point during the semester in order to better address your learning needs.

Anticipated Schedule. Material and timing is subject to change; changes will be announced in class.

Date	Topic	Assignments	Readings
Wednesday 8/31	Course Introduction/ Meet & Greet/ How to College	Choose Discussion Paper	#1
Wednesday 9/7	Media Coverage Ethics (R#1) Assignment & Enhancing Information Literacy	Reading Quiz	#2 & #3
Wednesday 9/14	Individual Student Presentations (R#2 & R#3) & Vivarium Tour	Reading Quiz	#4 & #5
Wednesday 9/21	Non-Human Animal Studies & Individual Students Presentations (R#4 & R#5)	Reading Quiz	#6 & #7
Wednesday 9/28	Individual Student Presentations (R#6 & R#7)	Reading Quiz	#8 & #9
Wednesday 10/5	Nazi Experimentation/ Nuremberg Trials/ Syphilis Experiments & Individual Student Presentations (R#8 & R#9)	Reading Quiz	
Wednesday 10/12	Milgram Experiment/ First Ethics Paper Assignment & Writing Center	Media Coverage Paper Due	#10 & #11
Wednesday 10/19	Individual Student Presentations (R#10 & R#11)	Reading Quiz	
Wednesday 10/26	Three Identical Strangers & Discussion	First Ethics Paper Due	#12 & #13
Wednesday 11/2	Helsinki/ Belmont/ Common Rule/ Second Ethics Paper Assignment & Individual Student Presentations (R#12 & #R13)	Reading Quiz	#14 & #15
Wednesday 11/9	Individual Student Presentations (R#14 & R#15)	Reading Quiz	#16 & 17
Wednesday 11/16	Placebos & Individual Student Presentations (R#16 & R#17)	Reading Quiz	
Wednesday 11/23	Thanksgiving Break		
Wednesday 11/30	Derren Brown: The Push & Discussion	Second Ethics Paper Due	
Wednesday 12/7	Coronavirus Experiments		
During Finals	Final Exam		

Sociology 100 – Introduction to Sociology

MWF 10:00am – 10:50am & MWF 12:30pm-1:20pm

Location: Stager Hall 109 & Life Sciences and Philosophy 257

Instructor: Dr. Bryan C. Cannon

Office: Gerhart 204

Phone: (717)358-4022

Email: bryan.cannon@fandm.edu

Office Hours: MW 11:00am – 12:00pm; F 2:00pm – 4:00pm or By Appointment

Note: The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Welcome everyone! Welcome to the class and to your first step into the discipline of sociology. In this class we'll take a deeper look at the social world we are all a part of and take a new approach to looking at everything around us and I am very glad to be making this journey with you. At times it may be distressing and at other times funny, but hopefully by the end of this course, you'll see things about the world that before we started you would have never considered. Along the way, always feel free to reach out. This class is about the social world after all... I'm always happy to help out and to answer questions when they come up.



Course Overview

In this class we will explore sociological concepts broadly, introducing topics of primary concern to sociologists and building a foundation of theoretical, methodological, and substantive knowledge.

By the end of the course, you should be able to:

1. Understand and explain sociological concepts and theories; apply these theories and concepts to events in the world around them and their own experiences.
2. Deconstruct inequalities, social events, and social structures by integrating core theoretical perspectives and concepts.
3. Investigate social problems using theory and literature; articulating the issue, what is known about it, and what should be investigated further.

This course covers a large collection of concepts and topics, though it does not try to be comprehensive by any extent. The goal of this course is to introduce you to a large section of the field and, subsequently, provide a good starting point from which to expand your own knowledge.

Note: In this class, we will talk about important and sometimes difficult social issues. It is important that you take care of yourself as we go on throughout the class. If you need to, please feel free to step away during class time or to reach out if you feel the need.



Course Materials and Expectations

Canvas: The course Canvas page will be used to provide access to the syllabus and any readings not included in the main text, provide access to video lesson content, provide you with feedback and grades through the grade book, and serve as your method of turning in assignments.

Required Texts: During the first part of the course, we will rely on assorted readings you will find on your Canvas pages for each day. These readings should be completed before class along with the Canvas video lessons.

Canvas Lessons: For each class section, there will be at least one Canvas Video Lesson. These Lessons should be completed ahead of the class section noted and will provide the introduction to the section topic and expand on topics found in the readings. During the class time, we will take this further through discussion and follow up with activities that build on the information provided.



Evaluation

Exams: You will take two exams as part of this course. A Mid-Term and a Final.

Mid-Term: The first exam will take place after we complete the first portion of the course and will make up a total of **20 points** of your final grade. This exam will be comprised of 20 multiple choice questions (worth 2.5% of the exam score each for 50%) and 2 (out of 3) short essays worth 25% of the exam score each. This exam will be administered in class after a review day, and you will have **50 Minutes** to complete it.

Final: The final exam will follow a similar structure to the mid-term but will be worth **25 points**. The final is non-cumulative in the sense that questions will not repeat. However, as the second part of the class builds on concepts covered during the first part of the class, you will be utilizing the concepts covered before the mid-term in your answers.

Participation: Your participation score makes up a total of **15 points** of your final grade. Attending and participating in class sessions is incredibly important - as we will be moving quickly across the course topics and each class session will cover a considerable amount of material. The reason for the video lessons ahead of the class sessions is to provide core ideas in a digestible way, which then leaves our face-to-face time for things like discussion, activities, and elaborating on the concepts covered in the videos. Participation in these activities and in-class work provides an opportunity to solidify understanding and to work with me and your peers to deepen your learning and thinking. As such attendance and participation are central to the course.

Given that problems and unexpected events to arise over the course of a class, I will not take participation credit during every class period, and I will drop a number of missed activities from your participation grade. Usually, this involves around 10% of the days in which activity credit is taken up.

"Doing" Sociology: Sociology is a very relatable discipline and thinking about it in your own social world is one of the central aims of this course. As such, across the semester you will have assignments focused on examining your own experience and social world through a sociological lens. These assignments will involve an active examination of some part of the social world, making notes about observations and events, then reflecting on them using the concepts and ideas we've explored. Each of these assignments will be worth **10 points** and you will complete 4 of them over the course of the class – in total earning up to **40 points**.

Grade Breakdown:

Item	Points
Mid-Term	20
Participation	15
"Doing" Sociology	40
Final Exam	25
Total	100

Grading Scale: The grading scale is as follows:

Grade	Points Earned
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	<60

Late Work and Extensions on Assignments: I will take late work after the time it is due with a penalty. To account for small errors in timing, I will not count off for assignments turned in within an hour after they are due. Past this “grace” period, a late penalty of 25% of the potential points will be applied for every 24 hours since the assignment was due.

I assume that you will do your best to turn in assignments promptly. This being said, I understand that sometimes unanticipated events can occur. As such, and in order to make sure I am being fair with providing opportunities to turn things in late when something happens, I provide one 72-hour (3 day) extension to each student. This is the only extension I provide beyond those following a leave of absence.

Leave Policy: If you are granted a leave of absence, I will honor the leave policy re: any graded material. Assignments due during a leave are due upon returning from leave plus as many days as transpired between the beginning of the leave and the due date of the assignment. Tests must be taken within a number of days as transpired between the beginning of a leave and the original date of the test. For example, if you go on leave three days before an assignment is due, the assignment is due 3 days after you return from leave. If a test is given 3 days into a leave, you are responsible for taking the test within 3 days of returning from leave.

***NOTE:** While these policies for make-up and late work aim to cover most situations, it is possible that a situation may arise in which this policy fails to provide equitable opportunity. In such cases, I reserve the right to make exceptions or adjustments on a case-by-case basis. Such adjustments will only be made after having exhausted the breadth of the policies as they stand.

***NOTE:** As a policy, I do not round final grades. When looking at your grades for the course, it is recommended that you think of it in terms of "points accumulated" rather than looking at a percentage column. You have the opportunity to earn up to 100 points, think on how many points you need to achieve your desired grade.



Communication:

Office Hours: I will hold regular office hours and am more than willing to meet at a different time should it be required. During this time, you are welcome to pop in if you have questions, need guidance, want to talk through some of the material, or just want to chat!

Email: I schedule dedicated email time twice daily, once in the morning around 9:00am and once around 6:00pm at night. Please understand that this means that if you contact me after around 7pm, it is likely you will not receive a response until morning. If I do not respond within 24 hours, please don't hesitate to send me a reminder.

In general, I will reply to a question within 24 hours. If I have not replied by then, please feel free to remind me!



Expectations and Policies:

Classroom Behavior: The material we discuss may be uncomfortable or may challenge you. This is okay and I am always willing to speak with you about this, whether in class or during office hours. Discussion will also be a regular part of the course, both in small groups and as a whole class and to make the classroom an inclusive and open environment for learning it is important that we be respectful to one another. Disagreements may and

likely will occur at times and, when handled with mutual respect, are often opportunities to learn. I expect that you will follow the [Student Code of Conduct](#) and [Student Bias and Discrimination Guidelines](#) at all times. In addition, please keep shared personal information during classroom discussions private – others' information isn't yours to share (I follow this rule as well – excepting in cases where I am a mandated reporter).

Academic Honesty: I expect that all work you turn in to me is your own. Honesty and Integrity are central to the academic endeavor. Stress and frustration can lead to poor decision making so if you do find yourself tempted to turn in work that is not your own, please reach out and we can work to find a different strategy.

The [Academic Honesty policy](#) is found in the catalog. If a student is found to have violated the academic honesty policy, penalties may range from failing an assignment/exam/etc. to completely failing this course in addition to any penalties at the administration level. This is not an outcome any of us want, so if you are tempted to violate this policy, please reach out so we can find some other strategy.

Special Accommodations/Learning Differences: Students requiring reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment. I am glad to make accommodations when needed. You will need to contact the [Office of Student Accessibility Services](#) and acquire the appropriate documentation. **Do this as soon as possible, do not wait until right before the assignment or test!**

Mandated Reporter: Franklin & Marshall College is committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. F&M strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Coordinator, Kate Buchkoski, Ph.D., at kate.buchkoski@fandm.edu or 717-358-7178 or learn more by visiting the College's Title IX website.

