

How to send Dr. Premo-Wyatt (me) an email

When sending me an email, please be sure to include BIOL 1610 in the subject line so I know what class we are talking about and you can address me as Dr./Professor Premo-Wyatt or Britt. My title is not meant to be pretentious, but if it gives you anxiety to call me by my first name, Dr. Premo-Wyatt is great. No worries if you want to stick with Britt.

Subject line: BIOL 1610 personal question

To: Britt.Wyatt@uvu.edu

Dr. Premo-Wyatt (or Professor Premo-Wyatt or Britt),

I have a question about...

Thanks!

Your name

Use Canvas Everyday

Check Canvas everyday. That's where all of your assignments will be posted and how I will communicate with you all regularly. I will be posting announcements weekly with updates and reminders to complete assignments. I usually address issues that students are having or any change to the course in the announcements. I will also sometimes post information about extra credit in the announcements. It is your responsibility to review everything in Canvas and stay up to date on course communications.

GRADING

Component of Class	Percent of Grade
Exams	35
Module Quizzes	35
Class Preparation	15
In-Class Engagement and Participation	15

Grade Determination Based on Percentage

A	95-100	C+	77-79	D-	60-62
A-	90-94	C	73-76	E	below 60
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	63-66		

Grading Details

I know every single one of you has the potential to excel in this course. Your grade does not define your ability to do well. The assignments are there to help you practice, learn, and grow, not to determine your self-worth in biology.

At the end of each week, I will be checking in with anyone who is below a “C-” standing in the course. We will discuss strategies to help you improve your grade.

After taking the final exam, you can check Canvas for an estimation of your final grade. There may be extra credit that will help boost your grade, but this shouldn't be an expectation. To determine your letter grade, use the chart above. I will round grades accordingly. For example, if you are at 89.36%, your letter grade will be B+. If you are at 89.56%, your letter grade will be A-. If students have concerns about their final grade and ask for a bump up to a higher letter grade, I will ask students to go back through their assignments and graph out their performance on the module quizzes and the exams to see if there is a steady performance throughout the semester (or even an increase in performance). That will highlight the consistent hard work that has been put into this course. It's okay to see fluctuations in the assessments. Some material is harder than others. However, we don't want to see a trend towards decreasing as we start to get towards the end of the semester. With all of that graphed out visually and on track for consistent performance in the course, I can justify a grade change. This will only apply if you are within 0.3 % of a different letter grade.

ASSIGNMENTS

Very detailed information on each assignment will be provided in Canvas. Here are some quick summaries of what to expect for your activities in this course:

Exams (35% total grade)

These might also be referred to CYUs or Check Your Understandings in older assignments

Exams

- Will build on previous knowledge and therefore will be cumulative
- Can be taken twice: the goal is to practice, make mistakes, and learn. Your overall score for the exams will be the average between your first and second attempt.
- Will be open notes and open books, but students are required to work on them individually.
- The exams will test your ability to apply the foundational knowledge of biology in different contexts and will evaluate your ability to accurately communicate biological concepts
- They will be composed of multiple choice questions, true/false questions, fill in the blanks, and matching questions.
- 1 exam will be dropped (your lowest score)

Final Exam 7 Part 1

- The only exam that you may not take twice will be the Final Exam Part 1 (there is only one attempt).
- For your Final Exam Part 1, you may work with your group only if you've attended ~80% of the class sessions.
- Will be open notes/open books and can complete at home.
- Final Exam Part 1 will not be dropped.

Final Exam 7 Part 2

- Must be completed in class.
- You will have two attempts. No notes/resources are allowed on the first attempt and you will have to take the first attempt by yourself.
- For the second attempt, you may work with your group only if you've attended ~80% of the class sessions. No notes/resources are allowed on the second attempt outside of your group members.
- Your final score will be based on your group's first attempt average and the average score between your first and second attempt.
- When you calculate your group's first attempt average you will have the potential to earn extra credit for everyone in the group:
 - Above 85% average= + 5 extra points
 - Above 75% average= + 3 extra points

- Above 65% average= + 1 extra point
- For example:
 - Let's say the final is worth 25 points.
 - Your group's average on the first attempt was 77%
 - Your score was 17.5 on the first attempt
 - You've attended more than 80% of classes so you can work with your group on the second attempt and your group scores 23 points.
 - Your final score will be 17.5 (your first) + 23 (the group's second) = 40.5/2 (the average score) =20.25 + 3 extra points (for your group's average on everyone's first attempt) = 23.25 out of 25 points= 93%
- Final Exam Part 2 will not be dropped.

