**Course Description:** Lectures provide an introduction to the biology of plants and animals, from the subcellular through the cellular, tissue, organ, and whole organismal levels. Laboratory exercises emphasize anatomical and physiological studies of vertebrate animals and flowering plants. Discussions are designed to develop critical thinking and problem-solving skills. Enrollment priority is given to first- and second-year students. There is no course pre-requisite for Biology 100, although some chemistry background is useful.

**Lectures:** Lectures will be held in Dye Lecture Hall, Science Center. *It is imperative that you attend only the specific class to which you have been assigned unless permission has been received from the instructor.* Four exams (see details below and in the syllabus) will be given during the semester. Along with the fourth exam, a comprehensive exam covering the material from Exams 1 through 3 (and based on the Study Questions for those lectures) will be given during that same two-hour period during Final Exam Period. All reading or reference materials (other than those in the textbook) not provided as handouts will be made available in the Science Library on a ‘Reserve’ basis; you may copy these if needed. An electronic Blackboard will be used in this course. You are responsible for learning how to access and use Blackboard.

**Lab Classes:** Labs will meet in Science Center K103 or K119. Lab class lists will be distributed in lecture on Monday, September 7th and posted on Blackboard. Because lab exercises are different from week to week, a missed lab must be made up some other time during the same week, but only with previous arrangement with Ms. Bennett, Laboratory Instructor.

**Basis for Evaluating Student Performance:** Graded work for the lab will count for 200 of the total 800 points in this course. Lab points are detailed in the lab manual. Lecture points (600) are allocated as follows:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>120</td>
</tr>
<tr>
<td>Exam 3</td>
<td>120</td>
</tr>
<tr>
<td>Exam 4</td>
<td>200</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>60 points</td>
</tr>
<tr>
<td>OWLS Bonus</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**OWLS Sessions:** Oberlin Workshops and Learning Sessions are drop-in learning workshops led by especially trained OWLS Leaders. Each session is focused on lecture material as specified in the syllabus and held during evening hours (rooms and times to be announced). Regular OWLS attendance is the *single best thing* you can do to ensure that you are keeping up with the fast pace of this course. The OWLS Bonus Program is a blatant incentive for you to attend these sessions as soon as they start. You will not be sorry. Trust us. It’s the best thing since cramming.

2015 Biol 100 OWLS Leaders: Ben Reid : breid@Oberlin.edu  
Mackensey Saxton : msaxton@Oberlin.edu  
Anah Soble : asoble@Oberlin.edu  
Ave Spencer : aspencer@Oberlin.edu

**How Else To Do Well in This Course:** Every Biology 100 class meets as a lecture -- *not as a discussion* -- class, covers considerable material, and operates on a pre-determined schedule (see syllabus). This ensures complete coverage of the course material in every section of Biology 100, a pre-requisite for other courses in biology as well as other majors. Although student questions are encouraged and certainly welcome, it is rare that opportunities for such questions to be asked and answered will occur *in the course of a lecture.* For this reason, you should make each of the following a component of your personal study time for Biology 100:
1. Read the Indicated Text Pages for Each Lecture. The syllabus included in this handout identifies the textbook readings on which the lectures are largely based. Read them before each lecture, and read them again after the lecture.

2. Pay Attention to the Handouts. Each handout contains material CRITICAL for understanding the lecture topic. Test your understanding of the material with the handout as a guide. Color the handout figures, fill in missing labels, answer questions accompanying handout captions, pull out all the stops! Handout materials are used as reference by instructors when formulating exam questions.

3. Take Very Good Notes, and Then Rewrite Them. There is no substitute for taking notes during class. Doing so focuses your mind on the task at hand: understanding the material under discussion. For this reason, hand-writing your notes is far more effective than typing (on a laptop) or recording (on an audio recorder) them because using your brain, hands, ears and eyes at the same time (as when actually forming letters and words on paper, millimeter by millimeter) focuses your attention better. You will also discover that re-writing (hey, not just re-copying!) your notes (at least once, preferably more times!) as soon as possible after class will render them clearer and give you a chance to make them more concise – making them easier to understand at a later time.

4. Answer Those Study Questions: Study questions (described below) for each lecture topic will be posted on Blackboard as soon as the topic has been covered in lecture. Students are strongly advised to tackle these questions on their own or in small study groups as soon as possible in order to gauge their command of the material. Ignoring these questions until a Q&A session looms just before an exam is guaranteed to be a bad idea. Take us seriously.

5. Attend Question-&-Answer (Q&A) Sessions: Profs. Moore and Cruz will hold a Q&A session preceding each exam (rooms and times to be announced). You may of course consult with them as well as Ms Bennett during their office hours (given below) regarding any aspect of the course well before a Q&A session. Savvy Biology students form study groups of two or three and schedule regular weekly group meetings with course instructors to ensure timely answers to questions that come up during group study. To make the best use of these rare Q&A sessions, be sure you have done most of your studying before attending them.

