

## CP Biology Course Syllabus

Welcome to the exciting world of biology! Biology is the study of living things from the smallest virus to entire ecosystems. We will be covering a lot of different aspects of biology this year. CP Biology is a college preparatory course, which means you will be expected to work at a level that prepares you for college.

The following topics will be covered this year:

Semester 1 – biochemistry; cell processes; nervous, endocrine, immune systems; Mendelian genetics

Semester 2 – molecular genetics; evolution, ecology

### Grading:

1. Grading will be done on a straight percentage with NO rounding up of grades (if you get 89.9 it is a B)

100-90 = A      89.99-80 = B      79.99-70 = C      69.99-60 = D      59.99 and below = F

2. Grading will be split into the following categories:

Tests/Quizzes = 40%

Labs/Projects = 25%

Homework = 15%

Participation = 10%

Final Exam = 10%

### Supplies:

1. Textbook: Biology, California Edition, McDougal Littell
2. Spiral Notebook with 3 sections, 8.5 X 11 size (may NOT be shared with other classes)
3. 3 Ring binder with loose leaf paper and biology sections (may be shared with other classes)
4. Pencils and black or blue pens; Highlighters and colored pencils

### Homework:

1. Most daily assignments will consist of reading sections of the textbook and outlining the information.
2. Reading assignments are to help review content covered in class, or preview content we will be covering.
3. Homework quizzes may be given at the beginning of class on selected days. These will be 5 point quizzes.

### Tests:

1. Typically tests will be over a single chapter. There will be a comprehensive final at the end of each semester
2. Tests will be closed book/closed note! You are expected to study and know the material for a test.

### Participation Points:

1. Each progress report will include 50 points (150 total for semester) for participation. You automatically start with 50 points and just need to maintain them during the grading period.
2. Points can be lost for the following:
  - a. 1 point lost for each missing homework assignment
  - b. 1 point lost each time late to class
  - c. 2 points lost if you do not stay with your lab group during lab activities
  - d. 3 points lost for minor classroom disruption (if you are asked to be quiet more than twice in one class period)
  - e. 10 points lost for major classroom disruptions (if you are asked to leave the room or go to the office, and if a parent must be contacted)
  - f. 10 points for missing class for school events without permission from me

**Class Policies/Expectations:**

1. **Electronic devices are not permitted.** No exceptions. Cell phones, IPODS, etc... must be turned off and put away in bags, NOT in pockets. Devices will be confiscated if they are visible (on table, sticking out of pocket, in binder...), if they are heard, and if they are used during class time. Refer to school policy for further details.
2. **Bags are NOT allowed at tables.** All bags must be placed on the shelves and are off limits for the class period. You must have permission to go to your bag if you need something.
3. **ABSOLUTELY NO FOOD OR DRINKS** (yes... this includes water) are allowed. This is a science laboratory room. In the 'real world' food and drink are prohibited in labs for safety reasons. The same rules apply here.
4. **Be on time to class.** You will have 1 minute from the time the bell rings to be in your seat and working. You must be in the room BEFORE the bell rings. If you are late, you must get a pass from administration/security, and any work you miss CANNOT be made up. If you are late, your HOMEWORK is also late!
5. **Late work – will not be accepted. No exceptions. No excuses.**
6. **Academics/class comes first!** It is great to be involved in sports, choir, drama, USB, clubs, etc.... however your FIRST and PRIMARY job is to be a student. That means you WILL BE IN CLASS unless you have MY approval to miss for any non-academic events.
  - a. If you do miss class for a school event all assignments are still due and any work assigned that day you are responsible for completing on time. You will not be allowed to miss class if there is a test or lab that day – **NO EXCEPTIONS.**
  - b. I have the final say in whether you miss class, not your club advisors, music/drama directors, etc... If you miss class for a school event without my knowledge and permission, you will receive a zero for the day and not be allowed to make up the work.
  - c. **If you are leaving early for sports, your homework is still due to me that day, and you still need to get the assigned work completed by the due dates. You are expected to come and see me during lunch or before school EVERY TIME you will miss class for a sporting event.**
7. **Behavior** – you are in high school. I expect you to act like the mature young men and women you are becoming.
  - a. **YOU** are responsible for writing down your assignments, knowing when things are due in class, keeping up with assignments, preparing for tests, knowing your grade (check ABI). Not me, not your parents, not your friends, not your pets - only YOU.
  - b. I do NOT give you a grade; you EARN a grade based on the quality of YOUR work. If you are successful in class, it is due to YOUR hard work. If you fail in class, it is due to YOUR effort.
8. **Office hours** – I will be available during lunch on Wednesdays and Thursdays for 'walk-ins'. If you need to meet with me before or after school, schedule a time. Do not assume I will be available if you just show up.

