



**BIOL 1150 Lab**  
**General Biology II Laboratory**  
**“The Diversity of Life”**  
**CSU Stanislaus, Fall 2017**



### **I. General Information**

**Section:** 1150-005

**Date/Time:** Wednesdays, 2 p.m. until 4:50 p.m.

**Location:** N206

**Instructor:** Dr. Laurissa Hamilton, Department of Biological Sciences

**Office:** N-257 **Office Hours:** Monday noon – 1:15pm; Wed. noon – 1:45pm, & by appointment

**Contact Information:** my office or after class (*best*) or lhamilton@csustan.edu (*good*) or (209) 667-3489 (*worst*)

Important for email: Please write “BIOL 1150 **Lab**” in the subject line, and include your full name in the email.

**Course Website:** Blackboard (<http://www.csustan.edu/blackboard>)

### **II. Course Description**

Introduction to the fundamental aspects of **organismal biology**: taxonomy, evolution, diversity, form and function, and ecology.

BIOL 1150 is the second semester of the two-semester general biology sequence at CSU Stanislaus. The lecture and laboratory portions of the course must be taken at the same time. It is not possible to take the lab or lecture separately, even if you have passed one or the other a previous semester. This course is designed specifically for biology majors, as well as other students who need a comprehensive introduction to biology. All students enrolled in BIOL 1150 must have received a C- or better in 1050; students without a C- or better grade will be dropped from the class. To receive credit for the one-year biology sequence, you must take *both* Biology 1050 and Biology 1150 at CSU Stanislaus, or transfer the complete, equivalent one-year *majors* series from another institution.

The General Biology II laboratory is designed to provide students with laboratory and field experience with a focus on the **diversity of life**. We will explore many of the topics that are covered in lecture, but in lab we have the luxury of carrying out laboratory and field exercises that give you practice being a scientist. A major goal of this course is for you to develop an appreciation of the diversity of life, how this diversity came about (evolution), and how biota interact with their environment (ecology). Additionally, this lab will give you the tools to recognize, classify, and describe virtually all of the world's life, and to carry out independent investigations of organismal biology.

*“The beginning of wisdom is calling things by their right names.”* (Chinese Proverb)

### **III. Student Learning Objectives**

After completing this course, you should be able to:

1. Recognize, identify, and classify the major groups of life on earth, and understand how they are related to one another on the tree of life (phylogeny).
2. Describe the basic biology (life cycles, internal and external features, ecology, and evolutionary history) of the major groups of life on earth.

3. Describe how technological advances, including microscopes and genetic sequencing, have expanded our understanding of the diversity of life on earth.
4. Proficiently use compound and dissection microscopes to examine cells, tissues, and organisms.
5. Create and interpret cladograms that describe evolutionary relationships based on morphological or genetic characters of specimens.
6. Analyze and interpret biological data collected in the field and laboratory using statistics and graphs.
7. Cooperate with other students to investigate and learn about the diversity of life, ecology, and evolution.

#### IV. Grades

Grades will be based on quizzes, exams, in-class activities, a research project, a biodiversity survey assignment, and a Monterey Bay Aquarium assignment. Your lab grade is worth 25% of your total grade for the course. Note: Points from lab may not be 1:1 equivalent to points for the lecture portion of the course; nevertheless, your lab grade will still be worth 25% of the total. Your lab score will be submitted to your lecture instructor, who will combine your lab score to your lecture score and assign you a final grade for the class.

Quizzes/Lab Activities (11x10 pts, drop lowest score)	100 pts.
Ecology research projects	35 pts.
Biosurvey	35 pts.
Monterey Bay Aquarium Assignment	30 pts.
Lab Exam 1	50 pts.
Lab Exam 2	50 pts.
<b>TOTAL</b>	<b>300 pts.</b>

#### In-Class Quizzes and Participation

Typically, there will be a 5 to 10 point quiz at the start of lab covering material from the previous lab and/or general concepts we will be working on that day in lab. You must be present at the time of the quiz in order to take it; there are no make-ups. Students who show up late will not be allowed to take quizzes. To do well on quizzes, make sure you are staying on task, completing all of the activities, and closely examining the specimens. Questions will come from material in the lab workbook, **which you need to read ahead of time to be prepared for class.** Most of our class time will be spent applying the material that is in the lab manual, rather than going over the basic concepts (which you should read and study ahead of time). Pay particular attention to the “objectives” listed at the beginning of each exercise.

At various times during lab, I may randomly choose one or more groups to present their answers to questions from the day’s lab assignment. You and your group members need to give a thorough explanation that answers the question. A simple, off-the-top-of-your-head answer will not suffice. Often, the questions will come from questions at the end of each lab exercise. Lab questions often require thinking critically about the topic and making educated guesses. The answers will not always be obvious, and there may not be a “right answer.” Your answers will be judged on completeness, originality, and level of critical thinking.

Additionally, I may assign homework in the form of questions or analyses. Homework will be due at the beginning of class, and will be a part of your daily 10 points for quizzes/lab activities.

Please be courteous about taking breaks during class. Class usually begins with a quiz and a short introductory lecture, which may last for up to one hour. Please try to avoid leaving the room during this time. Once you are working independently or in groups there will be opportunities to use the restroom, get a drink of water, or stretch your legs.

## Lab Exams

Two lab practical exams will cover lab material, including examples of the various organisms we examine in lab. There will be two types of questions: (1) questions that ask you to identify organisms and give their scientific and/or common names, and (2) short-answer questions about the organisms' ecology, morphology, and evolutionary history. The exams are not cumulative.

