Course Description

Study of the principles of biology including the scientific method, cell theory, cellular process, theories of heredity and evolutionary theory, ecology, human physiology, and a survey of the diversity of organisms.

Prerequisites

None

Course Textbook


Publisher's Companion Website: http://www.mybiology.com

Course Learning Objectives

Upon completion of this course, students should be able to:

1. Analyze scientific information and apply it to aspects of living organisms and the environment.
2. Differentiate among the various processes that occur in living organisms.
3. Relate chemistry and chemical processes to living organisms.
4. Identify structures and functions of the human body.
5. Evaluate various disease states of the human body.
6. Relate the importance of plants to living organisms and the environment.
7. Evaluate evolution and natural selection to the origin of life.
8. Evaluate the effect of various human practices on the environment.
9. Relate genetics and scientific research to human lives.
10. Conduct virtual lab simulations and experiments.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Objectives: Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Summaries: Each unit contains an overview, or summary, of the information to be covered.
3. Reading Assignments: Each unit contains reading assignments from one or more chapters from the textbook.
4. Key Terms: Key terms are intended to guide students in their course of study. Students should pay particular attention to key terms as they represent important concepts within the unit material and reading. Biology has numerous terms that are specific to each concept. Make sure you review all BOLD key terms throughout the reading assignments.
5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

6. **Assessments:** Units I, II, IV, VI, and VIII all contain Unit Assessments, which are composed of multiple choice and written response questions.

7. **Lab Assignments:** Units III, V, and VII contain Lab Assignments rather than assessments. Information and specifications regarding these assignments can be found below.

8. **Learning Activities:** Each unit contains non-graded learning activities to aid in your course of study. Specific information regarding these activities, along with the activities themselves, can be found in the Unit Study Guides. [www.mybiology.com](http://www.mybiology.com)

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Unit III Lab Assignment**

There are three parts to this lab assignment, which counts as your Unit III Assessment. All work should be completed in Microsoft Word or similar word processing software, and submitted to Blackboard as a file upload.

Lab Part 1: DNA Extraction: Biotechniques Virtual Lab (30 points)
Lab Part 2: Blood Types (20 points)
Lab Part 3: Stem Cells (50 points)

Submit your completed assignment by uploading it through the "Unit III Lab Assignment" link. After you click the Browse button and select your file, be sure to click the Attach button to attach your file. Then click the Submit button. Your professor will be notified that your paper is ready to be graded.

**Lab Part 1: DNA Extraction: Biotechniques Virtual Lab (30 points)**

**Chapter 7**

Scientists have figured out how to extract DNA from various cells. Extracting DNA is very important concerning heredity, legal issues, and criminal issues. In this lab, you will simulate collecting human cells and conduct various virtual laboratory techniques in order to extract DNA from a human cell.

**Instructions:**

Go to: [The DNA Extraction Virtual Lab](http://learn.genetics.utah.edu/content/labs/extraction/)

1. Click on: Start Lab.
2. Follow the instructions in the lab to answer the following questions.

**Questions:**

Questions 1-10 are short answer questions and should be answered in complete sentences. Each question is worth 3 points for a total of 30 points.

1. List 3 reasons why a scientist might use methods to isolate DNA.
2. Within what organelle within a cell is DNA located?
3. What is the first step in isolating DNA?
4. What is the name of the equipment or material used to collect cells from a person’s mouth?
5. What is the purpose of adding the lysis solution to your sample?
6. What are the proteins called around which DNA is wrapped?
7. What does salt do to a cell once it ruptures?
8. When putting a sample in a centrifuge, how would you maintain balance?
9. If you wanted to remove the fluid part of your sample, what piece of equipment would you use?
10. Is DNA soluble in isopropyl alcohol? How do you know?
Lab Part 2: Blood Types (20 points)
Chapter 7

Blood typing is critical in medicine. If a person receives the wrong type of blood, he can die. This virtual lab allows you to simulate determining 3 patient’s blood types. You will then have to decide what type of blood to give your patients. Good luck – I really hope you save their lives!

Instructions:

Go to: Nobelprize.org: Blood Typing (http://nobelprize.org/educational_games/medicine/landsteiner/)

1. Click on: Play - Proceed - Quick Game
2. Click on: Main Menu and complete the three tutorials.
3. Click on: Start Playing. Follow the instructions in the lab to answer the following questions. Select the patients in order from left to right. You will have to drag the needle to the patient’s arm and then put the blood in the tubes to determine the blood type.

Questions:

Questions 1-10 are short answer questions and should be answered in complete sentences. Each question is worth 2 points for a total of 20 points.