## Reference #1: Email Contact

Dear Students and Parents,

E-mail has become ubiquitous in our modern culture. This can be both a good and a bad thing. On the positive side, it has greatly increased communication, especially written communication; on the negative side, certain basic rules of good writing have been carelessly tossed aside, on the mistaken assumption that they serve no good purpose. As such, there are certain rules of e-mail etiquette that all people should follow.

In all communication to teachers, students (you will notice that I try to follow the exact same rules in my e-mail to you), employers, employees, customers, etc., there should be enough formality to show a polite respect for the audience of the letter. This formality need not be cold, however, as the body of the letter can be a bit more relaxed in its tone.

An e-mail should be regarded as a politely worded letter. An e-mail is not a text message (excuse me, txt msg) , and, as such, all e-mail should include punctuation and initial capitals at the start of every sentence. In addition, there should be no flippant disregard for spelling (see the previous parentheses); one should have the courtesy to spell out the entire word or words, and use words where appropriate, rather than number substitutions (othrws its 2 frstrtng & anyng 2 rd so u shldnt do tht . . .). Letters, which may be (a) hand written, (b) typed and printed out, or (c) sent as an e-mail, should always include the following:

- (1) a subject containing student name, class and period
- (2) a salutation (i.e., Dear Ms. Schulz),
- (3) the body of the letter should be polite, with proper grammar and spelling
- (4) a sign off and signature (Sincerely, John Doe)

The polite formality of such communication not only makes the intentions more clear, but it is good etiquette in general. As such, I strongly suggest that such basic rules be followed whenever possible. Remember, you are not sending a text message, you are writing a formal request for assistance. Thank you for your future consideration.

Sincerely,

Ms. Schultz

Murrieta Mesa High School

[gschultz@murrieta.k12.ca.us](mailto:gschultz@murrieta.k12.ca.us), 951-677-0568 ext: 6155

## Reference #2 – How to study for biology

Biology can be a difficult subject to master if you do not know how to study for it. 'Studying' does not just refer to test prep. You should be studying every night as you are doing your homework and reviewing for class.

**Study:** verb - 1. the devotion of time and attention to acquiring knowledge on an academic subject, especially by means of books: 2. look at closely in order to observe or read: noun - 2. a detailed investigation and analysis of a subject or situation (Oxford English Dictionary)