Please be aware that all employees, including faculty members, are mandated reporters and are required to disclose information about suspected or alleged sexual harassment to the Title IX Office. If the Title IX Office receives information about an incident, the Title IX Coordinator will reach out to offer information about resources, rights, and procedural options as a member of the campus community. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, the following on-campus options are available:

Student Wellness Center: (717) 544-9051, College Square

Counseling Services: (717) 544-9051, College Square

The YWCA is a local, off-campus confidential resource and can be reached via their 24-Hour Sexual Assault Hotline: (717) 392-7273.

For questions about the mandated reporter policy or any sexual misconduct issue, you may contact the Title IX Coordinator, Kate Buchkoski, Ph.D. at kate.buchkoski@fandm.edu or 717-358-7178. Policies and additional information can be found on the Title IX webpage (<https://www.fandm.edu/campus-life/title-ix>)

Support Services

You have a number of resources available to you through the College. I encourage you to reach out when you need assistance in the course.

[F&M Library](#) – Access to texts and assistance in research

[Information Technology Services \(ITS\)](#) – Technology support and information

[Canvas Guides for Students](#) – Help performing various tasks in Canvas with procedures and visuals.

General Course Schedule

*This schedule can serve as a guide for planning out modules, class days, and assignments throughout the semester. Please note that this schedule is preliminary and is subject to change. Changes will be made to this schedule via Canvas and in-class announcements.

Date	Topics	Assignments
What is Sociology?		
31-Aug	Introduction	
2-Sep	What is Sociology?	
Theory and Theoretical Perspectives		
5-Sep	Theoretical Perspectives in Sociology	
7-Sep	Exploring Theory	
Sociological Research		
9-Sep	Research in Sociology	
12-Sep	Ethics in Social Research	
14-Sep	Reading Sociological Research	
Culture		
16-Sep	Exploring Culture	
19-Sep	Culture as a Resource	
21-Sep	Cultural Consumption	
Socialization		
23-Sep	Socialization at Play	
26-Sep	The Socialization Process	
28-Sep	Socialization and Inequality	
30-Sep	No Class	Assigned: "Doing" Sociology: Socialization and Media
The Structure of Society		
3-Oct	Social Institutions	

5-Oct	Groups and Organizations	
7-Oct	Networks and Connections	Due: “Doing” Sociology: Socialization and Media
12-Oct	Social Structure and Health	
The Self in Society		
14-Oct	The Self in Society	
17-Oct	Impression Management	
19-Oct	The Self Online	
21-Oct	Online Impression Management	Assigned: “Doing” Sociology: You, Online
Preparing for Exam 1		
24-Oct	Wrap Up: Section 1	
26-Oct	Study Guide: Exam 1	
28-Oct	Exam 1	
Overview of Inequality		
31-Oct	Constructing Inequality	
2-Nov	Constructing Inequality, Cont.	
4-Nov	Constructing Inequality, Cont.	Due: “Doing” Sociology: You, Online
Inequality: Social Class		
7-Nov	Overview: Social Class	
9-Nov	Exploring Social Class	
11-Nov	Getting By...	Assigned: “Doing” Sociology: Getting By...
Inequality: Race and Ethnicity		
14-Nov	Overview: Race and Ethnicity	
16-Nov	Exploring Race and Ethnicity	
18-Nov	Case Studies in Race and Ethnicity	Due: “Doing” Sociology: Getting By...
Inequality: Sex, Gender, and Sexuality		
21-Nov	Overview: Sex, Gender, and Sexuality	
28-Nov	Exploring Sex, Gender, and Sexuality	
30-Nov	Case Studies in Sex, Gender, and Sexuality	
Wrapping Up: Intersectionality, Privilege, Social Movements, and Social Change		
2-Dec	Inequality: Intersectionality	Assigned: “Doing” Sociology: A Day Through the Sociological Lens
5-Dec	Exploring Social Change	
7-Dec	Wrapping Up	
9-Dec	Review for Final Exam	Due: “Doing Sociology: A Day Through the Sociological Lens
Finals Day	Final Exam	

BIO 102B Cell & Molecular Biology Spring 2023

Instructor: Pablo D. Jenik (pjenik@fandm.edu; 717-358-4431; LSP 354A).

Office hours: Tuesdays 9-11 AM, Thursdays 2-4 PM or by appointment (or drop by my office)

Lectures (LSP257): Mondays, Wednesdays, Fridays 11:00-11:50 AM

Labs (LSP343): Wednesdays 1:30-4:20 PM

Q&SC tutor (aka QUEST peer leader): Anthony Tepetitla

Course outline

Cell and molecular biology, the study of cells and their components, is an extremely broad field of inquiry. It forms the bases for our understanding of other areas of biology such as genetics, physiology, development, and mechanisms of disease. This course is a survey of the main concepts of cell and molecular biology. It consists of five modules:

Module 1: Introduction to the structure and chemistry of cells

Topics: the structure and properties of atoms and molecules; an introduction to prokaryotic vs. eukaryotic cells and their components.

Module 2: Cellular macromolecules: structure and function

Topics: how biological macromolecules are synthesized and how their structure determines their function: proteins, enzymes and bioenergetics; lipids and membranes; polysaccharides; nucleic acid (DNA and RNA) structure.

Module 3: Genetic information, its flow and regulation

Topics: how genetic information is stored in the genome and how it is maintained through the generations and expressed via RNA and proteins: DNA replication, mutation and repair; transcription and post-transcriptional processing of RNA; translation and the genetic code; transcriptional regulation.

Module 4: Intracellular dynamics

Topics: how do cells work: the cytoskeleton; direct and indirect protein sorting; vesicle transport.

Module 5: The cell in context

Topics: how cells communicate and respond to each other and the environment: cell signaling; cell cycle and its regulation.

Course learning outcomes

The course is an introduction to the discipline. By the end of the class, you should be able to:

1. have an appreciation for the scientific process, through the learning of specialized vocabulary (“to speak like a cell biologist”), the practice of problems, the performance of experiments, and the critical analysis of classic and recent data.
2. prioritize reasoning over information, well-supported questioning over dogmas, discussion over the unconditional acceptance of the instructor's words.
3. analyze data generated using the techniques learned in lab and lecture.
4. understand the structure of a primary scientific publication.
5. make connections between the concepts of cellular and molecular biology and their applications in different areas of human affairs.
6. discuss the structure of the cell and the function of its various compartments.
7. explain the connections between the structure and the function of biomolecules.
8. describe the encoding and flow of information from DNA to proteins, and the regulation of the localization of the proteins in the cell.
9. describe the importance of the cell's responses to the environment.

Expectations

The goal of the class is that **you learn the contents and skills** outlined above, and not to weed you out, or to sort you by ability. **I believe all of you are capable of such learning.** I promise to do my best to support you, so you can match or exceed the course expectations. I will work with you on any and all of the materials, and I encourage you to come see me to office hours whenever you have questions. I will also urge you to use all the resources the Q&SC and Academic Services have to offer.

This is an introductory class, and assumes no previous specialized knowledge. I understand that there will be people with different levels of exposure to biology and chemistry, depending on which science courses you took in high school or college. This class will be accessible to all.

You are highly encouraged to come prepared to class, by viewing and/or reading the assigned material. The goal of the class meetings is to highlight, discuss, and elaborate what

I think are the most important points of each subject, through lectures, problems, and group activities.

I expect your active participation in the course. Participation means coming prepared to ask and answer questions, and to be involved in the class activities discussions. Merely attending class does not count as participation.

Attendance and courtesies

Attendance to lecture is not mandatory, but it is strongly recommended. **You will miss important content and discussions if you don't come to class, and your performance will suffer accordingly.** Attendance to lab is mandatory (see the lab syllabus for details). Please be on time for lecture and laboratory. Late arrivals are disruptive and disrespectful to the entire class. You are allowed to use your computer or tablet only to take notes for class.

Academic Honesty

I am going to trust you, and that you will behave according to the College's Policies and Procedures concerning Academic Honesty in the College Catalog online (<http://www.fandm.edu/catalog/academic-honesty>). ***You will be held to the highest standard;*** any incident of plagiarism or dishonesty will be immediately reported to the Dean of the College. Remember this: College is a place where you learn and practice how to behave like a professional. Cheating might get you a better grade here, but it will lead to bad consequences in the real world.

Commitment to an inclusive and equitable classroom environment

In this class, we strive to create an inclusive classroom environment, where everyone feels welcome and treated with dignity and respect. We embrace the idea of an intellectual community that is enriched by diversity in all of its dimensions, including race, ethnicity, national origin, gender identity, sexual orientation, disability, religious and political identity, and socioeconomic status. Our class should be a safe space where we can engage with difficult ideas and challenging topics without feeling--and making others feel--threatened.

In order to do so, we will practice a few basic principles in class:

- Be open to feeling uncomfortable at times as a part of the learning process.
- Only one person should speak at a time; at all other times, you should be an active, engaged, and respectful listener.
- Speak clearly and loudly enough for everyone in the class to understand you. Do not assume that everyone in the class is a native speaker of English or that everyone is a hearing person.
- Be aware of how much you are talking and make sure others have a chance to contribute to the discussion. I will work to provide a space for everyone to participate.
- Critique the idea, not the person expressing it; base your arguments on solid evidence.
- At all times, keep in mind not only the intent of your comment, but the impact it will have on other members of the class.
- Each person is an expert of their own lived-in experience.

Textbooks and other resources

The suggested textbook is **Freeman and others, “*Biological Science*”, 7th edition, Pearson (2020)**. This is the same textbook that was used in some sections of BIO 110/101. **Older editions are essentially the same as the latest one.** There are copies on reserve at Martin Library.

Another excellent choice is **Alberts and others, “*Essential Cell Biology*”, Norton (3rd edition and later)**. There is one copy of the 3rd edition on reserve at Martin Library.