Module Quizzes (35% total grade)

- Due before the end of class after the completion of a module
- Each quiz will be on the recently finished module.
- Each quiz can only be taken once.
- Each quiz will be closed notes (no resources allowed) and students are required to work on them individually. You may not discuss your answers with anyone in the class.
- Please do not look at another student's computer. If you do, you will be asked to leave and will be given a 0.
- If you will be missing a quiz, it can be made up with advance notice (it must be taken before the due date if you know you will not be in class). Quizzes can only be taken in class following another quiz. For example if you will be missing next week's quiz, you will take that after this week's quiz. **This is the policy that student athletes must follow.** If a student athlete does not take a quiz in advance, the late work policy will apply.
- If something unforeseeable happens and you are not able to give advance notice, make ups can occur in class following another quiz. A late deduction will apply. Quizzes can only be taken in class following another quiz. For example if you missed last week's quiz, you can take that after this week's quiz.
- Each quiz will test your ability to apply the foundational knowledge of biology in different contexts and will evaluate your ability to accurately communicate biological concepts.
- They will be composed of multiple choice questions, true/false questions, fill in the blanks, and matching questions.
- **Your lowest 2 quizzes will be dropped.**

Class Preparation (15% of final grade)

- The lecture quizzes will be based on the online lecture videos/articles and will be due before the modules to help you (and me) prepare for the in-class activities.

- These will be broken into three parts: a pre-lecture quiz, a post-lecture quiz, and an in-class preparation quiz.
- The pre-lecture quiz should be taken before and during the lecture videos. This will help you identify what you already know and what you learned by watching the lectures. The post-lecture quiz should be taken after watching the lecture videos. These questions will help you recall the information that you learned in a multiple choice format. Each pre/post lecture quiz will be open notes and open books. 2 attempts are allowed for each post-quiz (highest score is kept)
- The in-class preparation quiz will be given in the first five minutes of class when we start a new module. Each quiz will be closed notes (no resources allowed) and students are required to work on them individually. You may not discuss your answers with anyone in the class. Please do not look at another student's computer. If you do, you will be asked to leave and will be given a 0.
- **As the main goal of these quizzes is to help you prepare for the class activities, if you are not able to make it to class, there will be no make up options.**
- **4 quizzes will be dropped at the end of the semester.**

In-Class Engagement and Participation

- This category is to evaluate your engagement in class. It will be assessed with in-class activities, participation points, and group evaluations. The goal is to receive all points in this category as long as you are attending class everyday.
- The learning activities will apply the material in different contexts during lecture.
- You may work in your groups to complete these assignments but will submit your assignments individually for your learning activities.
- Only 1 attempt will be allowed for the individual learning activities
- Each activity will be open notes and open books
- Each day, you will be given an attendance quiz on Canvas in class.
- **Four individual grades will be dropped at the end of the semester from this category.**

Extra Credit Assignment

There will only be a couple of extra credit assignments offered during this summer course. I typically assign a book to read during the Fall and Spring semester when students have more time to read. Since the summer course is at an accelerated pace, reading this book is optional and will be counted towards extra credit. To complete this extra credit assignment, you will need to purchase [*The Immortal Life of Henrietta Lacks* by Rebecca Skloot](#) (ISBN: 978-1-4000-5218-9). I have it in both an audiobook and hard copy format, but it's up to you on how you would like to read/listen to it. Given how busy life can get, I find it easier to listen to books while I workout/drive/do chores.

At the end of the course, you can email me a creative work on your thoughts and understanding of the book. This creative work can be an essay, a video discussion, a cartoon, drawing, piece of art, baking project, informational video, website, instagram story, tik tok video, etc. Anything that you feel would be an appropriate avenue to reflect on the book in a high quality manner. Have fun with it if that's what you want to do. To help guide your reflection of the book, think about the following prompts:

- What are some key aspects of the book that you find interesting?
- Are there biology concepts in the book that apply to what we have discussed in class?
- Are there any aspects of the book that relate to your personal life or something that you resonated with?
- Think about your own personal identities and how they might be influencing how you interpret this book. To help guide you, think about the prompts below. You do not need to answer all the prompts or even any of the prompts. The key to this part of the reflection is to think about how your gender, social economic status, ability status, ethnicity, etc. shapes your thoughts around this book. As you progress in the semester and throughout the book, your thoughts and ideas may have been consistent or changed.
 - Do you think Henrietta Lack's story is about racism?
 - Discuss the historical and contemporary influence that journalists writing about science have had on public perception and understanding of the subject. Why do you think science reporting is often sensationalized? Why is it important for science reporting to be accessible? How has fear or lack of understanding influenced public policy relating to science?
 - There is often a tension between religious faith and science. Explore the importance of both religious faith and scientific understanding in the lives of the Lacks family. How does religious faith help frame the Lackses' response to, and interpretation of, the scientific information they receive about HeLa? How does Skloot's attitude toward the relationship between religious faith and science evolve as a result of her relationship with the Lacks family?

	Advance	Intermediate	Intermediate	Beginner
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	4 extra credit points	3 extra credit points	2 extra credit points	1 extra credit points
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.