1. Study a little bit every day. You should plan on spending about 30 minutes a night reviewing concepts.
2. Know, understand, and use all your terminology. This is one of the keys to success in any field. Make 3" x 5" flash cards to help you memorize them and later do the same with your terminology.
3. Participate in all classes and be an active listener. It is important to be alert and concentrate on what is said in lecture. Successful students take full and comprehensive notes, writing down about 66% of what is said in lecture, while failing students write half as much. It is most important to stay current. Do not allow yourself to miss classes and fall behind or the entire course will become an effort and a struggle for you.
4. After class go over the material as soon as possible and again eight hours later. Studies have shown that you are more likely to remember the information later. Fill in all the missing words or incomplete explanations. Recite important concepts in your own words.
5. Always remember it is okay to ask questions before, during and after class. Notice when you first do not understand the material and seek help immediately.
6. Read and study all your textbook explanations. Review all diagrams carefully, draw them out, and label them. Diagrams are extremely helpful in understanding biology.
7. Whenever possible explain aloud to another person what you are learning. Work with a classmate and explain terminology and concepts to each other.
8. Describe in your own words the similarities and differences between the different concepts you are learning. Do this aloud with someone else.
9. If biology is your most difficult subject, then always study it before all other subjects. You must study biology when you are most alert and fresh. Make sure to take 5 or 10 minute breaks every 20 to 40 minutes in order to clear your mind.
10. Write up summary sheets of biology terminology and concepts and review often. The more you review the more you will remember. Also, visually picture the terms in your mind's eye. Visualizing is a powerful technique for remembering terms. Break words into small chunks and picture each chunk until you can recall it. Then put the chunks together.
11. Making up mnemonics memory techniques may be fun as well as beneficial.
12. Create sample tests for yourself and test yourself often.
13. Practice, practice, practice.
14. Review the types of errors you make and types of questions that cause you difficulty. Give yourself more practice in these areas of difficulty.
15. Teach the topics to someone else, a parent, younger sibling, dog, fish, teddy bear – the best way to learn something is to teach it.
16. Use colors! Color code, highlight, color diagrams. Studies have shown that the use of color helps you learn and retain information better.

## Reference #3 – A Guide to Creating Chapter Outlines

The purpose of chapter outlines is to read and LEARN the material in the book that supports what is covered in class. Outlines are only 'busy work' if YOU chose to not pay attention while you complete them. A proper outline will follow the guidelines below and be done thoughtfully – that means you are paying attention and reviewing the content as you complete the outline

### 1. Title

- a. All outlines will be titled with the chapter, section, and name of chapter, and page numbers (i.e. *Chapter 27.3 – Evolution of Behavior, pages 827-829*)
- b. Titles will be written on the top line of your paper

### 2. Indenting and spaces

- a. Chapters Are Divided into Sections
  - i. Sections each have specific information
  - ii. Indenting the descriptions of each section makes it easier to read
    1. When you don't indent it is harder to find the information
    2. When you don't indent it is harder to study from your outline
  - iii. Outlines should have enough information to help on a test. You should **D.E.C.** the information by providing each of the following:
    1. **Definition** of the term/idea
    2. **Example** of the term and **Explanation** of the idea
    3. **Connections** to other areas of Biology, or other classes
- b. Spaces help keep your notes organized and also make it easier to find information
- c. In case you didn't notice, this area was indented the way I want your outline indented . . . but to drive the point home further, see below . . .

#### I. Section 1 Heading

- A. Main Point
  1. Definition
  2. Example/Explanation
  3. Connection
- B. Main Point
  1. Definition
  2. Example/Explanation
  3. Connection

#### II. Section 2 Heading

- A. Main Point
  1. Definition
  2. Example/Explanation
  3. Connection
- B. Main Point
  1. Definition
  2. Example/Explanation
  3. Connection

### 3. Color

- a. Color helps our brains learn information and process better
- b. Use of highlighters or different colored pens to link similar ideas will help you to synthesize information better. What does synthesize mean? Look it up!

#### 4. Diagrams

- a. ALWAYS, ALWAYS, ALWAYS study the diagrams in a biology book. They are very important in visualizing concepts.
- b. Draw the diagrams, explain the diagrams, create your own diagrams, DO NOT IGNORE the diagrams, often they are more useful than the text itself.