There will be links in Canvas for free Open Educational Resources (free textbook chapters) for as many topics as I can find.

I will provide you with brief external videos that illustrate or explain certain topics, or short lectures recorded by myself. Some sites other students found helpful include (but are not limited to): Khan Academy, Amoeba Sisters, and Organic Chem Tutor.

Homework assignments and in-class activities

You will have short homework assignments about once a week. They are due in two days. They can be done **individually or in pairs**. The goal of these exercises is to potentiate the learning process by having you apply the content you saw in class, and to

practice for the exams. It also helps you and me realize which topics are not being understood. Homework will be graded on a three-point scale: not turned in (0); turned in, some issues with completeness or correctness (1); turned in, mostly or totally complete or correct (2). **I will drop the lowest grade from the grade calculation. No make-ups for homework assignments.**

We will also have in-class group activities, including the discussion of a paper from the primary literature. They'll also be graded on a 0-2 scale (absent from class or not turned in, incomplete, complete).

Deadline extensions

If any significant issues arise that may lead to needing extra time to turn in work, please reach out to me as soon as possible, so we can discuss options.

Exams

There will be four exams. Each of the first three will cover the lecture material up to that point, while the fourth and final exam will also integrate all the topics from the course. Exams are mandatory. Excused absences require a written authorization from a Dean or the Student Wellness Center.

Communication

I will communicate via e-mail in Canvas or to your F&M address. *I expect you to check your Canvas inbox and F&M e-mail regularly.* E-mail is also the best way to reach me. I will normally respond within 24 hours, but I may not read my email in the evenings, and only in a limited fashion during weekends.

Grading Breakdown

Exam I	12%
Exam II	13%
Exam III	13%
Final exam	15%
Homework assignments	12%
In-class activities	10%
Laboratory	25%

Lecture schedule (subject to change)

Week	Day	Date	Class #	Topic	Textbook chapters reading
1	W	Jan 18	1	Module 1: Intro to the class	
	F	Jan 20	2	Module 1: The chemistry of cells	Freeman Ch. 2
2	M	Jan 23	3	Module 1: Cellular organization	Freeman Ch. 7.1-7.3
	W	Jan 25	4	Module 2: Protein structure and function	Freeman Ch. 3
	F	Jan 27	5	Module 2: Protein structure and function	Freeman Ch. 3
3	M	Jan 30	6	Module 2: Bioenergetics and enzymes	Freeman Ch. 8.1-8.4
	W	Feb 1	7	Module 2: Bioenergetics and enzymes	Freeman Ch. 8.1-8.4
	F	Feb 3	8	Module 2: Sugars	Freeman Ch. 5
4	M	Feb 6	9	Module 2: Lipids and membranes	Freeman Ch. 6
	W	Feb 8	10	Module 2: Lipids and membranes	Freeman Ch. 6
	F	Feb 10	11	Module 2: DNA structure	Freeman Ch. 4.1-4.2
5	M	Feb 13	12	Module 2: DNA structure	Freeman Ch. 4.1-4.2
	W	Feb 15	13	Overflow	
	F	Feb 17	14	Review session Take-home EXAM I (material to 2/15)	
6	M	Feb 20	15	Module 3: DNA replication, mutation and repair	Freeman Ch. 15, 16.4
	W	Feb 22	16	Module 3: DNA replication, mutation and repair	Freeman Ch. 15, 16.4
	F	Feb 24	17	Module 3: Transcription and RNA processing	Freeman Ch. 17.1-17.2
7	M	Feb 27	18	Module 3: Transcription and RNA processing	Freeman Ch. 17.1-17.2
	W	Mar 1	19	Module 3: Transcription and RNA processing	Freeman Ch. 17.1-17.2
	F	Mar 3	20	Module 3: Transcription and RNA processing	Freeman Ch. 17.1-17.2
8	M	Mar 6	21	Module 3: Genetic code and translation	Freeman 16.2-16.3, 17.3-17.5
	W	Mar 8	22	Module 3: Genetic code and translation	Freeman 16.2-16.3, 17.3-17.5
	F	Mar 10	23	Module 3: Transcriptional regulation	Freeman 18, 19.1-19.3
9	M	Mar 13		Spring break	
	W	Mar 15		Spring break	
	F	Mar 17		Spring break	

10	M	Mar 20	24	Module 3: Transcriptional regulation	Freeman 18, 19.1-19.3
	W	Mar 22	25	Review session Take-home EXAM II (material to 3/8)	
	F	Mar 24	26	Module 4: Cytoskeleton	Freeman Ch. 7.6
11	M	Mar 27	27	Module 4: Cytoskeleton	Freeman Ch. 7.6
	W	Mar 29	28	Module 4: Protein sorting and vesicle trafficking	Freeman Ch. 7.4-7.5
	F	Mar 31	29	Module 4: Protein sorting and vesicle trafficking	Freeman Ch. 7.4-7.5
12	M	Apr 3	30	Module 4: Protein sorting and vesicle trafficking	Freeman Ch. 7.4-7.5
	W	Apr 5	31	Module 4: Protein sorting and vesicle trafficking	Freeman Ch. 7.4-7.5
	F	Apr 7	32	Module 5: Cell-cell interactions and cell signaling	Freeman Ch. 11.3
13	M	Apr 10	33	Review session Take-home EXAM III (material to 4/5)	
	W	Apr 12	34	Module 5: Cell-cell interactions and cell signaling	Freeman Ch. 11.3
	F	Apr 14	35	Module 5: Cell-cell interactions and cell signaling	Freeman Ch. 11.3
14	M	Apr 17	36	Module 5: Cell-cell interactions and cell signaling	Freeman Ch. 11.3
	W	Apr 19	37	Module 5: Cell cycle and mitosis	Freeman Ch. 12
	F	Apr 21	38	Module 5: Cell cycle and mitosis	Freeman Ch. 12
15	M	Apr 24	39	Overflow	
	W	Apr 26	40	Paper discussion	
		TBA		Review session during Reading Days FINAL	

BIO 102 Cell & Molecular Biology Laboratory Syllabus

Spring 2023

Instructors:

Prof Jaime Blair Section A (Tuesday Lab) TA: Kyra Caffrey	Prof Pablo Jenik Section B (Wednesday Lab) TA: Zainab Akram	Prof David Roberts Section C (Monday Lab) TA: Zainab Akram Section D (Thursday lab) TA: Kate Henderson	Prof Marcus Wagner Section E (Friday Lab) TA: Andy Hoang
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Experimental methods in biology are diverse and change rapidly as new technologies arise. This semester you will learn and practice the fundamental techniques used to address experimental questions in cell and molecular biology, including microscopy, spectrophotometry, nucleic acid and protein extraction methods, and gel electrophoresis; you will also gain knowledge in how to collect and analyze data reliably and accurately. The lab schedule has been designed to complement lecture topics, and introductory material will be covered at the beginning of each lab module to help you connect theory with practice. We will also emphasize the importance of scientific communication, both as oral presentations and as written assignments.

Cell & Molecular Biology Laboratory will consist of four modules (see schedule below):

- Visualization of cells using light and immunofluorescence microscopy
- Enzymatic properties of yeast alcohol dehydrogenase
- Tracking *armadillo* splice variants using PCR and gel electrophoresis methods
- Visualizing Armadillo protein variants using immunoblotting methods

Expectations:

Lab attendance is **mandatory**; every week you will be working collaboratively with your lab group on carefully planned and time-sensitive activities. Please let your instructor know at the beginning of the semester if you anticipate any official excused absences (these are rare). Consistent attendance and active engagement with the lab exercises are crucial to achieving the learning objectives of this course; in the unlikely event that you must miss a lab (due to illness or other emergency situation), you must notify your lab instructor within 24 hours and make every effort to attend a lab section on another day. ***An unexcused absence will result in an automatic 5% reduction in your final Bio102 grade.*** Note that lab begins promptly at **1:30 pm**. For your safety, eating or drinking is not permitted in the lab; please store all water bottles, coffee mugs, backpacks, laptops, tablets, cell phones, etc. on the shelves by the door. Also, please wear closed-toed shoes at all times in the lab (no sandals). You are expected to **print out and read the lab protocol (available on Canvas) before lab**; please keep a lab notebook to record your experiments and data.

Evaluation:

Laboratory assignments account for 25% of your final BIO102 grade. Please note all due dates listed below; late assignments will be penalized **10% of their point value** for every day they are overdue. If there are circumstances that merit an extension, discuss them with your instructor as soon as possible. Quizzes will be given at the beginning of the lab period; please talk to your lab instructor about any testing accommodations.

Academic Resources:

As stated in the Course Catalog, academic honesty is integral to our shared mission of scholarly conduct and intellectual integrity. You are encouraged to review the College's [Policies and Procedures concerning Academic Honesty](#). Be proactive! The best way to avoid making a bad decision is to plan ahead and take advantage of campus resources (Q&SC, Writing Center, Wellness Center, Academic Support Services). Suspected cases of academic dishonesty will be discussed with the Dean of Students as needed and may result in a loss of credit for the assignment. Your lab instructor will discuss the appropriate level of collaboration given the nature of lab work, and how to cite sources as needed in your assignments.