Curiosity	Explores a topic in depth, yielding a rich awareness and/ or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/ or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/ or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/ or information beyond the very basic facts indicating low interest in the subject.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships .

Late Work

- Due dates are in place to keep everyone on track and not have assignments pile up.
- Any assignments that are turned in late will have 10% deducted for each day that it is late.
- After you are at 25% deduction for late work, any remaining late work will automatically be 75% of what you answered correctly. For example if you struggled to come to class for the first half of the semester due to family emergencies and/or mental health concerns, you can turn in any of your late work and still receive up to 75% until the last day of class. No late work will be accepted after that time.
- Do not save any assignment for the last minute and manage your time accordingly.
- There will be no exceptions to this. The late work policy in addition to the dropped assignments allows for more than enough flexibility to pass and succeed in this course.
- Again, the goal is to learn. Turning in assignments will help you learn, so if things do happen and you need to turn in something late, it is better than not turning something in at all.

Scientist Spotlight



Dr. Kat Milligan-Myhre was raised in a rural Alaskan village before pursuing her degrees in microbiology. She was the first Inupiaq to earn a PhD in the biological sciences. Dr. Kat is known for her work in pathogenic bacteria such as *Staphylococcus aureus* and *Toxoplasma gondii* and established stickleback as a model to study the gut microbiome and host immune response.

Information from: Dr. Kat Milligan-Myhre's Lab website

COURSE RESPONSIBILITIES

Instructor Responsibilities

- Respond to emails within TWO business days (Monday- Thursday). If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.
- Provide timely, meaningful and constructive feedback on assignments.
- Facilitate an effective learning experience.
- Refer students to appropriate services for issues that are non-course content specific. For instance, technical issues, writing labs, accessibility services, etc.
- Mentor students through the course.

Student Responsibilities:

- Start class the first week of the term.
- **Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.**
- Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](#)
- Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.

- Students may be expected to seek out information on web sites or other books to further their understanding of the material covered in class.
- It is expected that students are able to read at a college level. If you are unable to read at this level of proficiency, it will be difficult to succeed due to the information load.
- *Abide by ethical standards. Your work must be your own.*

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Students who commit any form of academic dishonesty on an assignment will be reported. This is a learning experience for you because oftentimes students do not realize what they have done is considered plagiarism. They may be assigned a grade as severe as a "0" or "E" for this assignment by the instructor, or will be informed by the instructor that the Dean of Students will be contacted to coordinate a more severe penalty for the offense (e.g. an "E" for the course). In the latter case, a centralized record of the student's academic dishonesty incident will be maintained within the Dean of Students Office so that, if future incidents are reported, patterns of

behavior can be identified and sanctioned more severely. Sanctions that may be imposed include disenrollment from the course, suspension from campus, expulsion from the institute, and other administrative actions.

Cheating Definition: the act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying others' academic work. Examples include but are not limited to:

- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to a “homework help site” such as CourseHero or to another student in the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism Definition: Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples include but are not limited to:

- Using another person's exact language without the use of quotation marks and proper citation.
- Rearranging another's ideas or material and presenting them as original work without providing proper citation.
- Submitting another's work as one's own; this includes purchasing work from sources such as the internet.
- Submitting a translation of someone else's words claiming them as one's own
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Duplicating or submitting work that was originally prepared for another class without the explicit permission of the instructor; or knowingly aiding another student who is engaged in plagiarism.

Fabrication Definition: the use of invented information or the falsification of research or other findings. Examples include but are not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Generative AI

Generative AI is here to stay, and will only grow. It's important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and performing rudimentary research. AI is a tool with potential usefulness for almost everyone. Students can use AI in amazing ways to study which can include generating practice problems based on having AI analyze textbook images. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. I have put some of my test questions into various AI bots, and they have difficulty with coming up with correct answers. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity. Although many citation guides are already presenting ways to properly use and cite AI, I do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing. As generative AI has been an active participant in my class before, almost everything will be vetted through AI by me first before you all use it so I can see what type of responses/misconceptions it might be generating.

OTHER RESOURCES

Study Help

- [Academic tutoring](#)
- [Supplemental instruction](#)
 - We will have a SI leader for our course and more information will be provided when it is available

Academic Standards (add/drop/withdraw)

- [Academic standard resources](#)
- [Policies and Success Strategies](#)

Title IX Statement

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodations

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event. The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described on their website.

Veterans and Active Duty Military Personnel

Veterans and active duty military personnel with special circumstances (e.g. upcoming deployments, drill requirements, disabilities) should communicate these, in advance, if possible, to the instructor. For additional support, you can also contact the UVU Veteran Success Center: <http://www.uvu.edu/veterans/>

Manage your stress

If you are feeling stressed, contact [Student Health Services](#)

Technology Support Services

For 24/7 technical support contact [Instructure's Canvas Support Live Chat](#)

(385) 204-4930 (Available 24/7)

[Other Campus Resources](#)