

ZOOL 4420: Invertebrate Zoology
California State University Stanislaus
Course Syllabus

Instructor: Dr. Ritin Bhaduri

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Office Hours: Tuesday & Thursday 11:00 AM – 1:00 PM, or by appointment.

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Lectures: MWF 8:00 - 8:50 AM in Rm. N210; Lab: W 9:00 – 11:50 AM in Rm N210

Text: *Animal Diversity*, 6th ed., (2012) C. P. Hickman, L. S. Roberts, et al. McGraw Hill.

Announcements: We will use Moodle as our learning management system. Create a Moodle account (code: zool44202144) and check for lecture slides, videos, etc. on a regular basis.

Introduction: Invertebrates comprise at least 95% of all known animals. From their numbers and diversity alone, it is obvious that invertebrates are incredibly important. They are food for humans and other animals, they cause disease, they pollinate most of the plants we need and use, they affect global climate, some are important with respect to medicine, etc. All people, but especially biologists, need to have a good working knowledge of invertebrates.

Teaching Philosophy: My teaching philosophy is that I want to share as much knowledge and understanding of the subject with students as possible. To see my students excel and become empowered with the newly acquired knowledge is what I feel teaching is all about. My goal for this course is that all participants learn about and come to appreciate all invertebrate groups. In more detail, this involves learning names and classification, and biology of invertebrates.

Course Description: Invertebrate Zoology is a senior-level animal diversity course. It is a 4-unit lecture and laboratory course, with 3 lectures and 1 lab period per week. It satisfies the Biology degree diversity requirement, is an elective in Biology, is an option in the Zoology concentration, is an option in the Ecology and Field Biology concentration, and is a requirement for the Marine Biology concentration. Prerequisites: 3 college-level biology courses including Zoology 1050, or consent of instructor.

Specific Course Objectives, i.e., what should you be learning: This is a content-heavy course; the primary learning objective is therefore mainly to learn course content. You need to learn thoroughly the information presented in lecture and lab about invertebrates, including being able to synthesize, organize and summarize such information into coherent thought processes. You need to be able to correlate what you see in lab with lecture materials.

ASSESSMENT METHODS, GRADES and GRADING:

The best assessment measure for content-heavy courses is exams. Most of your grade will be based on lecture exams and lab quizzes.

Exams: There will be three regular exams and a final exam. The final exam will not be comprehensive; it will only include new material covered since Exam 3. Exams will consist of multiple choice questions only. You must bring scantron and No. 2 pencil to each exam. Requests for early exams must be submitted *in writing* to the instructor prior to the scheduled exam. You will need to provide written (documented) evidence of hardship. **No make-up exams will be given after graded exams are returned to the class.**

Cheating and Plagiarism: Don't do it! Your work should reflect your own effort and words. Any verified instance of cheating and/or plagiarism will be unpleasant for all involved.

Grades: A – F; CR/NC is not an option in this course. The course will be graded plus/minus.

A = 90% or higher (A- = 90-92, A = 93 and higher)
B = 80 – 89% (B- = 80-82, B = 83-86, B+ = 87-89)
C = 70 – 79% (C- = 70-72, C = 73-76, C+ = 77-79)
D = 60 – 69% (D- = 60-62, D = 63-66, D+ = 67-69)
F = below 60%

Grades will be based on:

4 Lecture Exams	400 pts
Lab Quizzes	100 pts
Seminar	50 pts
Participation, Attendance, etc.	<u>50 pts</u>
	600 pts

A lab notebook is optional but worth up to 5% extra credit. Lab notebooks are due at the beginning of the final lab quiz. Notebooks will be graded on the basis of the number of YOUR drawings (not Xeroxes, digital photos, etc.) and thoroughness of labeling of all drawings.

You can figure your grade percentage at any time during the semester, except for the extra credit lab notebook, by dividing your total points by the total possible points at that date.

EXPECTATIONS OF STUDENTS

1. Attend all class meetings. If you must miss a class meeting, it is your responsibility to make up any work missed and to obtain and learn all information you missed.
2. Be on time to class and stay in lab until it is supposed to be over.
3. Students are expected to take exams on days and times listed in the class schedule. There are NO alternatives for lab exams. If you have a legitimate excuse to miss a lecture exam, the instructor needs to know, before the beginning of the exam time, and other arrangements need to be made prior to the exam time. Additionally, you should be prepared to provide documentation (doctor's note, etc.) for missing a lecture exam.
4. Observe lab safety and cleanliness procedures. Please clean up after every lab.
5. Cheating in any form is unacceptable in science, including in all biology classes. This includes Zoology 4420. It is the policy of the Department of Biological Sciences that anyone caught cheating will receive a grade of F for the course. The instructor reserves the right to request any student even suspected of cheating to take a second, different, exam from the rest of the class.
6. Participate fully and in a positive manner in all class activities.
7. Talking, whispering, and giggling among students during lectures is disruptive for both

classmates and the instructor. It is expected that students will refrain from these activities while anyone is lecturing at any time during lecture or lab time. If this becomes a problem, students will be asked to leave class for the duration of these activities.