ORGANISMS USED IN THE BIO102 LAB:

We will work with the following organisms: *Drosophila melanogaster* (fruit flies), mouse fibroblast cells L929

Lab Schedule (subject to change):

Week	Date	Topic	Assignment due
1	1/17 - 1/20	No Lab	
2	1/23 - 1/27	Lab 0: Introduction to Cell & Molecular Biology Lab (pipetting, dilutions, BCA)	
3	1/30 - 2/3	Lab 1: Visualizing Cells via Microscopy, Week 1	
4	2/6 - 2/10	Lab 1: Visualizing Cells via Microscopy, Week 2	Lab 1 Group Presentations
5	2/13 - 2/17	Lab 2: Enzymatic Properties of Alcohol Dehydrogenase, Week 1	Lab 1 Quiz
6	2/20 - 2/24	Lab 2: Enzymatic Properties of Alcohol Dehydrogenase, Week 2	
7	2/27 - 3/3	Lab 2: Enzymatic Properties of Alcohol Dehydrogenase, Week 3	
8	3/6 - 3/10	Lab 3: Tracking <i>armadillo</i> Splice Variants via PCR, Week 1	Lab 2 Assignment Due Lab 2 Quiz
9	3/13 - 3/17	No Lab (Spring Break)	
10	3/20 - 3/24	Lab 3: Tracking <i>armadillo</i> Splice Variants via PCR, Week 2	
11	3/27 - 3/31	Lab 4: Visualizing Armadillo Proteins via Immunoblot, Week 1	Lab 3 Assignment Due Lab 3 Quiz
12	4/3 - 4/7	Lab 4: Visualizing Armadillo Proteins via Immunoblot, Week 2	
13	4/10 - 4/14	Lab 4: Visualizing Armadillo Proteins via Immunoblot, Week 3	
14	4/17 - 4/21	Lab 4: Visualizing Armadillo Proteins via Immunoblot, Week 4	Lab 4 Assignment Due Lab 4 Quiz

15	4/24 - 4/27	No Lab	
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Lab Assignments include:

- 8% Lab Quizzes (4 quizzes at 2% each)
- 3% Lab 1: Immunofluorescence Group Presentation
- 5% Lab 2: Enzyme Kinetics Research Summary
- 4% Lab 3: PCR Analysis Group Worksheet
- 5% Lab 4: Immunoblot Figure and Caption

for 25% of your total BIO102 course grade

Course Syllabus

Want to download a "paper" copy of this syllabus? Here it is!



Original [Progress pride flag](#)Links to an external site., design by [Daniel Quasar](#)Links to an external site., periodic table design by John Megahan/Anne McNeil

General Policies

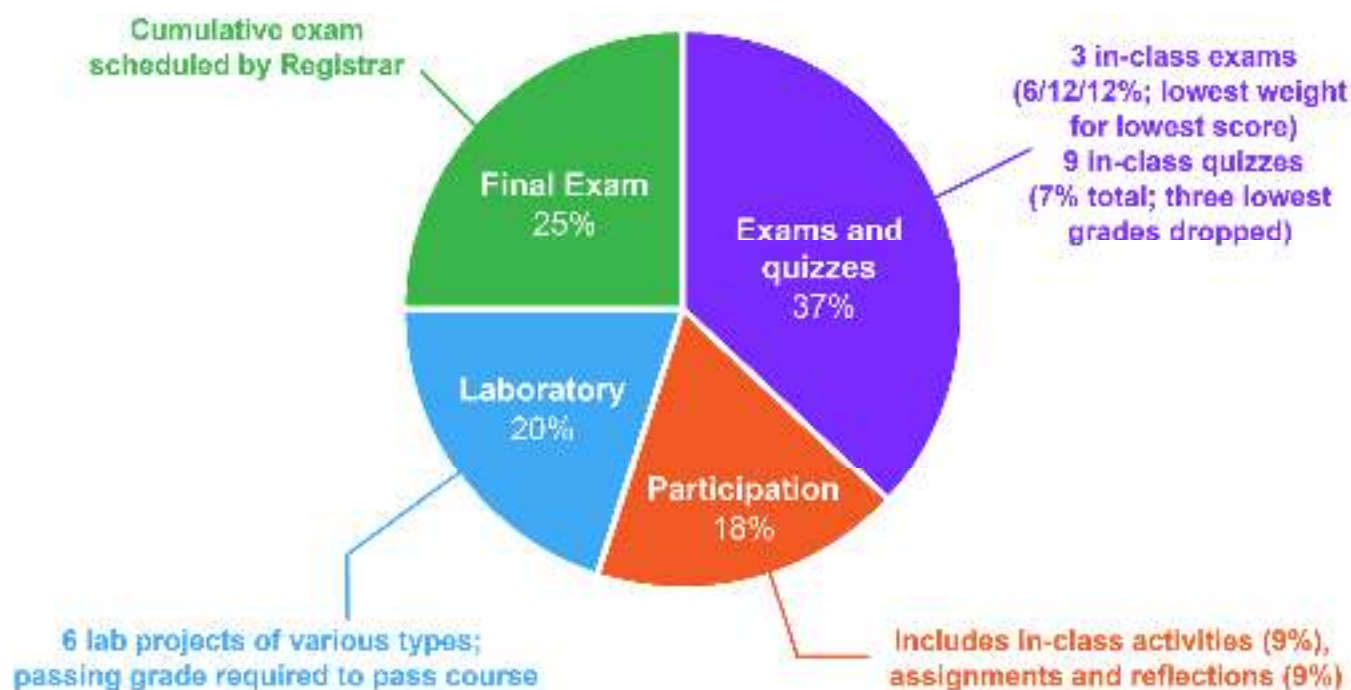
- It is my goal that this course will serve well students from all diverse backgrounds and perspectives. I am committed to establishing and maintaining an inclusive environment in our physical and virtual class spaces that supports a diversity of perspectives and experiences and honors your identities along any dimension (including race, gender, sexuality, religion, etc.). As a consequence, discriminatory or prejudiced behavior of any kind will not be tolerated. Your feedback is encouraged and appreciated – please reach out if you have suggestions or comments on improving the effectiveness of the course for yourself or for other students or student groups.

It would be reasonable to expect that chemistry, as a science, should be an objective field wherein all contributions are evaluated on their intellectual merits alone. However, that has often not been the case in its history, and the chemical disciplines have been developed primarily by a small number of privileged individuals. During the course, I will try to amplify voices from groups that have historically been (and still currently are) underrepresented in chemistry. I will do so for two reasons – the first is to showcase some fantastic science. Secondly, I am hoping that this will help everyone encounter successful chemists that they can identify with along any number of personal and experiential dimensions, and that this will foster thinking of yourself as an actual emerging scientist.

- Students are expected to abide by the policies set forth in the [Student Code and Policies Links to an external site](#), section of the College Life Manual, as well as in the [Academic Honesty Links to an external site](#), section of the F&M Course Catalog. In particular, any and all forms of cheating and plagiarism will not be tolerated, and will be grounds for disciplinary action. This includes policies pertaining to any possible online assessments and exams.
- It is the policy of Franklin and Marshall College that all faculty and staff are mandated reporters of sexual misconduct. This policy was enacted to ensure compliance with [Title IX Links to an external site](#), and other laws.
- If you need accommodations for testing or any aspect of the course, let me know! I'll be happy to help!

Assessment Criteria

This is going to be the grade breakdown for the course:



Notes:

- Exams (30%): we will have three in-class exams; the lowest grade will count for 6%, while the other two exams will count for 12% each.
- Quizzes (7%): we will have 9 in-class quizzes (typically at the start of lab on Fridays); the three lowest grades will be dropped, and no make-ups will be allowed.
- In-class activities (9%): we will work on group activities in class throughout the course; for each activity, one group member will submit a record of the group's work that includes the names of all participants. These activities, which are designed to give you an

opportunity to engage in problem-solving and reflection in a team setting, will only be graded for completion. If you miss a class meeting, you can still complete any activities for credit by finding them here on Canvas.

- Take-home assignments (9%): you will submit weekly self-graded problems, designed to help you guide you through practicing key skills and receive immediate feedback that you can use to reflect on your progress and plan further study; these will be graded for completion only. You may occasionally be asked to submit other assignments that will also contribute to this portion of your grade.
- See the [Laboratory Canvas site](#) for information about the laboratory portion of the course. **You must receive a passing grade in the laboratory portion of the class in order to pass the course, regardless of your performance in the rest of the class!**

This is my interpretation of the meaning of letter grades as given in the Course Catalog.

A excellent	Almost always able to decide how to apply skills in new contexts and thoroughly explain concepts
B satisfactory	Often or partially able to decide how to apply skills in new contexts and thoroughly explain concepts
C good	Know how to apply skills in contexts similar to those seen before
D passing	Difficulty in knowing how to apply skills in contexts similar to those seen before
F not passing	VERY RARE! Difficulty completing assigned tasks

Schedule

This is the tentative schedule for when we will tackle different units in the course. This schedule is subject to the vicissitudes of reality; more accurate day-to-day information can be found in each week's Module.

Topics

Week(s)

Solutions

Week 1

Chemical kinetics

Weeks 2-4

Equilibrium	Weeks 4-6
Thermodynamics	Weeks 6-7
Ion combination reactions	Week 8
Acid-base reactions	Weeks 9-12
Electron-transfer reactions	Weeks 12-14

Exams

The **tentative** exam schedule is as follows:

<i>Exam</i>	<i>Date</i>
Exam #1	14-Feb (T)
Exam #2	23-Mar (R)
Exam #3	20-Apr (R)
Final Exam	TBA between 2-May and 6-May

Class/lab meetings

- Class meetings will be on T/R, 8:30-9:50am ET in HAC 311
 - Please be on time - we will often start the meeting with a short problem or question, so you should be ready to go!
 - We will have weekly team activities during class meetings - these will be designed to provide you an opportunity to practice your new and developing skills in a low-stakes, team setting.
 - It will be helpful to always have a calculator with you.
- Lab meetings will be on F, 12:30-4:20pm ET in HAC 311
 - The laboratory section of the course will be taught by my colleague, prof. Kate Plass
 - The laboratory Canvas site can be accessed via the [CHM 112 LAB tab](#) on the left!
- See the [Communications and drop-in hours](#) page for information on meeting outside of class/lab!

Learning Outcomes/Objectives/Practices/Advice from former students

See the dedicated pages on [Learning outcomes and objectives](#) and [Learning strategies](#)!

