

**SYLLABUS**  
**Biology and Microbiology 26-111**  
Fall 2011  
Th 1:20pm – 3:20pm  
Halsey Science 266

**Instructor:** Dr. Lisa Dorn  
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**Office Hours:** Monday 9:10 to 11:20am and Friday to 1:50 to 3:50 pm  
Many other times available by appointment!  
Anytime by phone or email

**Course Description (from Bulletin):** **Biology Orientation** An introduction to the cultural aspects of biological sciences for students declaring or considering a major in Biology or Microbiology. Discussion topics will include: current “hot” fields and employment opportunities; roles and responsibilities of scientists in society; professional ethics; scientific communication; planning (career choices, course selection, research experience) and an introduction to department faculty, staff, and facilities. Students are encouraged to take this course as early as possible in their academic program.

**Course Objectives:**

I’m not going to teach this course the way anyone else does. **My intention is to have a good time while exploring biological topics.** Whether or not you also have a good time is up to you.

**Seniors:** what the hell are you doing in this class? You should have taken this ages ago, but since you didn’t, I’ve designed some of this with you in mind. By now you should be (note the “should”) a fairly decent writer and note-taker. Given that, we are still going to mess around with note-taking exercises because I find them entertaining and you can never practice writing enough. **However, when we discuss the 5-year plan you need not attend.** Don’t worry, ~~I’ll make you suffer~~ I will make provisions for your added participation later and bump up your assignments. When we read papers that discuss specific Biological topics, you will be required to be the first to pony up comments. **My objective** here is to remind you that you WANTED to be a biologist and now that you are nearly there it should be fun to talk about it. During the course of a long (Went by fast though didn’t it?) undergraduate career it is easy to lose sight of that fact.

**Everyone else:** Juniors are also a little “old” for this class, but it’s not a bad time to evaluate where you are at and how you are going to get to the end, especially if you are a transfer student. Therefore, I will have the same expectations for the participation of juniors as I have for freshman and sophomores, including the 5-year plan.

By the end of this semester, I will expect you to be able to:

1. Take concise notes and write short summary papers on biological topics
2. Give a professional presentation
3. Use internet and library resources to locate information relevant to your presentation
4. Implement a curriculum plan that details all of the courses you are required to take to graduate by your intended graduation date
5. Write a resume
6. Understand why you LOVE biology.

### Texts:

#### Required:

McMillan VE. 2001. *Writing Papers in the Biological Sciences*. Bedford: Boston, MA.

### Assignments:

1. **Attend every class and participate in each discussion.** A significant portion of your final grade will be determined by your attendance and participation. Both attending and participating will ensure that you benefit as much as possible from this course. You will be given ample opportunity to ask questions and interject your thoughts throughout the course. Information will be provided in this course that you will not find in any other class on this campus and can prove vital in helping you discern: 1) whether you want to pursue a major in Biology or Microbiology and 2) what type of career you want to pursue and 3) how to succeed in that goal. For these reasons, attendance is mandatory. The class meets only once per week. **Two (2) unexcused absences** will result in **loss of ALL points** given for attendance. **Seniors** will be asked to contribute to discussions first and every time but are excused from attending specific lectures (READ YOUR SYLLABUS for details, if you get the date wrong that's your problem). **Remember**, you WANTED to be a biologist and now that you are nearly there it should be fun to talk about it. If you don't find it fun to participate in these discussions YOU HAVE MADE A GRAVE ERROR! **For everyone else** it's a crap shoot; you may end up disappointed and not be called on to summarize a paragraph (although you may volunteer an opinion or ask a question at any time), but I can't say for sure.
2. **Discussion participation:** I think you get the picture, but in order to grade participation, I will have a randomly generated and ordered list of names (Seniors, of course, will automatically rise to the top). I will expect you to be able to summarize a paragraph of each paper we read when I call on you. You will have no idea which paragraph I will ask you to summarize.

3. **Avoiding plagiarism: Note taking and Writing.** It might seem odd to you that note taking and plagiarism are in the same exercise but it shouldn't. Science papers do not typically use quoted material and excessive quotation can be considered an "end-run" around the rules of plagiarism and fair-use of copyrighted material, but it also means you don't understand what you read. You must learn *to concisely paraphrase* the references that you use when writing a science paper. If you can do that, then you have internalized the information (i.e. learned it), you can also take effective notes during an oral presentation such as a class or professional conference. **We will read 3 or 4 papers** on a topic related to the various majors that we offer. How are you going to decide what kind of biologist you want to be if you don't know what biologists do? You are expected to **briefly summarize 2 of those 4 papers and submit your summary** to a DROPBOX on D2L, before we discuss that paper in class. Seniors will be expected to summarize all of the papers we read. **Everyone else**, you can choose which 2 papers you want to summarize. Bring those summaries to class in preparation for our discussions, even if you are not handing them in. If you're feeling insecure about this assignment you can use the first paper as a dry run and not hand it in. **Seniors**, remember that you will be required to comment during **EVERY** discussion.

Points will be deducted from your score for spelling errors, improper grammar and sentence structure, etc. To be sure you earn as many points as possible on this assignment, you are encouraged to ask an individual in the writing center to read a rough draft of your assignment and offer suggestions. (<http://www.english.uwosh.edu/wcenter/>)

4. **Devise a Curriculum Plan.** Everyone would like to graduate on time. One of the first and most important steps in achieving this goal is to devise a realistic curriculum plan, i.e. a list of all of the courses you need to take in order to graduate by the date you desire. Submit a list of every course you must take and in what year and semester you intend to take these courses. Few courses are offered every semester; in fact, some are offered very rarely. Be sure every course will be offered in the semester you hope to take it before placing it on your list. Check with the undergraduate Bulletin and/or your academic adviser to be sure classes in question are offered when you would like to take them. **IF YOU ARE NOT A BIOLOGY MAJOR**, you don't need this class, even if you want to take courses that it is a pre-req for (go to the bio office and they will take care of you). If you still want to take it, (i.e., you are an undeclared major considering Biology) you still **MUST** hand in a Biology plan. I haven't the foggiest idea what you need to graduate in nursing or kinesiology or art or whatever.
5. **Reading & Writing:** As previously mentioned, we will read and discuss 3-4 papers. You will summarize 2 of the 3-4 papers we discuss in no less than 1 page and no more than 1½ pages. Your grade will be based on your ability to present the information **concisely** with **clarity** and **precision**. Although this is a summary, it should not be a bulleted list and I expect full sentences.

6. **Give a presentation that describes a career in biology of interest to you.** The presentation should be 9-12 minutes long. ***Five (5) points will be deducted from your final score for every one (1) minute your presentation falls short of 9 minutes and for every minute your presentation exceeds 12 minutes.*** Five minutes following the presentation will be reserved for questions. **Use high-quality visual aids** (preferably Microsoft PowerPoint). The purposes of this assignment are: 1) to expose the entire class to relevant information about a variety of career possibilities, and 2) to hone your public speaking/oral communication skills. You will already have conducted the necessary research for this presentation as you wrote your career paper. Be sure to cover the points described above for the paper. You must **include at least 4 references**. You are encouraged to interview people with the job of interest to you and cite them as references. ***Use no more than two (2) internet references.*** Cite all references in the text of your paper using the Name-Year/Harvard System described in detail in pp. 107-117 of the McMillan text. Prepare a literature cited section that lists each reference using the Council of Biology Editors (CBE) format described in pp. 117-125 of the same text.

### **Evaluation of Presentations**

<u>Item</u>	<u>Value (Points)</u>
Quality of Visual Aids (easy to read, no misspellings)	15
Content (I will count slides with too many sentences, no visuals)	25
Organization	35
Delivery (show enthusiasm; DO NOT READ content)	25
<b>Total</b>	<b>100</b>

7. **Write a Resume:** Compose a cover letter and accompanying resume for a current job opening in the career of interest to you. With your cover letter and resume, include a copy of the job advertisement that you found in the newspaper, a magazine, a journal, the internet, etc. Be sure to tailor the cover letter and resume to the required qualifications listed in the advertisement. Be sure that your cover letter and resume address the strengths that make you an ideal candidate for the job.

