Instructor Information

Lisa Rezende, PhD
Assistant Professor of Practice
Molecular & Cellular Biology

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Catalog Description

Introduction to biology covers fundamental principles in molecular and cellular biology and basic genetics. Emphasis is placed on biological function at the molecular level, with a focus on the structure and regulation of genes, the structure and synthesis of proteins, how these molecules are integrated into cells, and how these cells are integrated into multicellular systems. Examples stem from current research in bacteria, plants, and animals (including humans) in the areas of cell biology, genetics, molecular medicine, and immunology.

Course Description

The Introductory Biology series gives students an opportunity to learn about ways that biologists approach biological questions and about different career options in the biological sciences. The information in these courses will lay the groundwork for understanding more advanced topics in biology, genetics, nutrition, plant science, physiology, biochemistry, or other biology-related courses.

This course, MCB 181R, will introduce you to the macromolecules in cells, the ways that these molecules work together to do complex jobs within the cell, and the basic processes that govern cell behavior. The second introductory biology course, ECOL 182R, focuses on the biology of organisms and expands this view to include evolutionary mechanisms and interactions between organisms. These courses will introduce you to the scope and excitement of modern biology and help you to develop the content knowledge, tools, and strategies you will need to succeed in your upper-division biology courses.
Both MCB 181R and ECOL 182R are required for a wide variety of biological sciences and allied-health majors throughout the University, so there is a wide range of backgrounds, interests, and career goals among the students in our courses. **The two classes can be taken in either order:** 181R followed by 182R, or 182R followed by 181R. Consult your academic advisor to determine which order is best for you.

**Course Delivery**
This section is a fully online course, open only to students enrolled through UA online.

**Course prerequisites or co-requisites**
A math placement score of at least 55% on the Preparation for College Algebra exam, or 45% on the Preparation for Calculus exam, is required. For more information, please see the following website: [http://math.arizona.edu/academics/placement/courses#courses](http://math.arizona.edu/academics/placement/courses#courses)

Although it is not a formal prerequisite, I will assume that students have a working understanding of material addressed in an introductory chemistry course. If you have never taken chemistry, I urge you to consult your advisor to discuss the option of waiting to take MCB 181R until you have completed at least one semester of chemistry.

Students who are concerned with the course pre-requisites are strongly encouraged to contact Dr. Rezende ([irezende@email.arizona.edu](mailto:irezende@email.arizona.edu)) to discuss your background in science courses and determine if it is adequate to support your success in MCB181R.

**Course Time Commitment and Online Attendance**
MCB181R is an accelerated 3-unit semester-long course. The entire course is completed over 7 1/2 weeks. As University policy defines one unit of credit as at least 45 hours combined in-class and out of class work, you will be expected to put in at least 135 hours of work and study time or roughly **18-19 hours per week**. Students concerned with this time commitment should contact the instructor as soon as possible.

The course is organized into seven one-week modules. MCB 181R is what is known as a "guided" online course, and it provides structure so you will not get too far behind. **You will not be working at your own pace.** Instead, every student enrolled in the course will be in the same unit at the same time. Discussion of the course material is a critical component of this online course, so we need to go through this together. Extended absences from the online course are not allowed except in cases where you have contacted the instructor and have a University-recognized excused absence. **Not checking into the course over a one week period without first discussing the absence will be considered an unexcused absence and any work due over that time cannot be made up.**

**Course Objectives and Expected Outcomes**
Upon successful completion of the MCB181R, you will be able to:
• Discuss how the molecular structures of biological molecules dictate functional relationships within the cell.
• Describe how cell structure impacts the functions cells can carry out.
• Outline cellular processes capture, transfer, and use energy.
• Discuss how the instructions for building cells and multi-cellular organisms are stored, used, and regulated.
• Discuss how changes in cells’ information content can produce changes in function that can impact cell function, individuals’ health, and sometimes result in evolution.
• Describe how cells’ interactions with molecules and other cells affect cell behavior and, therefore, the function and health of the organism as a whole.
• Outline how life scientists collect, use, and interpret data about biological processes.

Required Materials

Text and online support materials
The textbook for the course is Biology: How Life Works, 2nd edition, by J. Morris, D. Hartl, and colleagues, which is available in the ASUA Bookstore (in the Student Union building) under MCB 181R. The cost at the bookstore for the paper-bound book, plus LaunchPad, is $115.50. If purchased at the ASUA bookstore, you will have access to LaunchPad for four years.
• If you choose to purchase the text from another retailer, you must also purchase access to LaunchPad, the online companion to the 2nd edition Morris et al. textbook (see below).

LaunchPad: If you purchase the textbook at the UA Bookstore, you will also have access to the online support materials for the book, Launch Pad, and to the e-book (both with four-year access). If you do not purchase your book at the UA Bookstore, you must purchase electronic access to Launch Pad at https://join.macmillanhighered.com. You will be required to access many of the materials/exercises/activities that are available at this site, and completion of these assignments will count toward your grade for this course. There will be a document on our D2L website that explains how you should set up your account to ensure proper communication with our D2L grade book.

• If you choose NOT to purchase your textbook at the UA Bookstore, you may buy separate access to LaunchPad for $97.99 (for e-book plus LaunchPad) by going to the MacMillan publishers’ site, https://join.macmillanhighered.com/.

• If you purchase a textbook through Amazon, using this link, which will enable a small percentage of the profits to be returned to the Molecular and Cellular Biology Department.

Course website and electronic communications policies
All course materials are available on the course website, http://www.d2l.arizona.edu. To access the class website, you must be enrolled as a student in this section of the course.

- You should check the D2L site daily for announcements regarding the class, shown on the class home page.
- D2L provides a convenient way for us to get in touch with you by email, and I will use email if I need to contact you. D2L sends email to your “@email.arizona.edu” address. **If you do not check this email account, please forward your UA email to the account you do check regularly.** I will not email you with routine course announcements, but only if there are significant, time-sensitive issues that need to be addressed.
- Please note that it is considered a violation of academic integrity for students to use the email function of D2L for their personal gain. For example, if you have posted your class notes at a third-party site, you may not use D2L email as a way to advertise this to your fellow students. Furthermore, be advised that it is a violation of copyright to distribute course materials in this way.
- The D2L gradebook will be the official list of your scores for all work in the class.
- **It is your responsibility to check your grades frequently to ensure that the scores recorded in D2L are correct.**

**Contacting the instructor**

- **Course-related questions should be asked in the Virtual Office in D2L.** Examples of this type of question might include:
  - course logistics such as “Where can I purchase launch pad access?”
  - issues with course components such as "The link to the video in week two isn't working,"
  - questions on course content such as “What happens if a mutation occurs at a splice acceptor site?”

By posting these questions to virtual office the entire class benefits from the question and answer (just as would occur in a face-to-face course).

- **If you have questions you wish to ask privately** (for example, something about your grade, or if you would like to schedule an office hour), the best way to contact me is email lrezende@email.arizona.edu

- **I make every effort to respond to all emails within 24 hours during the week, or 48 hours over the weekend.** Please understand that just like you, I have other responsibilities besides this class so my response may not be immediate. **If you have emailed me and haven’t gotten a response within 24 hours on Monday-Friday, please contact me again!**
Grading Scale and Grade Policies
Your course grade will be determined by the following criteria according to the points earned on the items below:

<table>
<thead>
<tr>
<th>Gradable Item</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exams (3 exams)</td>
<td>150</td>
<td>450</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>225</td>
<td>225</td>
</tr>
<tr>
<td>Learning Curves (18 total)</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>Discussions (8 total)</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Weekly Problem Sets (7 total, drop lowest)</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Weekly Quizzes (8 total, drop lowest)</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>Weekly Participation (7 total)</td>
<td>5</td>
<td>35</td>
</tr>
</tbody>
</table>

Your final grade will be based on the total points you earn over the semester, with minimum grade cutoffs as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>500-599</td>
</tr>
</tbody>
</table>

All students who earn at the minimum point or more will earn the corresponding grade. Point totals will be rounded to the nearest whole point. In general, grades are not curved.

Incompletes and Withdrawals
A grade of Incomplete (I) will only be given at the end of the term in the case of an emergency when a minor portion of the coursework cannot be completed. The student must contact the instructor before the end of the semester to agree on an incomplete grade contract using the Report of an Incomplete forms as described in the University of Arizona Course Catalog.

Requests for withdrawals must be made in accordance with university policies that are available at http://catalog.arizona.edu/2015-16/policies/grade.htm. The last day to withdraw with a refund is **March 18**th. The last day to withdraw without receiving a grade of W is **March 18**th, after this date all students withdrawing from the course will receive a grade of W. The last day to withdraw through UAcess is **April 13**th. Dates are set by the university calendar and cannot be changed by the instructor.
Gradable Items:

**Learning Curves (5 points each chapter):** The first activity of each unit is your reading assignment. At the end of each chapter, please complete the learning curve assignment for that chapter on Launchpad. Completion of each learning curve is worth 5 points. I highly recommend you complete these before you participate in the lecture Voicethread or discussion. **Because the goal is to prepare you for class discussion, learning curves cannot be made up.**