Contingency plans for absences or remote operation

While the current plan is to meet for the entire course in-person, it is possible that circumstances will change and warrant a transition to remote learning, whether for everyone in the class or for a subset of students (or myself!), whether for a short term or for several weeks. If circumstances change, we will adapt as necessary to minimize the impact of any disruptions:

- If you happen to have to miss class because of illness or quarantining, we will work together to formulate a plan to enable you to continue to participate in the course and minimize the impact of these circumstances. If you have to miss an exam because of illness or quarantining, we will try to reschedule it, but depending on the circumstances I may also elect to drop one exam from your record, with the two remaining exams having the following weights: 18%/12% (the lowest grade on an exam would count the least).

Required Materials

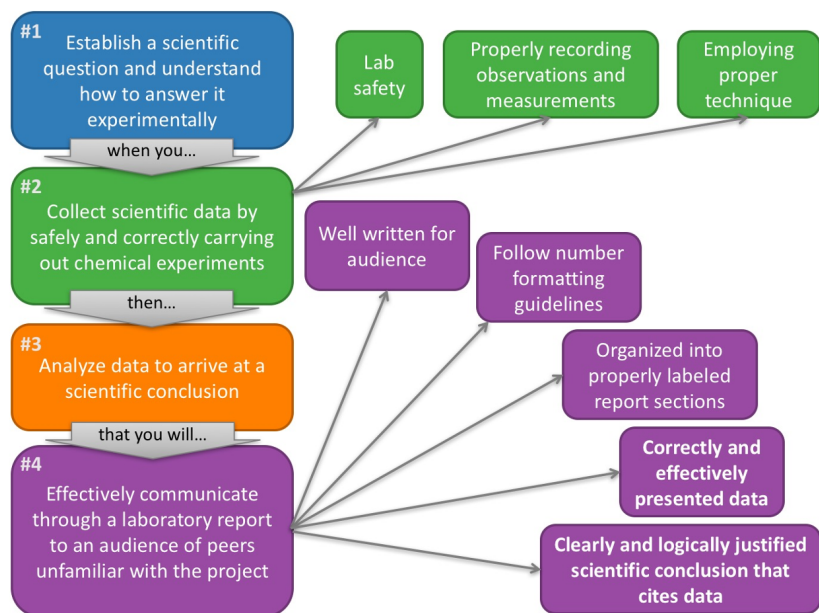
- Canvas: here you are!
- Email: you must check your *fandm.edu* email regularly – this will be necessary for class announcements. During the week, I will try to respond to all emails within 24 hours; although I may check and respond to emails outside of regular work hours (8 am – 5 pm), this is not a guarantee, so do not expect an immediate reply if contacting me outside of regular work hours.
- Textbook: Flowers, P., Theopold, K., Langley, R., Neth, E. J., Robinson, W. R. *Chemistry, Atoms First, 2e* OpenStax, Rice University, 2019. This book is available *for free* online as a webpage or as a .pdf file. If you prefer, you can also buy a print copy. See the information at [https://openstax.org/details/books/chemistry-atoms-first-2e?Book%20detailsLinks to an external site.](https://openstax.org/details/books/chemistry-atoms-first-2e?Book%20detailsLinks%20to%20an%20external%20site)
- Calculator: a scientific calculator will be necessary for activities, laboratory work, and exams, although it is recommended that you also have it with you during regular class meetings. Cell phones will not be sufficient as calculators, and will not be allowed on exams.

Learning and Support Resources

- F&M Peer Support Collective- aggregates all student resources in one location (including some listed individually below), from academic support to student wellness to accessibility accommodations
- Office of Student Accessibilities Services[Links to an external site.](#) - information/resources for students with disabilities or additional needs
- Chemistry @ F&M Library[Links to an external site.](#) - links to databases and other digital/physical resources



- ITSLinks to an external site. - technology support
 - For help operating within Canvas, you can use the "Help" button on the left sidebar

Objectives



Laboratory experiments underlie crucial aspects of your life. Experiments like those you will do in this course ensure the purity and efficacy of pharmaceuticals, the creation and improvement of sustainable technologies like batteries and solar cells, and help us monitor and improve environmental quality. Each step in the experiment process is indispensable; we must learn to design, implement, analyze, and report our experiments.

Where can you get help?

	
<p>The Q&SC provides tutoring appointments and drop-in tutoring (7-10, M-Th). They can help with both lab and lecture content. See more information here (https://fandm.instructure.com/courses/17727/pages/q-and-sc-is-for-everyone).</p>	<p>Close faculty-student interaction is a defining feature of an F&M education and it is one of the things I love most about my job! I welcome you to contact me with any sort of question or concern or even just to chat.</p> <ol style="list-style-type: none"> 1. I will be available right before and after lab on most days. 2. Send me an email at kplass@fandm.edu. (mailto:kplass@fandm.edu) 3. Sign-up with Plass's calendar to arrange a meeting (https://calendar.google.com/calendar/u/0/selfsched?sstoken=UURrLTduR2pxcjBOfGRIZmF1bHR8ZmU0YWMzNGY2NjAxNDIkdWJhMDIINWUyZGE5NWNjMmE)

Reminders - Can't remember what to bring to lab?

Bring the following to every lab meeting:



→ Chemistry 111/112 Laboratory Manual, 2022-2023

→ Goggles

→ Lab coat

→ Lab notebook

→ Laptop

Wear lab appropriate attire: All skin below the waist should be covered and you should wear close-toed shoes




Safety - You are responsible for your own safety and the safety of those around you!

- Your work area, including the hood, must be cleaned before you leave.
- Be careful and follow safety guidelines! Safety is discussed in greater detail in your lab manual and in prelab. Here are some main points.
 - Whenever you are in the laboratory area, wear goggles, a lab coat, close-toed shoes, and ensure all skin below your waist is covered.
 - Treat gloves and lab benches as though they are toxic. Do not touch your face, hair, cell phone, etc with gloves or place them on the lab bench.
 - Dispose of waste properly in the appropriate solid or liquid waste container.
 - Do not touch hot things like lit Bunsen burners and tongs that were just used to handle hot objects.
 - Do not touch sharp things. Use a broom and dustpan to pick up broken glass, not your hands.
 - Avoid setting things on fire. This means not placing flammable chemicals close to hot plates or Bunsen burners and not allowing reactions containing flammable solvents to boil over or distill to dryness.



Policies and grading - Look here for boring but important stuff













Please communicate promptly with the professor if situations arise that make it difficult to attend lab or complete a lab report.











- **You must pass the laboratory portion of the course to pass the class. It is expected that students will complete all laboratory sessions.**
 - Make-up labs may be allowed at the discretion of the professor. Make-up labs for non-emergencies will be considered only if the absence is discussed with appropriate advanced notice (a week or more is preferred) and alternative arrangements are made.
 - Late lab reports are not accepted after 3 days except in extenuating circumstances, at the discretion of the professor.
- This laboratory makes up 20% of your class grade. Your lecture professor is responsible for your overall course grade.
- Laboratory report submission and feedback use turnitin.com through the Canvas course site. [How to access comments on lab reports](https://docs.google.com/document/d/1F2cWmt3Khbl1a4YgYlWymV4yFh2Fj70YKEfQmYqhlKs/edit?usp=sharing)  (<https://docs.google.com/document/d/1F2cWmt3Khbl1a4YgYlWymV4yFh2Fj70YKEfQmYqhlKs/edit?usp=sharing>).
- Lab reports are graded on a 4.0 scale:

4.0 scale	Letter	Percentage
4.0-3.8	A	>93.5
3.8-3.5	A-	90.0-93.5
3.5-3.2	B+	87.5-90.0
3.2-2.8	B	83.5-87.5
2.8-2.5	B-	80.0-83.5
2.5-2.2	C+	77.5-80.0
2.2-1.8	C	73.5-77.5
1.8-1.2	C-	70.0-73.5

Note that the tentative schedule below and on the calendar could change.

Course Summary:

Date	Details	Due
Fri Jan 20, 2023	 Lab meeting 1 (CHM-112-C) (https://fandm.instructure.com/calendar?event_id=99651&include_contexts=course_19029)	12:40pm to 4:20pm
	 Project 1 - Notebook (https://fandm.instructure.com/courses/19029/assignments/184664)	due by 5:59pm
	 Project 1 - Calculations Week 1 (https://fandm.instructure.com/courses/19029/assignments/184662)	due by 11:59pm
Fri Jan 27, 2023	 Lab meeting 2 (CHM-112-C) (https://fandm.instructure.com/calendar?event_id=99653&include_contexts=course_19029)	12:40pm to 4:20pm
	 Project 1 - Notebook Week 2 (https://fandm.instructure.com/courses/19029/assignments/189925)	due by 5:59pm
Fri Feb 3, 2023	 Lab meeting 3 (CHM-112-C) (https://fandm.instructure.com/calendar?event_id=99655&include_contexts=course_19029)	12:40pm to 4:20pm
	 Project 1 - Week 2 calculations (https://fandm.instructure.com/courses/19029/assignments/189918)	due by 5pm
	 Project 1 - Finding the context (https://fandm.instructure.com/courses/19029/assignments/184656)	due by 11:59pm
Tue Feb 7, 2023	 Project 1 - Overview and lab report (https://fandm.instructure.com/courses/19029/assignments/184665)	due by 11:59pm
Fri Feb 10, 2023	 Lab meeting 4 (CHM-112-C) (https://fandm.instructure.com/calendar?event_id=99657&include_contexts=course_19029)	12:40pm to 4:20pm
Fri Feb 17, 2023	 Lab meeting 5 (CHM-112-C) (https://fandm.instructure.com/calendar?event_id=99659&include_contexts=course_19029)	12:40pm to 4:20pm
	 Titration 1 - Q values	due by 6:59pm

Date	Details	Due
	https://fandm.instructure.com/courses/19029/assignments/190889	
Fri Feb 24, 2023	<div>  Lab meeting 6 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99661&include_contexts=course_19029 </div>	12:40pm to 4:20pm
	<div>  Titration 2 - Q calculation https://fandm.instructure.com/courses/19029/assignments/191193 </div>	due by 6:59pm
	<div>  Titration 3 - Q calculation https://fandm.instructure.com/courses/19029/assignments/191194 </div>	due by 6:59pm
Sat Feb 25, 2023	<div>  Kinetics lab https://fandm.instructure.com/courses/19029/assignments/184660 </div>	due by 11:59pm
Fri Mar 3, 2023	<div>  Lab meeting 7 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99663&include_contexts=course_19029 </div>	12:40pm to 4:20pm
	<div>  Titration 4 - Q calculation https://fandm.instructure.com/courses/19029/assignments/191430 </div>	due by 5:59pm
	<div>  How do we tell these compounds apart write-up https://fandm.instructure.com/courses/19029/assignments/191178 </div>	due by 6:59pm
	<div>  Scan of handout https://fandm.instructure.com/courses/19029/assignments/191177 </div>	due by 6:59pm
Fri Mar 10, 2023	<div>  CANCELLED - Lab meeting 8 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99665&include_contexts=course_19029 </div>	12:40pm to 4:20pm
Sun Mar 12, 2023	<div>  Spring break https://fandm.instructure.com/calendar?event_id=99219&include_contexts=course_19029 </div>	12am
Fri Mar 24, 2023	<div>  Lab meeting 9 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99667&include_contexts=course_19029 </div>	12:40pm to 4:20pm
Fri Mar 31, 2023	<div>  Lab meeting 10 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99669&include_contexts=course_19029 </div>	12:40pm to 4:20pm
Fri Apr 7, 2023	<div>  Lab meeting 11 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99671&include_contexts=course_19029 </div>	12:40pm to 4:20pm
Fri Apr 14, 2023	<div>  Lab meeting 12 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99673&include_contexts=course_19029 </div>	12:40pm to 4:20pm
Fri Apr 21, 2023	<div>  Lab meeting 13 (CHM-112-C) https://fandm.instructure.com/calendar?event_id=99675&include_contexts=course_19029 </div>	12:40pm to 4:20pm
	<div>  Roll Call Attendance https://fandm.instructure.com/courses/19029/assignments/189663 </div>	

Course Syllabus

[Jump to Today](#)

English 225-E: Introduction to Creative Writing

Spring 2023 TR 12:45-2:05pm – KEIPER 100

Professor Montemarano

he/him

Office Hours: KEIPER 300 – TR 2:10-2:50pm, F 1:30-2:30pm, and by appointment

nmontema@fandm.edu

“We are all apprentices in a craft where no one ever becomes a master.”

—Ernest Hemingway

Course Description:

The writing of fiction, nonfiction, and poetry with a focus on student work. It is my belief that creative writing is, or should be, more than a means of self-expression; it is also an art form, and we will treat it as such. With very few exceptions, the skills necessary to become a strong writer can be learned. You can improve your writing through careful reading, consistent practice, and a close examination of your own and others' work.

Some Course Goals:

- To discover your subject matter.
- To practice reading as writers.
- To become more aware of, more in control of, the choices you make as writers.
- To learn how to avoid sentimentality, melodrama, and other forms of overwriting.
- To discover the musical pleasures of prose and verse.
- To practice discussing writing in an intelligent way.
- To provide your classmates with constructive feedback on their writing.
- To understand what true revision entails, and to practice it.
- To reflect on the strengths of your writing and specific ways you would like to improve.

Required Texts:

- *Curious Attractions* – Debra Spark
- *The Poet's Companion* – Kim Addonizio & Dorianne Laux
- Handouts (available on Canvas)

The course will be divided into four modules:

1. **Fiction.** We will spend this section of the course reading fiction, discussing craft, completing writing exercises, and writing a short story.
2. **Nonfiction.** We will spend the second section of the course reading nonfiction, discussing craft, completing writing exercises, and writing a work of nonfiction.
3. **Poetry.** We will spend the third section of the course reading poems, discussing craft, and writing poems of our own.
4. **Workshops & Revision.** During the semester, we will read and discuss *your* work. One of the best ways to become a better writer is to read someone else's work closely and actively, note its strengths, and suggest ways to improve.

Course Expectations:

You may expect the following from me:

- I will show up to every class on time, prepared to engage with you and the material.
- I will make sure that the classroom atmosphere is welcoming. We are all supporting each other in the practice of “a craft where no one ever becomes a master.” This is a time and space for you to take risks, have fun, discover your strengths, and improve as writers.
- I will take your writing as seriously as you take it, and read it with respect.
- I will give you feedback on your writing with specific suggestions for improvement. (Time won't allow me to read any writing beyond what is required for the course, nor will it allow me to proofread your writing.)
- I will be open to all voices in the classroom and will make sure everyone gets an opportunity to participate.
- I will provide you with plenty of opportunities to generate ideas and to practice before having to turn in work.
- I will be available during office hours – and via appointment – to discuss readings, your writing, or anything related to the course and writing.

I expect the following from you:

- I expect you to come to class having carefully read all of the assigned readings actively – this means that you read with a pen, pencil, or highlighter (your readings should be marked up).
- I expect you to participate – to be fully present.
- I expect that your phones will be turned off or silenced before class begins.
- I expect all of your work to be on time.
- I expect you to respect each other and each other's writing.

Workshop Notes:

What is required?

The writer will listen during the discussion of their piece, but will have an opportunity to pose a few questions at the end. Every writer should expect a generous response letter to each piece discussed. These must be **typed** and **at least 250 words**. You're writing a letter to the writer, summarizing (1) what you find interesting, pleasing, and exciting about the draft, and (2) what you believe could make the draft the best version of what it seems to want to be. Be *specific* and *constructive*. These will make up half of your course participation grade. These are to be completed *before* each workshop and given to each student writer at the conclusion of class. If you miss class, you are still responsible for returning feedback to the writer that day. **Important note: Not returning feedback to your classmates about their writing, or returning insufficient feedback, is an unacceptable breach of workshop courtesy, and is the most common cause of low grades in this course.**

What is my approach to workshop?


Too often workshop assumes that its primary task is to *fix* or *correct* what's "wrong" with the writing. While it's true that sometimes there *are* mistakes to address (e.g. unintentional verb tense shifts, proofreading), and we will point those out, I encourage us to approach workshop with a different mindset: to seek out the **magic** and **successes** and **exciting opportunities** in a draft so that the writer leaves workshop inspired to continue working on subsequent drafts.

Attendance and Absence Policy:

You are allowed **3 unexcused absences** during the semester, no questions asked. Please come to class on time. Every 15 minutes you are late will also count as an absence. Your course grade will be lowered 1/3 for every absence beyond 3. For example, if you earn a B for the course, but miss 4 classes, your final grade will drop to a B-.

Academic Honesty:

All writing turned in for this class must be your own. Any passages you include in your fiction that comes from another source must be cited. You may not turn in work for this class that you turned in for another course at F&M.

Please refer to the F&M website for a full statement on [Academic Honesty](https://www.fandm.edu/catalog/academic-honesty) 
(<https://www.fandm.edu/catalog/academic-honesty>) .


Accessibility:

F&M does not discriminate on the basis of disability or any other protected class in its programs, activities, or employment practices. The College is committed to providing effective communication and ensuring that qualified individuals with disabilities receive equal access to its programs and activities.

For more information, please visit the webpage for [F&M's Office of Student Accessibility Services \(SAS\)](https://www.fandm.edu/office-of-student-accessibility-services) 
(<https://www.fandm.edu/office-of-student-accessibility-services>) .

As your professor, I assume that everyone – that includes me – learns and processes information uniquely. Please speak with me as soon as possible about your individual learning needs and how the course can best accommodate them.

Title IX / Mandated Reporting:

It is the policy of Franklin & Marshall College that all faculty and staff are mandated reporters of sexual misconduct. This policy was enacted to ensure compliance with Title IX and other laws. It is important that students understand how mandatory reporting of sexual misconduct affects them. Here is F&M's statement regarding [Title IX and Mandated Reporting](https://docs.google.com/document/d/1otWwkAW96l1SZFBgs0CR8BPXiAhY_VVzg4gthJCJBYo/edit) 
(https://docs.google.com/document/d/1otWwkAW96l1SZFBgs0CR8BPXiAhY_VVzg4gthJCJBYo/edit) .

Grades:

- Fiction draft (5+ pages), 20 points
- Nonfiction draft (5+ pages), 20 points
- Poems (3), 10 points
- Revision of one poem, 10 points
- Revision of either fiction or nonfiction (with annotations), 20 points

- Course participation, 20 points (breakdown below)
 - specificity and generosity of written feedback on student stories (10 points)
 - verbal participation during class and workshops and other evidence of engagement with the class, e.g. emailing me *before* class with thoughts/questions about the readings, stopping by during office hours (10 points)

Important note: Turning in work late, especially late enough to cause your workshop to be canceled, is also one of the most common causes of low grades in this course. Any work turned in late will receive a grade deduction of 10% per day.

Your grade will be based on a 100-point scale. Letter grades will be assigned as follows:

93-100 (A), 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 67-69 (D+), 63-66 (D), 60-62 (D-), <60 (F)

Note: You must complete *all* requirements for the course in order to pass.

Schedule:

1/17

- Syllabus
- **Triggers:** Where Stories Come From
- Exercise: Truth and Lies

1/19

- **Narrative Delay**
- Ray Bradbury – “Mars Is Heaven”
- Shirley Jackson – “The Lottery”
- Exercise: Productive Confusion

1/24

- **Openings**
- *Curious Attractions* (16-32)
- Handout of openings (in class)
- Tyler Barton – short story openings
- Exercise: Types of Openings

1/26

- **Sentimentality**
- *Curious Attractions* (55-73)
- Tim O’Brien – “The Man I Killed” (CW: violence)
- Lydia Davis – “Grammar Questions”

1/31

- **Point of View**

- *Curious Attractions* (123-144)
- Lorrie Moore – “How to Become a Writer”
- Jamaica Kincaid – “Girl”
- Exercise: How To...