#### D.E.C.

- A. Defining:** There is a great deal of vocabulary in biology. A year of biology has more new vocabulary terms than a year of a foreign language! Unless you make an attempt to **learn** and **use** the terms, you will not do well in this course. **Never** simply list the words. Without a definition, you haven't shown me you learned anything.
- a. **Never use the glossary;** the glossary is a crutch for the mind and should not be used unless you want to be known as mentally crippled. The glossary uses no examples; the glossary makes no connections. I can always tell when people lean on the glossary because they only write one sentence. **No concept in Biology is simple enough to be completely explained in a single sentence!**
  - b. **Always** use the index; the index provides page numbers that will help you find examples and explanations to put terms into context
  - c. **Memorizing IS NOT the same as LEARNING!**
- B. Examples/Explanations:** Nothing is learned in isolation. You need to understand the BIG PICTURE as well as the small details. Examples help you APPLY information. Explanations help under UNDERSTAND processes. ALWAYS explain ideas, terms, diagrams etc... Biology requires analysis of information, not just regurgitating definitions.
- C. Making Connections:** Biology is a subject that constantly builds upon prior knowledge. Without an understanding of previous ideas, any new material will be a mystery to you.
- a. The more **connections** you make to **prior knowledge**, the more **connections** you make to **your own life**, and the more **connections** you make to things you have **learned in other classes**, the **better you will learn, enjoy, and remember the material**.
  - b. If you want to be an A student, you need to put in the effort to understand the material. Reading mindlessly will not help you! Reading mindfully will!

## Reference #4 - Notebook and Binder

**Notebooks:** You must have your notebook with you EVERYDAY. This is a class requirement and you will not be allowed extra time on assignments that require the notebook if you don't have it with you. If we have an open-notebook quiz and you do not have your notebook, it will be closed book for you.

Notebooks are 8.5 X 11 size with 3 sections.

The inside cover of your notebook will have hall passes glued in

Section 1 – Homework: the first section of your notebook will contain your homework calendar on the first 3 pages (glued or stapled into the notebook). All your homework will be numbered, titled, and dated.

Section 2 – Notes: this section will include notes from lectures, videos, reading assignments.

Page 1 – create a table of contents to help you keep track of the notes

Section 2 – Labs/project: this section will be used for different class activities and lab write ups

Page 1 – create a table of contents to help you keep track of assignments

**Binders:** You may have a section of your A day or B day binder for science. We will be primarily using the spiral notebook, but you will need to put some papers in your binder sections. You do not need a separate binder.

Items that will go in your binder are:

1. Table of Contents
2. This syllabus
3. Diagnostic test results
4. Tests/quizzes
5. Additional readings
6. Project information

## Reference #5 – PRIDE Period

You must sign up for PRIDE period by Monday afternoon. If you are not signed up, you may not be in the class. 7<sup>th</sup> period must be signed up for whatever class you are going to by Monday as well. PRIDE period is NOT social hour. You will be working silently on biology, or you will be getting help from me. If you do not have BIOLOGY work to do, you need to go to a different class.

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Per: \_\_\_\_\_

### CP Biology Student Information Sheet

When is your birthday? \_\_\_\_\_ What grade are you in? \_\_\_\_\_

What science class did you take last year? (circle one)

What was your grade? A B C D F

Physical science

Life science

Earth Science

Biology

Other: \_\_\_\_\_

Your current English class \_\_\_\_\_ Your current math class \_\_\_\_\_

What concerns you most about biology this year?

What are you most excited to learn about in biology this year?

What are your plans for after high school?

Is there anything you think I should know about you? (it can be serious, fun, funny... whatever you want!)

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**Student:** I have read and understand all the class policies and expectations for CP Biology. I understand that if I have questions, concerns, or need help, I will contact Ms. Schultz directly. I recognize that my success in class is my own responsibility and I will do my best to complete the required assignments and ask for help when I need it.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parents:** We have read and understand the policies and expectations for CP Biology and will encourage our child to take responsibility for their learning and to contact the teacher directly if they have questions or need help. We understand how to access ABI to check grades and will do our best to work with the teacher in supporting our child to succeed academically during this school year.

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_