Required Textbook: Brooker RJ, Widmaier EP, Graham LE, Stiling PD (2014) Biology, 3rd ed., Mc-Graw-Hill. We will NOT be requiring any Study Guides since we will be providing you with Study Questions for each lecture topic. Earlier editions will not be suitable. Copies of the textbook are available at the Oberlin College Book Store.

Required Laboratory Manual: An in-house laboratory manual will be available for purchase from Ms. Colley (Sci Ctr K123, M to F, from 8:30 am to noon and 1:00 to 4:30 pm, starting 1:00 pm, Monday, August 31st) on a cash or check basis. It is imperative that you have a copy of this year’s edition of the manual. Older editions will not be useful. Get your manual as soon as possible; you’ll need it before the first lab.

Suggested Reference: Many students find it helpful to have a Biology Dictionary to help them understand unfamiliar terms as well as formulate definitions that actually make personal sense, rather than simply memorize cool-sounding textbook definitions. Although the Glossary in your textbook serves a similar function, a Biology Dictionary gives more extensive definitions of terms, contains more terms and should prove useful in other Biology courses. Any full-service bookstore, real or virtual, should have a selection of dictionaries you can choose from.

Faculty Office Hours: Stop by their respective offices and sign up for an appointment.

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>E-mail address</th>
<th>Telephone</th>
<th>Office Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Bennett</td>
<td>SCI CTR A137</td>
<td><a href="mailto:jbennett@oberlin.edu">jbennett@oberlin.edu</a></td>
<td>x5 8325</td>
<td>11 – noon, Tue-Fri &amp; by appointment</td>
</tr>
<tr>
<td>Ms Cruz</td>
<td>SCI CTR K218</td>
<td><a href="mailto:ycruz@oberlin.edu">ycruz@oberlin.edu</a></td>
<td>x5 8323</td>
<td>By appointment</td>
</tr>
<tr>
<td>Mr Moore</td>
<td>SCI CTR K111</td>
<td><a href="mailto:mmoore@oberlin.edu">mmoore@oberlin.edu</a></td>
<td>x5 6876</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Study Questions, Old Exam on File, Handouts on File: Study questions will be posted on Blackboard at the end of each lecture topic. These questions are designed to test your understanding of the material covered in lectures. Keep in mind that a good memory is no guarantee that you have
actually understood the course material. It is critical that you work on these questions immediately to grasp the level of learning we expect you to attain in this course.

To give students an idea of the exam format and question types used in this course, an exam from a previous year will be placed on reserve in the Science Library in the “Biology 100 Handout Notebook”. Questions from this exam (and other Biol 100 exams you might come across via other means) will not be given again in this class. Use them to familiarize yourself with the styles of the questions that will be on the exams to be given in this class. Please do not remove any materials from the binder. You will be in violation of the Honor Code if you do. You may, of course, make a copies for your personal use, but do not deprive your classmates of this important resource.

**Please read these Important Notes carefully:**

1. **Extensions and make-up examinations will be granted ONLY for life-threatening and other extreme emergencies.** Only Ms. Bennett has the authority to grant extensions or make-ups for Biology 100. Requests for extra time on exams are granted only upon presentation, one week before the exam, of a written explanatory note from the Coordinator of Services for Students with Disabilities (Office of Student Academic Services).

2. Exam answer keys will be made available when graded exams are returned to students. Should there be questions about your exam (scoring of answers, tallying of scores, etc.), you must see the appropriate lecturer within 7 days of when the graded exams are released.

3. Specimen use in Biology100 is limited to living and preserved plant material and preserved laboratory rats and grasshoppers prepared specifically for anatomical study. We understand that you may have concerns about animal dissection so we strive to create a safe, open and welcoming environment in which you may approach your instructor to raise and discuss any and all questions. Over the many years this course has been taught, we have had numerous fruitful one-on-one conversations with students who have voiced concerns or objections related to animal dissections. Consequently, we encourage you to approach your instructor individually if you have any concerns about dissections so that we may discuss your options for learning this important material.

4. Fill out the form below, tear it off and hand it in before you leave the lecture room today. If you do not remember your intended lab section, write in ‘Don’t recall which,’ so we can check with the Registrar’s records. The final lab class lists will be posted on Blackboard on Sunday, 7th Sept. **Be sure to check this list WELL before you come to lab starting Tuesday, 9th Sept.** See Ms. Bennett for discrepancies (SCI CTR A137, tel 58325, e-mail jbennett@oberlin.edu).

------------------------Tear off-------------------------------Tear off-------------------------------Tear off-------------------------------

**Scheduling Your BIOLOGY 100 lab**  
**FALL 2015**

PRINT LAST NAME: _____________________________________

PRINT FIRST NAME: ____________________________________

E-MAIL ADDRESS: _____________________________________

1. For which lab section are you currently signed up?   **Tue**  **Wed**  **Thu**  **Fri**

2. Do you need to change lab sections?   **Yes**  **No**  If yes, why?

3. If you need to change sections, which can you change to? **Tue**  **Wed**  **Thu**  **Fri**

4. If you could change sections to make room for other students, which sections could work with your class schedule? Circle all that apply. **Tue**  **Wed**  **Thu**  **Fri**