1. What type of blood does patient 1 have?
2. List ALL blood types that can be given to a patient with the type of blood that patient 1 has.
3. What type of blood does patient 2 have?
4. List ALL blood types that can be given to a patient with the type of blood that patient 2 has.
5. What type of blood does patient 3 have?
6. List ALL blood types that can be given to a patient with the type of blood that patient 3 has.
7. What is the universal blood donor?
8. What is the universal recipient?
9. Can Rh- blood be given to a person with Rh+ blood?
10. Can a person with type O blood receive any other blood type besides type O?

Lab Part 3: Stem Cells (50 points)
Chapter 8

There has been a lot of discussion in the news over the past couple of years about stem cells and stem cell research. This has proven to be a very “hot topic.” Why? Well, most people do not truly understand what stem cells are, where they come from, or what stem cell research really means. It is important, as a productive member of society, that you understand this topic more fully. You may be faced with decisions involving stem cells and stem cell research in your lifetime. Also, voting for politicians who take a stand on topics such as this requires an understanding so that you can make an informed vote.

Instructions:

Go to: Learn.Genetics: Stem Cells (http://learn.genetics.utah.edu/archive/stemcells/scintro/)

1. Click on: What is a stem cell?
2. Follow the instructions to view the animations – make sure you read all information on the screen to the right of the animations.
3. When you drag Stem Cell Guy into the differentiation booth, dial the number 3 for Red Blood Cell.
4. View the animation for the RBC. At the top of the screen towards the middle, click on: I want to make another cell type.
5. This time, dial the number 1 for Skin Cells.
6. After viewing the skin cell animation, click on: I want to learn about the different types of skin cells.

Questions:

Questions 1-10 are short answer questions and should be answered in complete sentences. Each short answer question is worth 2 points for a total of 20 points.
1. What is a stem cell?
2. Once a stem cell receives a signal, what determines what a cell will act like and look like?
3. Where are blood cells made in the human body?
4. What protein allows the RBC to attach to oxygen?
5. How long do RBCs live in the bloodstream before they are replaced?
6. What organelle does a mature RBC not have that all other human cells have?
7. What cell type forms the tough outer layer of the skin?
8. What is the purpose of the dead cells on the outer layer of skin?
9. What is the difference between totipotent, pluripotent, and multipotent?
10. How long does it take before the embryo takes on a human-like form and becomes a fetus?

Question 11 is a written response question and should consist of at least 200-300 words (just like the written response questions in the unit assessments). This question is worth 30 points. It should be written in paragraph form. Make sure you include references and citations if you use any sources other than your own thoughts.

11. Written Response Question: After completing the above animations, you may return to the main page for stem cells. Review any information on the page that you are interested in and that might help you answer this question.

You have been invited to speak at a rally concerning stem cell research. What will you tell your audience? Take a stand for or against stem cell research. Make sure you explain your comments fully. If you make any factual claims, make sure you provided references and citations to back up your information.

**Unit V Lab Assignment**

There are three parts to this lab assignment, which counts as your Unit V Assessment. All work should be completed in Microsoft Word or similar word processing software, and submitted to Blackboard as a file upload.

Lab Part 1: Taxonomy and Biodiversity (30 points)
Lab Part 2: Is the Population too Large? (40 points)
Lab Part 3: Global Freshwater Resources (30 points)

Submit your completed assignment by uploading it through the "Unit V Lab Assignment" link. After you click the Browse button and select your file, be sure to click the Attach button to attach your file. Then click the Submit button. Your professor will be notified that your paper is ready to be graded.

**Lab Part 1: Taxonomy and Biodiversity (30 points)**  
**Chapter 12**

**Instructions:**

Go to: [Redlist.org](http://www.redlist.org/)

1. In the Search Term Box, type in the state where you live (Alabama, Florida, etc.).
2. Pick one of the organisms from the list, and answer the following questions.

**Questions:**

Questions 1-15 are short answer questions and should be answered in complete sentences. Each question is worth 2 points for a total of 30 points.

1. What is the IUCN Red List?
2. What state did you type in the box?
3. What is the scientific name for the organism you picked?
4. What is the common name(s) for the organism you picked?
5. In which Kingdom is your organism classified?
6. In which Phylum is your organism classified?
7. In which Class is your organism classified?
8. In which Order is your organism classified?
9. In which Family is your organism classified?
10. What Red List Category is your organism classified?
11. Why was this organism classified as such?
12. What are the major threats to the organism?
13. What (if anything) is currently being done to protect the species?
14. What does it matter if this species goes extinct in your state? In other words, why is it important?
15. In your opinion, can this species be saved, or is it too late? Briefly explain your answer.

