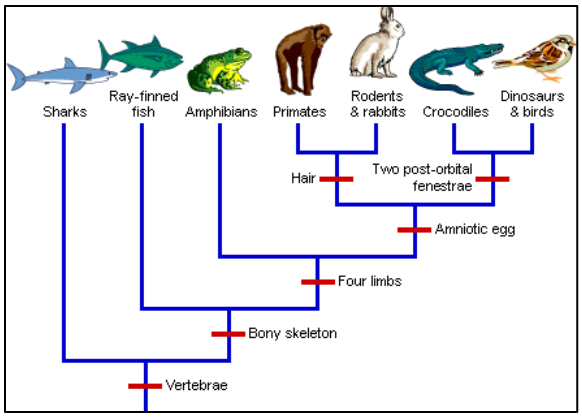
BIOL 1307 – Biology 2 for Majors Summer 2 2026 Syllabus
INSTRUCTOR AND COURSE DESCRIPTION



Instructor: **Dr. Thornton Larson**
Office: **WSB 221**
Office Hours: **By Appointment**
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Lecture: **Asynchronous Online**
Classroom: **Online**

Course Description

This course is meant to be part 2 of an overview of biology as a whole. For those of you who enjoy things larger than a single cell, this is the class for you. This course will start by looking at species origins and how populations differentiate from one another to become reproductively isolated species. We will review several major groups within organismal biology, including Prokaryotes, Protists, Fungi, Plants, and Animals. After establishing the whats that make up the whos, we will delve into some basic ecological concepts as we work toward understanding how we look at species as individuals, groups, groups of groups, and then global ideas.

This course will set you up as a route through biology at Sul Ross State University as we focus on an organismal approach to the subject. This means we love our species and how they interact in the larger world. While still considered a survey of the field, this course will build your knowledge of the larger organisms in biology and how we study them. These basic ideas will allow you to have a better understanding of the world around you and its functionality between living and non-living elements

This course will expect you to be able to find and read current scientific literature and express that knowledge in a digested format (Summary) to other people. You will have access to a learning community through Codon Learning, in which you will interact more consistently with the materials presented in the course. We want you to come away from this course with a passion for nature and an understanding of how these foundational elements will build on any career within science.

I look forward to instructing this course this semester and strongly encourage you to come to my office hours, or whenever you feel the need and my door is open.

Required Materials

Textbook will be Openstax Biology 2e at https://openstax.org/details/books/biology-2e

Exams and Grading

Lecture and Lab are separate grades with individual weights in how classes are reported. It is, therefore, in your best interest to keep full attendance and keep up with assignments in both aspects of the course.

Lecture:

5 lecture exams (lowest test grade is dropped)	50%
1 Summary Papers	10%
21 Daily Quizzes	10%
20 Activities	20%
5 Unit Discussion Boards	10%

A 90 – 100% B 80 – 89% C 70 – 79% D 60 – 69% F <60%

COURSE OBJECTIVES, LEARNING OUTCOMES, MARKETABLE SKILLS, POLICIES, AND UNIVERSITY SERVICES

Course Objectives: At the end of the semester, students will:

1. Understand the Origin of Life
2. Explain the different classifications of organisms and their differences
3. Demonstrate basic steps of the evolutionary process through organismal classification
4. Demonstrate basic ideas of Ecology, Populations, and Conservation
5. Recognize the scope of understanding presented in biology and how one can relate ideas from a single organism to a functional Ecosystem to Biosphere.

Student Learning Outcomes (SLOs) for Biology:

1. Demonstrate an understanding of evolution by natural selection.
2. Demonstrate an integration of environmental awareness into everyday modern life.
3. Understanding how to incorporate molecular biology into the study of the whole organism.
4. Demonstrate utilization of various field techniques toward addressing scientific questions in the discipline.
5. Conduct basic laboratory experiments utilizing standard observational strategies.

Marketable Skills

1. Ability to organize, analyze, and interpret data.
2. Proficiency in using presentation software.
3. Experience in managing time and meeting deadlines.
4. Ability to speak effectively and write concisely about scientific topics.
5. Experience in the development of professional email correspondence.

Asynchronous setup and expectations:

Since this course is delivered in an asynchronous format that means it is on you as the student to interact with all of the provided material. The list of videos meant to take the place of a normal lecture have been carefully curated to provide coverage of most of the information from the textbook we are using. Like a normal lecture, all material cannot be covered within the bounds of time for a lecture so it is imperative that you read the textbook as well as view the videos

The videos have been chosen and arranged in a way that they mostly follow the chapter they are associated with, though there are exceptions. It has also been created in a way that may be ideal for an asynchronous user, where the videos are usually in increments of 5 to 10 minutes each with approximately 7 videos a chapter (usually a little more). In this way you can approach each chapter at a pace for which your schedule allows.

Regarding Deadlines of Lectures and Assignments:

Please carefully consider the deadlines of lectures and assignments. All course materials will open two days prior to the assigned date on the syllabus. This allows early access for those whose schedules may shift or those that like to keep ahead of material.

Assignment deadlines will be adhered to strictly. Each assignment will have expected turn in and response dates. Failure to meet those dates will result in a grade of '0', the only exception to this is the Summary assignment where the late work policy is followed strictly.

Time Commitment Expectations:

Note – This outline is subject to change. The exams will be administered on the dates given unless material relevant for a given exam has not been covered.

STUDYING: As a general rule, students should spend 2-3 hours studying for every 1 hour of lecture material. So, for this class, you need to allocate 5-7.5 hours per week to study the lecture material outside of the planned lecture time, abbreviated courses such as the summer 5 week style should allot considerably more time in a given week to compensate for the speed at which material is approached.

I have designed the Blackboard to open in this way but completing the readings is technically required **before** accessing the lecture videos so, **I HIGHLY RECOMMEND READING BEFORE LECTURE**. The technical set up is a video introducing that day's concept and chapter, followed by a link to the text chapter, then followed by the videos in specified order. You need to access things in order in order for them to be open for you. This means you can not access the activities and the quizzes without first going through the videos You have been given the schedule with all chapters and assignment deadlines on the calendar at the end of this syllabus please review it and follow proper steps on Blackboard. I recommend reading your notes in conjunction with reviewing the relevant textbook chapters. Studying is most effective

shortly after the lecture, rather than all at once the night before the exam. Look up anything you do not understand, or consult your instructor.

Summary Papers:

More specific instructions on summary papers will be provided on Blackboard. The purpose of these assignments is for you to read current research in genetics. When I announce the assignments, you will have one week to submit the paper you plan to review to me, upon which I will state if A) it is a research paper (many students still at this stage in their education are unfamiliar with what constitutes a peer-reviewed research paper and that is okay, we want you to learn), B) if the paper is something that I think you are able to understand in a thorough enough manner to review it. If you choose not to check the paper with me and it is not a peer-reviewed research paper, you will lose significant points on the assignment.

Exams-

Exams are given on Blackboard with Respondus Lockdown browse and will consist of 50 questions. Exams are mix of matching, multiple guess, and true/false. There will be no rounding of grades, or curves given. Your grade is your grade earned. If you would like to review your exam, please make time available during office hours to review.

The Exams are scheduled for specific days and will be open at 12 AM and close at 11:59 PM on the day of the exam. You will have an hour and 15 minutes to take the exam. If you do not finish within the specified time including if you start too close to the ending time you will get locked out of the exam. There are no makeup exams but recall the Final Exam effectively can take the place of the lowest exam

Late Work Policy (For Summary Papers Only):

Late work is frowned upon for assignments to be turned in. All assignments will be due turned in to the appropriate assignment section (Blackboard or other online program) by the assignment deadline. After this time, you will lose 10% on the assignment. After 24–48 hours late it will be 20% off, and 48–72 hours late it will be 30% off. Beyond 72 hours it will be a '0' on the assignment. These terms are meant to respect both timeliness and flexibility of deadlines and will be upheld.

SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Disability Services:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking

accessibility/accommodations services must contact Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources **unless permission is expressly given** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

I will reiterate here that I take academic dishonesty and plagiarism very seriously. Citations are your friend. There is a difference between knowingly being dishonest with what is your work and mistakes through learning.