2/2

- **Characters**
- Camille Acker – “Mambo Sauce”
- Denis Johnson – “Emergency”
- Exercise: Road Trip

2/7

- **Style**
- *Curious Attractions* (33-54)
- Justin Torres – *We the Animals* (CW: violence)
- Susan Minot – “Lust”
- Exercise: Narrator with a Dynamic Voice

2/9

- Fiction Review
- Writing Lab

SAT 2/11

- Due by 4:30pm via Canvas: Short Story (5+ pages)

2/14

- Fiction workshops begin

2/16

- Fiction workshops (cont’d)

2/21

- Fiction workshops (cont’d)
- **Memory**
- Joe Brainard – *I Remember* (handout in class)
- Exercise: I Remember...

2/23

- Fiction workshops (cont’d)
- **Place**
- James Agee – “Knoxville: Summer of 1915”
- Exercise: Writing About Place

2/28

- Fiction workshops (cont'd)
- **Dear _____**
- Mary-Louise Parker – *Dear Mr. You* (79-88, 105-122, 139-144)
- Exercise: Letter as Memoir

3/2

- **EWF Writers**
- Angelique Stevens – "Ghost Bread"
- Paige Towers – "[The Cooldown](https://baltimorereview.org/winter_2015/contributor/paige-towers#The%20Cooldown)" → (https://baltimorereview.org/winter_2015/contributor/paige-towers#The%20Cooldown)
- Edgar Kunz – poems from *Tap Out*
- Su Cho – poems from *The Symmetry of Fish*

3/7

- **Pain and Delight**
- Sonali Deraniyagala – *Wave* (excerpt) (CW: death, natural disaster)
- Ross Gay – *The Book of Delights* (excerpts)

3/9

- **Evidence**
- Jo Anne Beard – "The Fourth State of Matter" (CW: gun violence)
- Lia Purpura – "Autopsy Report"

SAT 3/11

- Due by 4:30pm via Canvas: Nonfiction (5+ pages)

SPRING BREAK

3/21

- Nonfiction workshops begin

3/23

- Nonfiction workshops (cont'd)
- Camille Acker – BANK VISITING WRITER
 - Bank Prize Craft Class, 4:30pm, Writers House
 - Bank Prize Reading, 8pm, Writers House
 - **NOTE: You must attend at least one of the above events**

3/28

- Nonfiction workshops (cont'd)

3/30: CLASS REPLACED WITH EWF (details below)

- 3/29: READING #1, 7:30pm, Green Room Theatre
- 3/30: READING #2, 7:30pm, Green Room Theatre + Craft classes during the day at Writers House

- 3/31: Craft classes + panel discussion + BBQ at Writers House
- NOTE: When the EWF schedule is finalized, I will share it with you. **You are required to attend at least one reading and at least one craft class (or the panel discussion).**

POETRY

4/4

- **Poetry Basics**
- Shel Silverstein – “Sick”
- Billy Collins – “Snow Day”
- Maggie Smith – “Good Bones”
- Catherine Bowman – “No Sorry”
- Alan Shapiro – “Questions for the Soul”

4/6

- **Images**: No Ideas but in Things
- *The Poet’s Companion* (19-29, 85-93)
- Carolyn Forché – “The Colonel”
- Robert Hass – “A Story About the Body”
- Tiana Clark – “Self Portrait as First Kiss”
- Claudia Emerson – “Driving Glove,” “Artifact”

4/11

- **Metaphor**
- *The Poet’s Companion* (94-103)
- Jack Gilbert – “Michiko Dead” (in book)
- Sharon Olds – “Feared Drowned” (in book)
- James Hoch, “Sleeping Shark”
- Matthew Dickman – “V”
- Danez Smith – “fall poem”

4/13

- **Line & Stanza Breaks**
- *The Poet’s Companion* (104-114)
- William Carlos Williams – “This Is Just to Say,” “The Red Wheelbarrow”
- Hanif Abdurraqib – “No Diggity”
- Ross Gay – “catalog of unabashed gratitude”

4/18

- **Poetry as Music**
- *The Poet’s Companion* (115-128, 138-160)
- Todd Boss – “Wood Burning”
- W.S. Merwin – “Thanks”
- Ada Limon – “The End of Poetry”

- Gabrielle Calvocoressi – “Miss you. Would like to grab that chilled tofu we love.” and “Miss you. Would like to take a walk with you.”

4/20

- **Formal Poetry**
- *The Poet’s Companion* (161-170)
- Martha Collins – “The Story We Know”
- Deborah Paredez – “Uvalde Shooting Highlights Roles of Doors in Security Plans”
- Diane Seuss – “[OD’d on his suboxone]” and “[Where is the drug to drug]”

SAT 4/22

- Due by 4:30pm via Canvas: 3 Poems

4/25

- Poetry workshops

4/27

- Poetry workshops






5/3



- **One poem revision due @ 11:59pm**

5/5

- **Prose revision (fiction or nonfiction) + annotations due @ 11:59pm**

Course Summary:

Date	Details	Due
Sat Feb 11, 2023	 Short Story (5 pages) (https://fandm.instructure.com/courses/18527/assignments/187810)	due by 4:30pm
Sat Mar 11, 2023	 Nonfiction (5 pages) (https://fandm.instructure.com/courses/18527/assignments/187807)	due by 4:30pm
Sat Apr 22, 2023	 3 Poems (https://fandm.instructure.com/courses/18527/assignments/187804)	due by 4:30pm
Wed May 3, 2023	 Revision: 1 poem (https://fandm.instructure.com/courses/18527/assignments/187808)	due by 11:59pm
Fri May 5, 2023	 Revision: Fiction or Nonfiction (with annotations)	due by 11:59pm

Date	Details	Due
	 (https://fandm.instructure.com/courses/18527/assignments/187809) 	
	<div>  <div> <div>Course engagement: in-class,</div> <div>email, office hours</div> </div> </div> <div> (https://fandm.instructure.com/courses/18527/assignments/187805) </div>	
	<div>  <div> <div>Course engagement: written</div> <div>workshop feedback</div> </div> </div> <div> (https://fandm.instructure.com/courses/18527/assignments/187806) </div>	

FRANKLIN & MARSHALL COLLEGE
SPANISH DEPARTMENT
SPRING 2023

SPA 102: ELEMENTARY SPANISH II
MWF B 8:00-8:50/ D 9:00-9:50
KEIPER 204



Professor Anne Stachura
Office: Keiper 106

Email: astachur@fandm.edu

Hours: Tuesday: 1:00-3:00pm, Thursday 10:00-11:00am,
& by appointment.

COURSE DESCRIPTION:

The course is designed to provide elementary reading, listening, writing and speaking skills in Spanish. It also introduces students to basic cultural aspects of the Spanish-speaking world. To that end, students will be exposed to Spanish in different communicative situations and they will be asked to interact with it in different manners, ranging from simply reacting to input to negotiating their way through a task. **Spanish will be the primary language of instruction.** Class time will be spent on task-based, communicative activities.

OBJECTIVES: By the end of the semester, students will be able to:

- Converse and write in Spanish about familiar topics in various time frames.
- Understand the main idea of written texts related to everyday life.
- Understand the main idea of messages and presentations on a variety of topics related to basic personal and social contexts.
- Participate in conversations on familiar topics in various time frames.
- Negotiate everyday situations in the target language using memorized and practiced words, phrases and questions.
- Identify typical products and practices (history, art, cuisine, sports and lifestyle) of their own and other cultures in the Spanish speaking world.

MATERIALS:

1. **Canvas:** Homework and additional resources (syllabus, details for major assignments, grades) will be posted here. It is your responsibility to review our site daily.

For Canvas support, use the Help button in Canvas to access the Canvas Student Orientation, search the guides or report a problem.

2. **Textbook** (available online):
https://human.libretexts.org/Courses/Franklin_and_Marshall_College/Puertas_y_Puentes-_Introductory_Spanish_II

COURSE COMPONENTS & GRADING:

Participation & Attendance	15%
Homework:	10%
Exams & Quizzes:	30%
Speaking:	15%
Writing:	15%
Final Exam:	15%

Participation & Attendance: Acquiring a language is a dynamic and social process. The communicative (think *communication*) approach to language teaching and learning supports your development as a language *user* focusing on speaking and listening. The goal is to expose you to as much spoken language as possible in class in order to maximize the opportunities for you to test-drive your developing skills. Your performance grade is based on attendance, the quality of your preparation (homework) and your active participation in class. **Regular attendance and participation are critical to your successful experience in this course.** You will participate in assessing your own class participation, and will be given regular feedback on how to improve throughout the semester.

NOTE: Spanish is the only language spoken in this class. Good participation means that you speak Spanish exclusively in class, are proactive and attentive, have a positive attitude, are prepared, listen respectfully to others, and actively contribute in individual, small group and whole class activities and discussions. Simply showing up for class is not enough to earn a good participation grade; rather, your presence should make a positive difference in the quality of the class. Please come to class with all readings and assignments completed so that you are prepared to work actively in pairs and groups and contribute robustly to all class discussions.

Homework: Homework is assigned daily and will be posted on our Canvas page. Please read and review with concentration: class time will not be spent on translating or lengthy explanations of grammar. **Late homework will not be accepted; please contact me before a due date by**

email if you are unable to complete an assignment so we can make arrangements. Additional support is available during office hours and through the Spanish Department Tutoring Program.

Exams: There will be three unit exams as indicated on the schedule. Expect unannounced vocabulary and/or grammar quizzes to be given throughout the semester. Quizzes are designed to offer feedback on your progress and learning strategies before the chapter exams and/or projects. **Exams and quizzes cannot be made up.**

Speaking (Interpersonal and Presentational): You will practice speaking in Spanish in class with your peers and will be evaluated on your progress through oral conversation activities. This may include role-plays in pairs. During the role-plays, students will be given a situation in which they will represent the character described in the prompt. Preparation for these activities will come from interaction with classmates during everyday practice and role-playing activities throughout the semester. You will also record periodic presentations in class based on the chapter themes to be used in an intercultural exchange project.

Written expression: You will write several paragraph-length texts. Please note that written work is expected to be your own work, **without the help of others or the use of online translators (such as Google Translate).** Please read very carefully the policy on plagiarism in the Academic Honesty section below. For your compositions, you will have the opportunity to use feedback to revise your work before submitting a final version that will be graded.