**Class Participation through Voicethread or embedded quizzes (5 points each week):** I do not tape long lectures on the material each week as research shows actively engaging with the material promotes learning more than passively listening to a lecture. I do know that some concepts in this course are challenging for students to understand, so rather than taping long lectures I have a series of short tutorials using Voicethread. Voicethread allows me to explain complicated concepts then present questions and problems. You are required to participate by responding to these prompts within Voicethread. Each week, participation will be graded as follows:

- Respond to 90-100% of Voicethread prompts 5 points
- Respond to 70-89% of Voicethread prompts 4 points
- Respond to 60-79% of Voicethread prompts: 3 points
- Respond to 40-59% of Voicethread prompts 2 points
- Respond to 20-39% of Voicethread prompts: 1 points
- Respond to less than 20% of Voicethread prompts 0 points

**Discussion (5 points each plus a 5 point Introduce yourself):** Each week we will have at least one asynchronous discussion where you will read an outside reading and discuss how it relates to one or more of the concepts we discussed in the course. Both responses to the discussion prompt and responses to two peers are required to receive full credit.

**Weekly Problem Sets (15 points each week):** Each week, you will complete a problem set that is based on the learning objectives for that week. Problem sets are set up in short answer and/or essay format. You are welcome to work on problem sets with one or more of classmates, but each of you must turn in your own answers in your own words. Your lowest score on a problem set will be dropped from your final score.

**Weekly quizzes (10 points each week plus 10-point syllabus quiz):** Each week, you will complete an online quiz that covers all course material presented through that week. The format of the quizzes is multiple-choice, true-false, and/or matching. Quizzes can be taken up to 5 times, and your highest score will be recorded. Questions come from a pool so you may not see the same question twice. The lowest quiz of the year will be dropped from your final score.
Midterms and Final Exams (points noted in table below)
Exams will be cumulative up to and including material presented in the week that the exam is scheduled. I highly recommend you finish all activities and assignments for the week before taking the exam.

An important note on exams and academic integrity: As this in an online course, I am allowing you to schedule the exam over a 4-day period rather than all taking it at one time. Discussing any aspects of the exam including but not limited to topics on the exam, exam format, specific questions, or any other aspect will be considered a violation of the code of academic conduct for all parties involved in the discussion (including the person who has already completed the exam), will be reported to the Dean of Students Office and receive a sanction, such as a failing grade on the assignment, exam, and/or in the course. Students with questions on this policy should refer to the UA Code of Academic Integrity, available at http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

The exam schedule is as follows:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
<th>Time to Complete</th>
<th>Dates to Schedule Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150 points</td>
<td>80 minutes</td>
<td>Saturday, March 2(^{nd}) at 7 AM - Wednesday, March 28(^{th}) at 7 AM</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150 points</td>
<td>80 minutes</td>
<td>Saturday, April 7(^{th}) at 7 AM - Wednesday, April 11(^{th}) at 7 AM</td>
</tr>
<tr>
<td>Exam 3</td>
<td>150 points</td>
<td>80 minutes</td>
<td>Saturday, April 21(^{st}) at 7 AM - Wednesday, April 25(^{th}) at 7 AM</td>
</tr>
<tr>
<td>Final Exam</td>
<td>250 points</td>
<td>120 minutes</td>
<td>Friday, May 4(^{th}) at 7 AM - Tuesday, May 8(^{th}) at 7 AM</td>
</tr>
</tbody>
</table>

Exams must be completed by the last day it is officially opened, or a score of 0 will be recorded unless the exam has been officially rescheduled BEFORE the exam date. As a course policy, exams will not be rescheduled except as follows: Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored, and students will be allowed to reschedule exams if they have a Dean-approved absence. Exams that fall on holidays or special events observed by organized religions will be rescheduled for students who show affiliation with that particular religion.

Examity
In this class, you will take your tests remotely, and they will be proctored by a service called Examity. A Student Quick-Guide will be provided on how to use Examity.

Before you can begin proctored assessments, you must sign up for an Examity account. Registration requires two steps:
1. Access the Examity system through our class’ LMS (D2L, Blackboard, or Canvas) course site by clicking the Examity link found within your course content. This link will direct you to the Examity dashboard.