University AI Policy

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Specific AI policy for course work

Dr. Larson recognizes the uses of AI Learning Language Models and does try to encourage the use of them in class spaces. However, many students have utilized AI to complete entire assignments for them or used AI resources to heavily edit their writing to the point that student contribution to the assignment cannot be measured and therefore gets awarded a **score of '0'**. For the purposes of this class do not use any form of AI to correct your grammar or sentence structure: this includes some of the more advanced functions in google docs and word as well as use of Grammarly. If you are unsure at the appropriateness of AI use for a particular assignment either confirm with Dr. Larson or err on the side of not using such a tool. The goal of the assignments is typically to improve upon skills such as scientific writing and demonstration of

understanding, so do not use AI tools unless you have confirmed use to use them for the safety of your own grade.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

For Remote/Online Courses Only - SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

Drop-in and Scheduled Appointments: Flexible options to fit your needs.

Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.

Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.

Location: BWML Room 128.

Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.

Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

TENTATIVE LECTURE SCHEDULE

Class	Date	Subject/Chapter	Assignment Deadlines
Class 1	7/6	Introduction to Course	Syllabus Quiz (due 7/8)
Class 2	7/7	Chapter 18 Origin of Species	Quiz (due 7/9), Activity (due 7/9), Discussion 1 (due 7/9, 7/13)
Class 3	7/8	Chapter 19 Population Evolution	Quiz (due 7/10), Activity (due 7/10)
Class 4	7/9	Chapter 20 History of Life on Earth	Quiz (due 7/11), Activity (due 7/11)
Class 5	7/13	Exam 1	7/13/2026 11:59 PM
Class 6	7/14	Chapter 22 Prokaryotes: Bacteria & Archaea	Quiz (due 7/16), Activity (due 7/16), Discussion 2 (due 7/16, 7/21)
Class 7	7/15	Chapter 23 Protists	Quiz (due 7/17), Activity (due 7/17)
Class 8	7/16	Chapter 24 Fungi	Quiz (due 7/18), Activity (due 7/18)
Class 9	7/17	Chapter 25 Seedless Plants	Quiz (due 7/19), Activity (due 7/19)
Class 10	7/20	Chapter 26 Seed Plants	Quiz (due 7/21), Activity (due 7/21)
Class 11	7/21	Exam 2	7/21/2026 11:59 PM
Class 12	7/22	Chapter 27 Animal Diversity	Quiz (due 7/24), Activity (due 7/24) Discussion 3 (due 7/24, 7/29)
Class 13	7/23	Chapter 28 Part 1 Invertebrates	Quiz (due 7/25), Activity (due 7/25)
Class 14	7/24	Chapter 28 Part 2 Invertebrates	Quiz (due 7/26), Activity (due 7/26)
Class 15	7/27	Chapter 29 Part 1 Vertebrates	Quiz (due 7/29), Activity (due 7/29)
Class 16	7/28	Chapter 29 Part 2 Vertebrates	Quiz (due 7/29), Activity (due 7/29),
Class 17	7/29	Exam 3	7/29/2026 11:59 PM
Class 18	7/30	Chapter 43 Animal Reproduction and Development	Quiz (due 8/1), Activity (due 8/1), Discussion 4 (due 8/1, 8/3)
Class 19	7/31	Chapter 44 Ecology and Biosphere	Quiz (due 8/2), Activity (due 8/2)
Class 20	8/3	Exam 4	8/3/2026 11:59 PM
Class 21	8/4	Chapter 45 Part 1 Population and Community Ecology	Quiz (due 8/6), Activity (due 8/6), Discussion 5 (due 8/6, 8/10)
Class 22	8/5	Chapter 45 Part 2 Population and Community Ecology	Quiz (due 8/7), Activity (due 8/7)

Class 23	8/6	Chapter 46 Ecosystems	Quiz (due 8/8), Activity (due 8/8)
Class 24	8/7	Chapter 47 Conservation Biology and Biodiversity	Quiz (due 8/9), Activity (due 8/9)
Class 25	8/10	Exam 5 (Final Exam)	8/10/2026 11:59 PM