## Biosurvey

The biosurvey is a project to observe, identify, and photograph different forms of life. You will be required to find, identify, and take photographs of a wide diversity of organisms. You will submit your photos, along with information on where and when you observed the organism, for credit. The Biosurvey (35 pts) will be due at the start of class on April 26<sup>th</sup>.

## Insect Ecology Project

As a class, we will carry out a research project comparing the insect communities from two locations on campus. You will work with your group to produce and analyze your data. You will also write a scientific report summarizing the study. Also, we will introduce the Ecology Project where students, working in pairs, will develop original ecological research, also due Week 13 (April 24-28).

## Field Trip to Monterey Bay Aquarium

On Saturday April 29<sup>th</sup>, from 7:45 am to 6pm, we will travel by bus—paid for from your lab fees—to the Monterey Bay Aquarium, arguably the finest marine aquarium in the world, where you will complete an assignment (30 pts) on marine biodiversity. The handout will be due upon return to the university.

## **V. Required Course Materials**

- 1. Exploring Biology in the Laboratory, CSU Stanislaus edition.** Authored by Pendarvis and Crawley, published by Morton. Available from the campus bookstore. Bring it with you to each lab. You will need it to follow along with the lab exercises and to answer study questions. It is also handy for making notes and drawings during lab. You may share copies of the lab manual if you would like.
- 2. Dissection Kit.** Available at the campus bookstore or at Nasco Lab Supply (4825 Stoddard Rd., Modesto). It should have a scalpel, forceps, a blunt probe, and micro-dissection scissors. A good kit costs \$10-15 and can be shared by a pair of students.
- 3. Biology in Focus.** Your lecture textbook will be very helpful as you work on lab assignments and questions. It is recommended that you bring the relevant chapters to lab.

## **VI. Laboratory Policies**

This course requires your presence in lab every week for the **entire lab period**. Because the laboratory setups change from class to class, it is **not possible to make-up missed laboratories**. Unexcused absences will result in no points for quizzes and any other graded activities given that day. If you know you will miss a lab ahead of time, tell your lab instructor at least one week in advance; with instructor permission you *may* be able to attend a different lab section.

Following the return of any graded quiz / assignment, you have *seven days* in which to dispute any grade discrepancies. To dispute the scoring of a quiz / assignment, bring the quiz / assignment and supporting information showing why you deserved a different grade to my office, where we can discuss the issue privately.

I have a no-tolerance policy for cheating and plagiarism. Students cheating on quizzes or exams or representing the work of others as their own will receive a zero for that assignment and will receive an F in the class. Even a quick glance at your neighbor's paper during a quiz is considered cheating, and

subject to disciplinary action. As a student at CSU Stanislaus, you should take great satisfaction and pride in knowing that the work you submit is completely your own.

You need to make productive use of lab time in order to make sure you finish all of the assignments and examine all of the specimens. **You should expect to spend the entire 2 hour and 50 minute class period working in lab each week.** If you finish your lab assignment early, you should take advantage of the extra time to study the topics covered that day. Identifying specimens requires developing keen observation skills, and an ability to recognize similarities amidst differences. These skills are only developed through practice. Understanding and remembering the material we cover is a challenge for most students.

### BIOL 1150 Laboratory Schedule for Fall 2016

Week #	Week of	Lab Activities, Chapters to Read	Points (for quizzes, etc.)
1	Jan 30 – Feb 3	Deep Time, Study Skills	10
2	Feb 6 – 10	Evolution Chp 15, Classification Chp 16, start 18.3	10
3	Feb 13 – 17	Bacteria Chp 18	10
4	Feb 20 – 24	Protists Chp 19	10
5	Feb 27 – Mar 3	Seedless plants Chps 20, 21	10
6	Mar 6 – 10	Seed plants Chps 22, 23, 24	10
7	Mar 13 – 17	Lab exam 1	Exam - 50
8	Mar 20 – 24	SPRING BREAK	
9	Mar 27 – 31	Fungi Chp 25; Tissues Chp 26; Inverts 1 Chps 27, 28	
10	Apr 3 – 7	Inverts 2 Chp 29, Insect Study (Part 1)	10
11	Apr 10 - 14	Insect Study (Part 2), Ecology Project (intro)	10
12	Apr 17 - 21	Deuterostomes Chp 30; Ecology Project (cont.)	10
13	Apr 24 – 28	Ecology Chp 37	10; Ecology Project and Biosurvey due - 35 pts each
	Apr 29 (Sat.)	Monterey Bay Aquarium Field Trip	30 - due on day of trip
14	May 1 – 5	Mammal dentition, Frog dissection Chp 30.4	10
15	May 8 – 12	Lab exam 2	Exam - 50
16	May 15 – 19	No Lab (Finals start on 5/18)	

*“To keep every cog and wheel is the first precaution of intelligent tinkering.”*

Aldo Leopold, A Sand County Almanac

*“Mankind has gone very far into an artificial world of his own creation. He has sought to insulate himself, in his cities of steel and concrete, from the realities of earth and water and the growing seed. Intoxicated with a sense of his own power, he seems to be going farther and farther into more experiments for the destruction of himself and his world. There is certainly no single remedy for this condition and I am offering no panacea. But it seems reasonable to believe — and I do believe — that the more clearly we can focus our attention on*

*the wonders and realities of the universe about us the less taste we shall have for the destruction of our race. Wonder and humility are wholesome emotions, and they do not exist side by side with a lust for destruction.*  
-Rachel Carson, speech accepting the John Burroughs Medal (April 1952)