Lab Part 2: Is the Population too Large? (40 points)
Chapter 13

Instructions:

Go to: Census.gov (http://www.census.gov/)

Questions:

Questions 1-4 are short answer questions and should be answered in complete sentences. Each question is worth 2 points each for a total of 8 points.

1. What is the current world population?
2. What is the current U.S. population?
   Click on: Current Population (bottom left corner).
3. Is the U.S. experiencing more births or more deaths?

On a scratch sheet of paper, write down the population numbers for the years 1900-2000 in ten-year increments (Historical National Population Estimates, 1900 to 1999). In other words, write down the population number for 1910, 1920, 1930, etc. up to 2000. You will not report these numbers – just write them down.

Click on: GraphIt!: Age Pyramids and Population Growth

4. Using what you learned from viewing the Population Growth charts in the Graph it! exercise above, what type of population growth is the United States experiencing?

Question 5 is a written response questions and should consist of at least 200-300 words (just like the written response questions in the unit assessments). This question is worth 32 points. It should be written in paragraph form. Make sure you include references and citations if you use a source other than your own thoughts.

5. Considering what you know from reading the information in Chapter 13, is our population a concern? If so, how? Make sure you support your answer. You may include examples of areas of the U.S. that are overpopulated, underpopulated, etc.

Lab Part 3: Global Freshwater Resources (30 points)
Chapter 14

Instructions:

Go to: GraphIt!: Global Freshwater Resources

Questions:

Questions 1-10 are short answer answer questions and should be answered in complete sentences. Each question is worth 3 points each.

BIO 1100, Non-Majors Biology
1. What continent has the largest amount of freshwater available?
2. It is very apparent that some continents have more freshwater; however, what really matters more than just the amount of freshwater?
3. Which continent has the highest ratio of available freshwater to population size?
4. Which continent has the lowest ratio of available freshwater to population size?
5. What other information do you need to know to really determine the amount of water stress a continent is experiencing?
6. Which continents currently have sufficient water to meet the needs of their populations?
7. Will freshwater available per capita remain stable over the next 50 years?
8. Asia has a large amount of water resources. Considering the population, is it currently experiencing a water shortage?
9. Could using water resources from one continent help decrease shortages on another?
10. Considering the amounts of available water per capita, which continent could supply which other continent with water resources without jeopardizing itself?

Unit VII Lab Assignment

There are three parts to this lab assignment, which counts as your Unit VII Assessment. All work should be completed in Microsoft Word or similar word processing software, and submitted to Blackboard as a file upload.

Lab Part 1: Virtual Bypass Surgery (30 points)
Lab Part 2: Virtual Blood Pressure Lab (30 points)
Lab Part 3: Virtual Bacteria Identification (40 points)

Submit your completed assignment by uploading it through the “Unit VII Lab Assignment” link. After you click the Browse button and select your file, be sure to click the Attach button to attach your file. Then click the Submit button. Your professor will be notified that your paper is ready to be graded.

Lab Part 1: Virtual Bypass Surgery (30 points)
Chapter 17

Heart disease is the number one killer in the United States. One procedure to treat blockage in the arteries of the heart is bypass surgery. Someone you know may have already had this procedure; however, few people really realize what occurs during the surgery. The following lab will guide you through the steps of a virtual bypass surgery.

Instructions:
Go to: Virtual Bypass Surgery (http://www.abc.net.au/science/lcs/swf/heart.swf)

1. Click on: Enter.
2. Click on: Anatomy to review the anatomy of the heart.
3. When you are ready to conduct the surgery, select Intern from the three choices provided (Intern, Surgeon, Specialist) – this will allow you more time to conduct the surgery.
4. Make sure you read all information on the screen.
5. Answer the following questions.

Questions:

Questions 1-10 are short answer questions and should be answered in complete sentences. Each question is worth 3 points for a total of 30 points.

1. What major artery branches into the coronary arteries?
2. What chamber of the heart pumps oxygen-poor blood to the lungs?
3. How large is the average human heart?
4. What is the purpose of the sedative that is injected prior to surgery?
5. Why is antibacterial soap used to scrub the chest prior to surgery?
6. Which member of the surgery team is responsible for assessing how the heart is functioning during surgery?
7. What vein is harvested from the leg to be grafted to the heart?
8. What is the name of the membranous sac that encloses the heart?
9. What is injected into the heart to stop it from beating?
10. What is the purpose of the drug protamine?
**Instructions: Lab Part 2: Virtual Blood Pressure Lab (30 points)**

Chapter 17

Blood pressure is the "silent killer." There are some risk factors that we can control and some that we cannot. In this lab, you will see the effects of various controllable and non-controllable risk factors regarding blood pressure.

Go to: [Virtual Lab: Blood Pressure](http://www.mhhe.com/biosci/genbio/virtual_labs/BL_08/BL_08.html)

1. Question 1: Click **Gender** and select **Female**. Then click **Age Range** and select **11-17**. Now click **Measure Blood Pressure** on the right side of the screen.
2. Questions 2-5: Click on each individual person to view their information, and respond to the questions.
3. Questions 6-10: Click **Gender** and select **Male**. Then click **Age Range** and select **45-54**. Now click **Measure Blood Pressure** on the right side of the screen.

**Questions:**

Questions 1-10 are short answer questions and should be answered in complete sentences. Each question is worth 3 points for a total of 30 points.

1. What is the average blood pressure for females between the ages of 11-17?
2. Are all of the females in this group within the optimal blood pressure range? (You can view this information by clicking on each individual person.)
3. What is the medical record number of the female with the highest blood pressure in this group, and what is her blood pressure?
4. Overall, what are the risk factors of the females in this group?
5. Would you consider that this group of females is relatively healthy in terms of their blood pressure? Briefly explain your answer.
6. What is the average blood pressure for males between the ages of 45-54?
7. How many males in this group have hypertension?
8. What is the medical record number of the males in this group with the highest blood pressure? What is his blood pressure?
9. Overall, what are the risk factors of the males in this group?
10. What advice would you give to the males to this group in order to attempt to lower their blood pressure?

**Lab Part 3: Virtual Bacteria Identification (40 points)**

Chapter 18

**Instructions:**

Go to: [Virtual Bacterial Identification Lab](http://www.hhmi.org/biointeractive/vlabs/bacterial_id/index.html)

1. Click to enter the lab
2. Read the Intro: Virtual Bacterial Identification Introduction
3. Click on: **Samples** button at the top of the page
4. Click on: **Sample D - Blood Sample**
5. Follow the instructions, and complete the lab. Make sure you read the material in the notebook on the right side of the screen.
6. Answer the following questions.

**Questions:**

Questions 1, 2, and 6 are short answer questions and should be answered in complete sentences. Together these questions are worth 10 points (or approximately 3.33 individually). Questions 3, 4, and 5 are written response questions (just like the written response questions in the unit assessments). Your answer to each should be 100-200 words. Each written response question is worth 10 points.

1. What kinds of patient samples are used for the purpose of identifying possible pathogens?
2. What is the first thing you must do once you enter the lab – before you start the virtual experiment?
3. What does PCR do, how does it work, and why is it useful?
4. How do you separate the desired DNA from all others?
5. Why is it possible to use a DNA sequence to identify bacteria?
6. What type of bacteria was isolated from Sample D – Blood Sample?

APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<td>Unit Assessments (5 @ 10% each)</td>
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<td>Lab Assignments (3 @ 10% each)</td>
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<td>Total</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

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| Read:  | □ Chapter 1: Can Science Cure the Common Cold?: Introduction to the Scientific Method  
        | □ Chapter 2: Are We Alone in the Universe?: Water, Biochemistry, and Cells  
        | □ Chapter 3: Diet: Cells and Metabolism |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
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| Read:  | □ Chapter 5: Cancer: DNA Synthesis, Mitosis, and Meiosis  
        | □ Chapter 6: Are You Only as Smart as Your Genes?: Mendelian and Quantitative Genetics |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
          | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
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| Read:   | □ Chapter 7: DNA Detective: Complex Patterns of Inheritance and DNA Fingerprinting  
        | □ Chapter 8: Genetically Modified Organisms: Gene Expression, Mutation, and Cloning |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
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<p>| Submit: | □ Lab Assignment by Tuesday, Midnight (Central Time) |
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| Read:   | - **Chapter 9:** Where Did We Come From?: The Evidence for Evolution  
          - **Chapter 10:** An Evolving Enemy: Natural Selection |
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| Read:  | - **Chapter 12:** Prospecting for Biological Gold: Biodiversity and Classification  
        - **Chapter 13:** Is the Human Population Too Large?: Population Ecology  
        - **Chapter 14:** Conserving Biodiversity: Community and Ecosystem Ecology |
| Discuss:| - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
       - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
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| Read:   | - **Chapter 22:** Feeding the World: Plant Structure and Growth  
          - **Chapter 4:** Life in the Greenhouse: Photosynthesis, Cellular Respiration, and Global Warming |
| Discuss:| - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
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