2. From your Examity dashboard, set up a profile. You will need to:
   i. upload a CatCard or Government ID (State Driver’s License or Identification Card)
      • you will need to bring this same ID with you each time you take a test with Examity
   ii. answer three security questions
   iii. enter a keystroke biometric signature
   iv. select your time zone
   v. and confirm your name, email address, and phone number

Before scheduling and taking your assessment, please review these Examity System Requirements

   • Desktop computer or laptop (not tablet or phone)
   • Webcam and microphone (built-in or external)
   • Connection to network with internet speed of at least 3Mbps (upload and download)
      • Operating system of Windows XP – Windows 10, Mac OS X 10.8 – 10.11
      • Browser with pop-up blocker disabled – Google Chrome v39 or later, Mozilla Firefox v34 or later, Internet Explorer v8 or later, Microsoft Edge, Apple Safari v6 or later

If you have any questions or concerns, contact Examity’s technical support team 24/7 via email at support@examity.com or by phone at (855)-392-6489.

Grade Appeals
If you believe that an error has been made in grading, you must contact Dr. Rezende within one week after the scores are posted. Turning in a re-grade request does not guarantee that you will receive more points, and your entire assignment or exam will be graded again.

Extra Credit
From time-to-time small number of extra-credit points may be available to students for work that goes beyond the normal requirements of the class. Dr. Rezende will announce when these are available, and at all times the opportunity will be available to the entire class. Please do not contact Dr. Rezende requesting an extra credit assignment.

Late Work
Late problem sets will be accepted up to three (3) days after the due date and will incur a 10% per day point penalty as follows:
• up to 24 hours late- 10% of the total possible points will be deducted from your score
• up to 48 hours late- 20% of the total possible points will be deducted from your score
• up to 72 hours late- 30% of the total possible points will be deducted from your score

Late learning curves, participation, quizzes, exams, final exams, or discussion posts will not be accepted.

Syllabus, Schedule, and Assignment Changes
The information contained in the course syllabus, other than the grade and absence policies, may be subject to change.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Reading</th>
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| Week 1: March 12th – March 18th | • Introduction to Biology (Chapter 1, Sections 1.1-1.4)  
• Chemical Principles and Biomolecules (Chapter 2, Sections 2.1-2.6)  
• Nucleic Acids and Transcription (Chapter 3, Sections 3.1-3.4) |
| Week 2: March 19th – March 25th | • Proteins and Translation (Chapter 4, Sections 4.1-4.3)  
• Lipids, Membranes, and Cell Organization (Chapter 5, Sections 5.1-5.5) |
| **Exam 1:** Saturday, March 24th at 7 AM - Wednesday, March 28th at 7 AM |
| Week 3: March 26th – April 1st | • Introduction to Metabolism (Chapter 6, Sections 6.1-6.4)  
• Enzymes (Chapter 6, Section 6.5)  
• Cellular Respiration (Chapter 7, Sections 7.1-7.7)  
• Photosynthesis (Chapter 8.1-8.5) |
| Week 4: April 2nd – April 8th | • Cell Signaling (Chapter 9, Sections 9.1-9.5)  
• Cell Architecture and Tissues (Chapter 10, Sections 10.1-10.4)  
• Cell Division (Chapter 11, Sections 11.1-11.3) |
| **Saturday, April 7th at 7 AM - Wednesday, April 11th at 7 AM** |
| Week 5: April 9th – April 15th | • Cell Cycle (Chapter 11, Sections 11.4-11.5)  
• DNA Replication (Chapter 12, Sections 12.1-12.4)  
• Genomes (Chapter 13, Sections 13.1-13.2, Section 13.4)  
• Mutations and DNA Repair (Chapter 14, Sections 14.1-14.4) |
| Week 6: April 16th – April 22nd | • Mendelian Inheritance (Chapter 16, Sections 16.1-16.5)  
• Inheritance of Sex Chromosomes and Linked Genes (Chapter 17, Sections 17.1-17.4) |
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<tbody>
<tr>
<td><strong>Exam 3:</strong> Saturday, April 21st at 7 AM - Wednesday, April 25th at 7 AM</td>
<td></td>
</tr>
</tbody>
</table>
| Week 7: April 23rd – April 29th | • Genetics of Complex Traits (Chapter 18, Sections 18.1-18.4)  
• Genetic Regulation (Chapter 19, Sections 19.1-19.3) |
| **Final Exam:** Friday, May 4th at 7 AM - Tuesday, May 8th at 7 AM |

**Online Course Resources**
The University of Arizona provides a wide variety of resources to help online students succeed, including

**Online Tutoring**  UA THINK TANK provides free academic assistance for writing and math, and various other related subjects, at multiple locations and fully online. Students can access free tutoring in-person at the UA Think as well as fully online from the UA Think Tank. To find online tutoring hours, please see [http://thinktank.arizona.edu/tutoring/online](http://thinktank.arizona.edu/tutoring/online)

**24/7 Technical Assistance**  Technical assistance is available 24 hours a day, with the exception of University observed holidays. 24/7 can help you with troubleshooting hardware, software, and any special course technology you are using. Available by phone, chat, or help ticket.