### **Course Evaluation: Non-Seniors**

<u>Assignment</u>	<u>Value (Points)</u>
Attendance and Participation	200
Paper summaries	200
Resume & cover letter	100
Career Presentation	100
Curriculum Plan	100
<b>Total</b>	<b>700</b>

**Course Evaluation: Seniors**

<b><u>Assignment</u></b>	<b><u>Value (Points)</u></b>
Attendance and Participation	200
Paper summaries	300
Resume & cover letter	100
Career Presentation	100
Curriculum Plan	100
<b>Total</b>	<b>800</b>

**GRADING SCALE:**

A = 93 - 100%,  
A- = 90 - 92.9%  
B+ = 88 - 89.9%  
B = 83 - 87.9%  
B- = 80 - 82.9%  
C+ = 78 - 79.9%  
C = 73 - 77.9%  
C- = 70 - 72.9%  
D+ = 68 - 69.9%  
D = 63 - 67.9%  
D- = 60 - 62.9%  
F (Failure) < 60%

**Policies**

**Plagiarism:** You must complete two writing assignments and give an oral presentation in this course. Be especially careful in each of these assignments to cite ALL of your sources when necessary. **ANY INSTANCE OF PLAGIARISM WILL RESULT IN YOUR RECEIVING A COURSE GRADE OF AN F. APPROPRIATE ACADEMIC DISCIPLINARY ACTIONS WILL ALSO BE TAKEN THAT MAY RESULT IN YOUR SUSPENSION OR EXPULSION FROM THE UNIVERSITY.** Denote quotations appropriately and use them SPARINGLY. We will discuss briefly how to cite sources in this course, but you are encouraged to investigate appropriate methods of doing so on your own. An excellent resource from the Purdue University Online Writing Lab is available on D2L. In addition, staff at the UW Oshkosh Writing Center will be happy to provide further information and evaluate whether you have cited your sources appropriately and accurately.

**Late Assignments:** Late assignments will be accepted only under extremely extenuating circumstances. In such cases, late assignments will be given 1/2 credit.

### **Incomplete Grade Policy:**

Incomplete grades will be given only in special circumstances as outlined in University policy as stated in the University of Wisconsin Oshkosh Undergraduate Bulletin.

### **Academic Integrity:**

Academic dishonesty in any form will not be tolerated. Any instance of such will be dealt with according to relevant University policies. Please note that plagiarism constitutes academic dishonesty and will be treated accordingly as described above. If you are unsure what constitutes plagiarism, contact the instructor.

### **Special Needs and Accommodations:**

Students needing special accommodations or special services should inform the Instructor by providing a copy of their Accommodation Recommendation (AR).

### **Places to get help and advice**

#### **Writing Tutoring:**

All UW Oshkosh students are eligible for one-to-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help students work through assignments and gain additional writing skills. Trained peer consultants can assist students at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They will assist students with issues like grammar and mechanics not by marking up the paper, but by helping students identify patterns of error and helping them learn how to avoid those errors. The Writing Center now offers e-mail tutoring to online and distance education students. More information can be found on their Web site at <http://www.uwosh.edu/wcenter>. The Writing Center has moved to the academic support suite of the Student Success Center (729 Elmwood Blvd., Ste. 102 • [wcenter@uwosh.edu](mailto:wcenter@uwosh.edu) • 920-424-1152).

#### **General Tutoring**

The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Content Tutoring page on CAR's website ([www.uwosh.edu/car](http://www.uwosh.edu/car)) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet. Tutoring takes place in SSC 102. The Center for Academic Resources also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the website for more information.

The schedule of topics and assignments:

<b>Lec #</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
1	8-Sep	Intro to course; What are scientists like? What kind of biologist do you want to be?	Attendance
2	15-Sep	What is Science? MOVIE	Bring Popcorn
3	22-Sep	Describe majors emphases & their requirements; Explain Curriculum Plan assignment	Bring Star Report; Bring Printed Curriculum Plan
4	29-Sep	Reading Science papers; Finding Science papers; Note Taking; Writing Science Paper	Read Chapter 1, 3 & 4 McMillan
5	6-Oct	Discuss Paper #1 (actually 2 short papers)	Paper#1 Summary Due
6	13-Oct	Writing Resumes	Chapter 10 pg 184-192
7	20-Oct	CLASS CANCELLEED	
8	27-Oct	Discuss Paper #2	Paper#2 Summary Due
9	3-Nov	Oral Presentations	
10	10-Nov	Discuss Paper #3	Paper#3; Summary Due
11	17-Nov	Oral Presentation	
12	24-Nov	Oral Presentation	
	1-Dec	<b>Thanksgiving</b>	
13	8-Dec	Oral Presentation	Resume Due
14	15-Dec	Oral Presentation	