Final Exam: A comprehensive final exam will be given during finals week. The date of the final exam cannot be negotiated except in extenuating circumstances as outlined at www.fandm.edu/registrar/final-exams. The date of the final exam is set in stone. Please review the final exam schedule (TBA) before making your travel plans.

GRADING SCALE (standard in the Spanish department):

94-100 A 87-89 B+ 77-79 C+ 67-69 D+ 59 and below F

90-93 A- 84-86 B 74-76 C 64-66 D

80-83 B- 70-73 C- 60-63 D-

What these grades *really* mean (taken from the College catalog:
<http://fandm.edu/catalog/evaluation-and-grades>

A, A- (excellent): *Work of consistently high standard. Showing distinction.*

B+, B, B- (good): *Shows superiority in such qualities as organization, accuracy, originality, understanding & insight.*

C+, C, C- (satisfactory): *Fulfills essential requirements in quality & quantity and meets the acceptable standard for graduation from Franklin & Marshall College.*

D+, D, D- (passing): *Falls below the acceptable grade point average standard for graduation, yet is deserving of credit in the course.*

F (failing): *Work undeserving of credit in the course. An “NP” grade does not affect a student’s grade point average.*

ACADEMIC HONESTY:

Plagiarism consists of trying to pass somebody else’s ideas as your own. It is against academic honesty and all cases will be reported to the **Dean**. The professor can resolve your doubts as to what constitutes plagiarism. **No kind of plagiarism will be allowed.** All work must be **ORIGINAL** (“help” from friends or classmates and the use of online translators will not be allowed). See the “Academic Honesty” Section in the Catalog for more information.

Cheating in exams or quizzes is also unacceptable.

MANDATORY REPORTING:

Franklin & Marshall College is committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. F&M strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Coordinator, Kate Buchkoski, Ph.D., at kate.buchkoski@fandm.edu or 717-358-7178 or learn more by visiting the College’s Title IX [website](#).

Please be aware that all employees, including faculty members, are mandated reporters and are required to disclose information about suspected or alleged sexual harassment to the Title IX Office. If the Title IX Office receives information about an incident, the Title IX Coordinator will reach out to offer information about resources, rights, and procedural options as a member of the campus community. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, the following on-campus options are available:

Student Wellness Center: (717) 544-9051, College Square

Counseling Services: (717) 544-9051, College Square

The YWCA is a local, off-campus confidential resource and can be reached via their 24-Hour Sexual Assault Hotline: (717) 392-7273.

For questions about the mandated reporter policy or any sexual misconduct issue, you may contact the Title IX Coordinator, Kate Buchkoski, Ph.D. at kate.buchkoski@fandm.edu or 717-358-7178. Policies and additional information can be found on the Title IX [webpage](#)

ACCESSIBILITY SERVICES:

At Franklin & Marshall College, one of our goals is to create an accessible learning environment for all students. If you anticipate or experience a barrier based on a disability, such as a learning disability, mental health concern, or mobility impairment, please contact the College's Office of Student Accessibility Services (SAS) in order to establish reasonable accommodations per College policy. Please note that accommodations are not retroactive and require advance notice to implement. SAS contact information: **Dr. Alison Hobbs**, ahobbs@fandm.edu or **717-358-5988**.

DIVERSITY AND INCLUSION:

I am firmly committed to diversity and equality in all areas of campus life. I believe that any kind of discrimination is unacceptable, and I will do my best to promote an environment where everyone feels safe and welcome. I am relying on the support and understanding of every participant in this class: we all have a responsibility to be respectful of one another other; we must not participate in, or condone harassment or discrimination of any kind. This course affirms people of all backgrounds, belief systems, ethnicities, sexual orientations, gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. It is my goal to support your positive and successful experience in this course.

I reserve the right to amend this syllabus in the interest of student learning.

HORARIO PROVISIONAL

This schedule is subject to change. For the most up-to-date information, please check our Canvas site

SEMANA 1 ¡BIENVENIDOS AL CURSO!

Miércoles, 18 de enero	Introductions, syllabus, homework (on Canvas & WileyPlus) & study strategies
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Viernes, 20 de enero	Introducción y VIDEO 1
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SEMANA 2 Capítulo 1. ESTUDIAR Y VIVIR EN EL EXTRANJERO | Sección 1

Lunes, 23 de enero	Cultura: España (1.2), El campus universitario (1.3) Vocabulario: el campus universitario (1.4)
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Miércoles, 25 de enero	Gramática: los demostrativos (1.5)
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Viernes, 27 de enero	Gramática: Pretérito verbos regulares (1.6, 1.7)
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SEMANA 3 Capítulo 1. ESTUDIAR Y VIVIR EN EL EXTRANJERO | Sección 1

Lunes, 30 de enero	Gramática: Pretérito verbos con cambio en la raíz (1.8)
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Miércoles, 1 de febrero	Gramática: Hace _____ que (1.9) Cultura: La vida de los jóvenes españoles (1.10)
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Viernes, 3 de febrero	Capítulo 1: Estudiar y vivir en el extranjero Sección 2 Cultura: vivir en el extranjero (1.11) Vocabulario: vivir en el extranjero (1.12)
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SEMANA 4 Capítulo 1: Estudiar y vivir en el extranjero | Sección 2

Lunes, 6 de febrero	Gramática: Pretérito verbos irregulares (1.13, 1.14)
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Miércoles, 8 de febrero	Gramática: Verbos que cambian de significado (1.15) Gramática: Saber y conocer (1.16)
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Viernes, 10 de febrero	COMPOSICIÓN 1 EN CLASE
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SEMANA 5 Capítulo 2: Las comidas y los restaurantes | Sección 1

Lunes, 13 de febrero	Cultura: Estudiar en Salamanca (1.17) Repaso Capítulo 1
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Miércoles, 15 de febrero	EXAMEN 1
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Viernes, 17 de febrero	Capítulo 2: Las comidas y los restaurantes Sección 1 Cultura: El cono sur (2.2) Vocabulario: las comidas (2.3)
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SEMANA 6 Capítulo 2: Las comidas y los restaurantes | Sección 1-2

Lunes, 20 de febrero	Gramática: Imperfecto (2.4, 2.5)
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Miércoles, 22 de febrero	Gramática: Pretérito e Imperfecto (2.6) Gramática: Verbos con cambio de significado (2.7)
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Viernes, 24 de febrero	Capítulo 2: Las comidas y los restaurantes Sección 2 Vocabulario: En el restaurante (2.8) Cultura: El asado (2.9)
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SEMANA 7 Capítulo 2: Las comidas y los restaurantes | Sección 2

Lunes, 27 de febrero	Gramática: Se pasivo (2.10)
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Miércoles, 1 de marzo	Conexión local (2.11) Repaso Capítulo 2
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Viernes, 3 de marzo	EXAMEN 2
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SEMANA 8 Capítulo 3: El tiempo libre | Sección 1

Lunes, 6 de marzo	Capítulo 3: El tiempo libre Sección 1 Cultura: Colombia (3.2), Los deportes (3.3) Vocabulario: Deportes (3.4)
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Miércoles, 8 de marzo	Gramática: Pretérito e Imperfecto (3.5, 3.6)
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Viernes, 10 de marzo	Gramática: Pretérito e Imperfecto (3.6)
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SEMANA 9 Vacaciones de la primavera

Lunes, 13 de marzo	Vacaciones de la primavera; no hay clases
Miércoles, 15 de marzo	Vacaciones de la primavera; no hay clases
Viernes, 17 de marzo	Vacaciones de la primavera, no hay clases

SEMANA 10 Capítulo 3: El tiempo libre | Sección 2

Lunes, 20 de marzo	Cultura: La esclavitud y los palenques (3.7) Cultura: Una pesista colombiana de oro (3.8)
Miércoles, 22 de marzo	COMPOSICIÓN 2 EN CLASE
Viernes, 24 de marzo	Capítulo 3: El tiempo libre Sección 2 Cultura: Venezuela (3.9) Vocabulario: Los pasatiempos (3.10)

SEMANA 11 Capítulo 3: El tiempo libre | Sección 2

Lunes, 27 de marzo	Gramática: Expresiones indefinidas y negativas (3.11)
Miércoles, 29 de marzo	Gramática: Los mandatos informales afirmativos (3.12)
Viernes, 31 de marzo	Cultura: Juegos tradicionales de Venezuela y Repaso

SEMANA 12 Capítulo 4: La creatividad | Sección 1

Lunes, 3 de abril	EXAMEN 3
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Miércoles, 5 de abril	Capítulo 4: La creatividad Sección 1 Cultura: El Caribe (4.2), Puerto Rico (4.4) Vocabulario: Arte y moda (4.3)
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Viernes, 7 de abril	Gramática: Objetos y pronombres de objeto directo (4.5, 4.6)
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SEMANA 13 Capítulo 4: La creatividad | Sección 2

Lunes, 10 de abril	Gramática: Objetos y pronombres de objeto indirecto (4.9,4.10)
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Miércoles, 12 de abril	Cultura: Cuba y la literatura caribeña (4.7, 4.8)
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Viernes, 14 de abril	Capítulo 4: La creatividad Sección 2
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	Cultura: República Dominicana (4.12), Los ritmos caribeños (4.14) Vocabulario: Música y baile (4.11)
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SEMANA 14 Capítulo 4: La creatividad | Sección 2

Lunes, 17 de abril	Vocabulario: Música y baile (4.11)
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Miércoles, 19 de abril	Gramática: verbos como gustar (4.13)
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Viernes, 21 de abril	Repaso de todo
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SEMANA 15 Conclusiones

Lunes, 24 de abril	EXAMEN ORAL
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Miércoles, 26 de abril	EXAMEN ORAL
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EXAMEN FINAL: TBD

SEMANA DE EXÁMENES FINALES 2-6 mayo

*******El día y la hora para el examen final se anunciarán en unas semanas*******