- Phone: (520) 626-TECH (8324)
- 24/7 Website

**University Libraries**  The University Libraries provide resources, services, and expertise to the University and the local community. They support online students in particular with access to scholarly articles and journals, free ebooks, interactive tutorials and helpful research guides. Learn more about these resources and more on their site featuring tools for online students.

**University Libraries for Online and Distance Students**

**Special needs and accommodations**
**Students with Disabilities:** If you anticipate or experience physical or academic barriers based on disability, you are encouraged to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit [http://drc.arizona.edu](http://drc.arizona.edu). All requests for accommodations must be made via the DRC.
If you have reasonable accommodations, please contact me so we can discuss how the course requirements and activities may impact your ability to fully participate. As per the policies of the Dean of Students’ Office and Disability Resource Centers, accommodations will not be made retroactively.

**Code of Conduct**

Please review the University's Code of Conduct information, which can be found at [https://deanofstudents.arizona.edu/policies-codes](https://deanofstudents.arizona.edu/policies-codes)

**Classroom Behavior** The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self.

**Disruptive Student Behavior** Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting)

**Threatening Student Behavior** The University of Arizona seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the university community, including to one's self. Threatening behavior can harm and disrupt the University, its community, and its families.

Threatening behavior means any statement, communication, conduct or gesture, including those in written form directed towards any member of the university community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. You are encouraged to read more on this at [http://deanofstudents.arizona.edu/accountability/disruptive-student-behavior](http://deanofstudents.arizona.edu/accountability/disruptive-student-behavior)

The Policy on Threatening Behavior by Students found at [http://policy.web.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.web.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Online Class Etiquette** What is Netiquette? Simply stated, it's network etiquette - that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life."
In other words, Netiquette is a set of rules for behaving properly online. Please refer to this website to further your understanding of online class etiquette: 
http://www.albion.com/netiquette/introduction.html

**Student Code of Academic Integrity** Academic Integrity at the University of Arizona is the principle that stands for honesty, and ethical behavior in all homework, tests and assignments. All students should act with personal integrity and help to create an environment in which all can succeed.

Dishonesty will not be tolerated in this course. This includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor or tampering with the academic work of other students. Students who are found to be dishonest will be reported to the Dean of Students Office and receive a sanction, such as a failing grade on the assignment, exam, and/or in the course. Students with questions on this policy should refer to the UA Code of Academic Integrity, available at http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

**Plagiarism**
This course will be using Turnitin, a plagiarism detection software, for some assignments.

*The University Libraries have some excellent tips for avoiding plagiarism, available at*  http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

** Discrimination and Harassment**
Policies against discrimination and harassment, along with offices for reporting concerns related to discrimination or harassment,  
http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

**Course Policies**

**Communication** You are responsible for reading emails sent to your UA account from your professor’s UA account and the announcements that are placed on the course D2L site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at  
http://www.registrar.arizona.edu/emailpolicy.htm
Absence and Class Participation Policies: The UA's policy concerning Class Attendance and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences on and accommodation of religious holidays is available at http://deanofstudents.arizona.edu/religiousobservanceandpractice

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. Available at: https://deanofstudents.arizona.edu/faqs See “Absences” section.

Participating is vital to the learning process. As such, it is critical that students participate in the course activities during the week they are assigned. Students who will be away from the course due to illness or emergency are required to submit documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Accessibility and Accommodations It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu

Grievance Policy Should a student feel he or she has been treated unfairly there are some resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student’s graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance. Information can be found at http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

University Final Grade Appeal Policy http://catalog.arizona.edu/2015-16/policies/gradappeal.htm

Notice of Potentially Objectionable Materials As this is an introductory biology course; we will be discussing biological evolution and sexual reproduction in a scientific manner.

Confidentiality of Student Records Family Educational Rights and Privacy Act of 1974 (FERPA) is the federal law that governs the rights of students and institutional responsibilities with respect to student records. FERPA is a federal law designed to
protect the privacy of a student's educational record. More details on what FERPA is about and specifics of what constitutes an Education Record can be accessed at http://www.registrar.arizona.edu/ferpa/default.htm.

If you have any questions regarding any of the information provided on this site, please contact the University of Arizona Office of the Registrar via email at: REG-reghelp@email.arizona.edu.

**Accessibility and Accommodations**  It is the University’s goal that all learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations (https://drc.arizona.edu/)