8. Cell phones must be turned off during lecture or lab time. Cell phones PDA's, head phones, palms, etc. must be turned off, and must be placed out of sight of any student in the class, during all lecture and lab exams. No caps or hats may be worn during lecture or lab exams. Potty breaks are not allowed during lecture or lab exams.

9. People learn best when they take responsibility for their own learning. You need to accept that responsibility.

It is my hope and expectation that we will all work together to make this course an outstanding experience for all involved.

Study Skills: The following suggestions may help you succeed in this and other classes.

1. **Read** the chapter before class and bring questions you have from the chapter to class.
2. **Attend** class.
3. **Complete all assignments** and turn them in on time.
4. **Take notes** in a way that is intuitive to you, even if you have to use a lot of paper.
5. **Join a study group** with likeminded individuals. Students who study in groups tend to do better than those that study alone.
6. **Study** for the exams sooner than the night before or morning of the exam.
7. **Go to bed early** the night before and get up early the day of exams.
8. **Learn how you learn** and then stick with a style or process that is successful for you.
9. Learning takes time and is difficult (impossible?) to do in a single session before an exam. **Form a study group that meets regularly** so you can talk about new concepts and review terminology with your colleagues. When studying for exams, focus primarily on lecture notes, concepts emphasized in class, and any assigned readings.

LECTURE & LAB SCHEDULE (Tentative)

Week of	Topics	Chapters
Aug. 21	Course Introduction, Classification, Habitat	3
Aug. 25	Protozoans	5
Sept. 3	Phylum Porifera	6
Sept. 8	Phyla Cnidaria and Ctenophora	7
Sept. 15	Exam 1; Acoelomates	8
Sept. 22	Pseudocoelomates	9

Sept. 29	Phylum Annelida & Allied Taxa; Exam 2	11
Oct. 6	Introduction to Phylum Arthropoda	13
Oct. 13	Trilobites, Chelicerates	13
Oct. 20	Crustacea, Insecta and others	13
Oct. 27	Coelomate Protostomes	12
Nov. 3	Coelomate Protostomes; Exam 3	12
Nov. 10	Minor Phyla	
Nov. 17	Phylum Mollusca	10
Nov. 24	Phylum Echinodermata	14
Dec. 1	Invertebrate Chordates	15
Dec. 8	Course Review	

Final Exam: Friday, December 12, 8:30 – 10:30 AM

Field trip (required). We will depart our campus at 8:00 AM for Monterey Bay Aquarium and Carmel Point on Nov. 22 (Saturday) and return by 8 PM latest.

Students Seminar Schedule (Tentative) & Guidelines: Your seminar should have the following sections: Introduction (with pictures), Materials/Methods (outline), Data (graphs), and Discussion/Conclusion. Use bullet points on your PPT slides. Avoid reading, either from slides or note cards. Try your best to make it as interesting as possible. Your presentation will be held during the laboratory period and should last for ~30 min, followed by 5 min for questions/answers/class discussions.

Name	Topics	Date
Alvarez, Jennifer	Porifera	Sept. 17
Guillen, Alejandra	Cnidaria	Sept. 24
Hernandez, Laura	Platyhelminthes	Oct. 8
Hilgers, Mark	Annelida	Oct. 29
Ogilbee, Jessica	Crustacea	Nov. 19
Sanchez, Maribel	Insecta	Nov. 19
Singh, Rajvir	Gastropoda	Dec. 3
Xiong, Corey	Cephalopoda	Dec. 3

Oral Presentation Evaluation Form

Presenter: _____

Seminar Title: _____ Total Points: ____/50

I. Style

_____ The talk fits the time limit. (Note: Presentations are 15 minutes (\pm 2 minutes) excluding questions. Presentations outside the target time lose 5 points.

_____ Enough time is spent on each slide to allow the audience to absorb the information.

_____ The visuals have large and concise text and are readable by all audience members. Use bullets.

_____ Information in tables and figures are readable by all audience members.

_____ The talk is **NOT** read. 5 – 10 points will be deducted if the talk is read.

_____ The flow, message, and length of the talk indicate the speaker practiced the talk.

_____ The presentation can be clearly heard by all audience members and there are no distracting mannerisms.

II. Content

_____ The guiding question/message of the talk is stated at the beginning. Include a title slide.

_____ Information presented is appropriate for a scientific audience.

_____ The introduction is brief in proportion to the length of the talk.

_____ Methods are shown in with sufficient detail to support the results.

_____ The format of each table/figure is described before focusing on the content.

_____ Relevant findings in figures and tables are adequately described.

_____ Clear and concise conclusions are stated at the end in a form to reinforce the message.

_____ The presenter appears to understand the material.

_____ The presenter handles questions well.

_____ The presenter appears to have more knowledge of subject (as evidenced by handling of questions) than given in presentation.

_____ The information from different articles (sources) is integrated. Include a bibliography slide.

Overall Comments: