

# RESEARCH METHODS IN BIOLOGY

## (BIOL 3000, SEC. 1)

*CRN#: 50096, BIOL 3000, FALL 2019, 3 CREDIT HOURS, AUG 12 – DEC 3*

Hyperlinks for accessibility are provided throughout this document with full URLs noted in note.

### INSTRUCTOR INFORMATION

Dr. David DesRochers, Peeples Hall/Office 224, Phone 706 272-2165 or email [d-desrochers@daltonstate.edu](mailto:d-desrochers@daltonstate.edu)

My student-hours are on Monday and Wednesday: 2:30–4 and Tuesday and Thursday: 10–11 and by appointment. These are hours for you to hang out, ask questions, and talk about cool biology stuff.

### REQUIRED TEXT AND MATERIALS

Textbook: A Short Guide to Writing About Biology, Jan A. Pechenik, Pearson, 2016, ISBN 10: 0321984250, may be purchased from Amazon

If these books are available in an audiobook format for accessibility, make note to the student to contact you (the professor) for screen reader capabilities/options.

### CATALOG INFORMATION (INCLUDING PRE- AND CO-REQUISITES)

BIOL 3000. Research Methods in Biology. 3-0-3 Units. (F,S) Prerequisites: BIOL 1108K, COMM 1110, MATH 2200

### COURSE INFORMATION/DESCRIPTION/OVERVIEW

Prepares students for independent research by training them in laboratory safety, storage and disposal of reagents, standard methods and equipment used for research in a range of specialties and the ethical conduct of research. Students will develop skills in critical analysis of literature, experimental design, project proposal preparation, maintain lab log books, data analysis, time-management and oral and written presentation of results. This class is a suggested pre or co-requisite for BIOL 3900 and BIOL 4960.

## EVALUATION

In-class group discussions and activities: 5 or 10 points each (Announced in class and due in-class.)

Reference Assignment: 20 points

Mentorship Reflection: 10 points

Three reading assignments: 35 points each – 105 points

Research Proposal Components Drafts: 25 points each – 50 points

Peer Reviews of Proposal Drafts: 25 points each – 50 points.

Final Draft of Research Proposal: 100 points

Two Guest Reflections: 10 points each – 20 points

Data Analysis Assignments: 115 points

Peer Review of Oral Presentations: 20 points

Oral Presentations: 75 points

## LEARNING GOALS/OUTCOMES

We will build on the following primary learning goals throughout the term:

- Read primary articles, interpret, and organize the findings, and give scientific presentations.

## METHODS OF ASSESSING STUDENT LEARNING OUTCOMES

I will use student writing, group projects, research paper, and oral presentation to assess the student learning outcomes at the end of the semester as required by the Southern Association of Colleges and Schools Commission on Schools.

## COURSE OBJECTIVES

We will build on the following six primary learning goals throughout the term:

1. Identify, read, critique, and discuss different sources of published scientific literature.
2. Devise a scientific question/hypothesis and experiment/project.
3. Collect, manage, analyze, and interpret data and present that data in figures.
4. Communicate scientific information orally.
5. Write a research proposal.
6. Learn the importance of ethical conduct in research.

## ASSIGNMENTS

### FORMAT

**All assignments should be typed single-spaced in Calibri, 11-point font. You will submit all assignments to GAView unless otherwise noted.**

### PROFESSIONAL CONDUCT & PARTICIPATION (3 PTS/DAY)

Each day you will have an opportunity to earn 3 points. This is an all or nothing grade. To earn these points, you must be on time (5-minute grace period), attentive (no cell phone use), participate in group/class discussions, and be respectful of others. If you are unable to meet these tasks, you will lose the points for that day. Everyone will have two, free “personal days” where they will not be penalized the points if missed. We meet 34 times. So this conduct grade works out to 102 points! Keep that in mind. To earn your first three points, turn in your signed “Syllabus Agreement Form” sheet.

### WHAT IS SCIENCE? ASSIGNMENT (10 PTS)

This is an in-class, group assignment where, in groups of four, you will come up with a paragraph describing what science is. A class discussion will follow.

### WHAT IS OBJECTIVITY? ASSIGNMENT (10 PTS)

This is an in-class, group assignment where, in groups of four, you will come up with a paragraph describing what objectivity is and how to achieve it. A class discussion will follow.

### REFERENCE ASSIGNMENT (20 PTS)

Locate **five, peer-reviewed** articles from scientific journals from 2017–2019 and cite them in proper scientific format. The articles can be (and probably should be) related to your area of interest and what you are thinking about for your research proposal. They must be on different information. As an additional source of help, check out the sample research proposals on GAView to see what a literature cited section should look like!

1. You need to find and cite three primary literature articles. (3 pts)
2. You need to find and cite two secondary literature articles. News articles about scientific findings do not count. Popular science articles in publications like National Geographic also do not count. (2 pts)
3. For each article list where you found it (for example, Google Scholar, Google, Science Citation Index, Galileo, etc.)
4. Citation format **must** follow as below
  - a. Author list (last name, followed by first and last initial., next author, and so on). Year. The title of the article. *Journal*. Vol. #:page–range. (5 pts)
  - b. Example: Todd, B.D., Rothermel, B.B. 2006. Assessing quality of clearcut habitats for amphibians: Effects on abundances versus vital rates in the southern toad (*Bufo terrestris*). *Biological Conservation* 133:178–185. (Google Scholar)

- c. All references must be in alphabetical order.
- d. I recommend looking at the Sample Research Proposals on GAView to see good examples of citations.
- e. One entry must be annotated. This means you write up a five sentence summary of the paper in your own words. This will help give you practice writing. In fact, each major section of a paper can be summarized in a single paragraph. Yes! It's possible. (10 pts)

### MENTORSHIP REFLECTION (10 PTS)

Write a 1-page reflection about what you learned during the peer research panel. Some questions to consider in your writing: What are your own interests in science (teaching, doing research yourself, neither) and why? What surprised about your peers' responses to the questions and why? Did your thoughts about science and your college education change during and after the discussion? How so? How did your peers' responses make you feel? What are your greatest hopes and fears for college and your profession? To earn full points, you must write in complete sentences, and your reflection must be free of grammar errors like misspelled or incorrect words and verb-tense issues. You must write in active voice.

### SCIENTIFIC PAPER READING ASSIGNMENT 1 (35 PTS)

1. Write a ½ page summary of the article in your own words. GAView will run your submission through Turn-it In. This website will analyze your writing to determine its uniqueness. If it is more than 20% similar to the article we are reading, then you will re-write it for half the possible points of the whole assignment. Everything should be rewritten in your own words. (5 pts)
2. In your own words write out the central question/hypothesis that the researchers tested. (5 pts)
3. Write out **five** questions you have about the paper. Asking about a word's definition is an unacceptable question because you can look up the meaning of the word. (5 pts)
4. What is one thing you found difficult or challenging about reading the article? Why was it difficult? If nothing was difficult, then discuss why you found it not to be challenging. (5 pts)
5. Now that the researchers have information, what is the next step? Discuss what can be done with the information beyond what the researchers suggest. Is there another biological system to which this information can be applied? (5 pts)
6. **Self- and peer-assessment.** You will be rating your own level of participation (out of 5 points) in the group discussion and then rating your peers (out of 5 points).

### PROPOSAL TOPIC (5 PTS)

You must submit and clear with me a topic to explore in your research proposal. I suggest you think of investigating a topic that interests you a lot. What are you passionate about? What gets you excited in biology? Something medical? Ecological? Developmental? Cellular? Molecular? It's really up to you! I can provide you guidance and offer suggestions, but you need to settle on a topic that you will be invested in. The topic due date is on the syllabus.

### DRAFT HYPOTHESIS (5 PTS)

Based on what we have so far discussed and what you have read, draft a hypothesis upon which you will develop your research proposal. You will submit this to GAView. Peers and I will provide feedback and you will revise the hypothesis.

### PROPOSAL HYPOTHESIS (10 PTS)

You will submit a clearly revised hypothesis that is strong, clear, and concise.

### METHODS READINGS (35 PTS)

You will be focusing on the methods of this paper. Do the methods make sense to you? Why or why not? If not, what could they have done differently? What would you add to the study? You must write this in paragraph form. You will be submitting this to GAView and it will run through Turn-it In. This website will analyze your writing to determine its uniqueness. If it is more than 15% similar to the article we are reading, then you will have to re-write it for half the possible points of the whole assignment. (5 pts)

1. In your own words write out the central question/hypothesis that the researchers tested. (5 pts)
2. Write out **five** questions you have about the paper. Asking about a word's definition is an unacceptable question because you can look up the meaning of the word. (5 pts)
3. What is one thing you found difficult or challenging about reading the article? Why was it difficult? If nothing was difficult, then discuss why you found it not to be challenging. (5 pts)
4. Now that the researchers have information, what is the next step? Discuss what can be done with the information beyond what the researchers suggest. Is there another biological system to which this information can be applied? (5 pts)
5. **Self- and peer-assessment.** You will be rating your own level of participation (out of 5 points) in the group discussion and then rating your peers (out of 5 points).

### PROPOSAL BACKGROUND DRAFT (30 PTS)

1. Rubric-based assessment
2. The background should be a big-picture assessment of the topic that you have selected to study and be somewhere between 3 – 4 pages. The background includes relevant information that ultimately leads to justifying why you are proposing to conduct your research. Recall that you will not be doing the research – merely proposing that it be done. The conclusion of the background section must include the specific hypothesis/question you are addressing. Some researchers list Specific Aims at the end of their background sections when they are writing proposals. You may wish to do this. You also will have the rubric to work with ahead of time. This will help you craft your background section. You must submit your background and literature cited section separately to GAView. If you submit as one document, then you will lose 3 points.

### PEER REVIEW OF BACKGROUND DRAFT (25 PTS)

You will turn in your reviews of your peers' drafts. This can be in summary form with some detailed commentary. In your reviews you must comment on both strengths and weakness of your peers' drafts. What did they do well? What needs improvement. Thoughtful commentary that is free of grammar issues will earn top scores. If you provide a cursory review with little insight, then you will lose points. You must also use the rubric provided on GAView and assign a "score" to their background. **There is a specific handout for this assignment on GAView.**

#### GUEST REFLECTION (10 PTS)

This is a half- to one-page write up of what you learned during the guest lecture. What surprised you about the visiting scholar's discussion or message? How has it influenced your thinking about how science is conducted? How has the scholar influenced how you are thinking about your own career path? Full points will be awarded if you write a grammatically correct and thoughtful reflection. I want you to use complete sentences and avoid conversational tone.

#### DATA SHEET FOR PLANT BIODIVERSITY ASSESSMENT (30 PTS)

1. Rubric-based assessment
2. In groups you will be designing data sheets for data collection that we will be doing during a subsequent class to describe biodiversity of plants in the forested areas along campus trails. You also will have the rubric to work with ahead of time.

#### FIGURE & CAPTION FROM PLANT BIODIVERSITY ASSESSMENT (30 PTS)

1. Rubric-based assessment
2. In groups you will be summarizing your data and displaying it in a figure with a caption. You also will have the rubric to work with ahead of time.

#### META-ANALYSIS READING ASSIGNMENT (35 PTS)

1. Instead of summarizing the article you will be writing about whether you think the review was sufficient enough to answer the question. Why or why not? What would you have done differently to address the question? You will be submitting this to GAView and it will run through Turn-it In. This website will analyze your writing to determine its uniqueness. If it is more than 10% similar to the article we are reading, then you will have to re-write it for half the possible points of the whole assignment. (5 pts)
2. Write out the central question/hypothesis that the researchers tested. (5 pts)
3. Write out **five** questions you have about the paper. Asking about a word's definition is an unacceptable question because you can look up the meaning of the word. (5 pts)
4. What is one thing you found difficult or challenging about reading the article? Why was it difficult? If nothing was difficult, then discuss why you found it not to be challenging. (5 pts)

5. Now that the researchers have information, what is the next step? Discuss what can be done with the information beyond what the researchers suggest. Is there another biological system to which this information can be applied? (5 pts)
6. **Self- and peer-assessment.** You will be rating your own level of participation (out of 5 points) in the group discussion and then rating your peers (out of 5 points).

#### METHODS & FIGURE FOR DATABASE ANALYSIS (50 PTS)

1. Rubric-based assessment
2. You will be assigned a group and a database based on your personal scientific interests. In your groups you will analyze data from the database and write up methods on how you analyzed the data. You also will develop a figure based on your analysis. The rubric for the figure will be the same as before.

#### PROPOSAL METHODS DRAFT (30 PTS)

1. Rubric-based assessment
2. Your proposal methods should be a clear description of how you will test your hypothesis or answer your research question. Page limit = 2 – 3 pages. Your methods likely will be similar to techniques used by other researchers. You must cite those methods. Your methods also must be repeatable. Can a reader follow your technique and repeat your study later on? If not, then you must revise your writing so it is clear. Your methods cannot be in a series of steps – listed out as 1, 2, 3, and so on. This section also must be written in paragraph form. Finally, what results do you expect to get? What will be the significance of those results? How will you use the information? You must submit your background and literature cited section separately to GAView. If you submit as one document, then you will lose 3 points.

#### PEER REVIEW OF METHODS DRAFT (25 PTS)

You will turn in your reviews of your peers' drafts. This can be in summary form with some detailed commentary. In your reviews you must comment on both strengths and weakness of your peers' drafts. What did they do well? What need improvement. Thoughtful commentary that is free of grammar issues will earn top scores. If you provide a cursory review with little insight, then you will lose points. You must also use the rubric provided on GAView and assign a "score" to their background. **There is a specific handout for this assignment on GAView.**

#### GUEST REFLECTION (10 PTS)

See above description

#### PEER REVIEWS OF PRESENTATION (20 PTS)

Each student does three and the average contributes to a presenter's overall grade. The average score will make up 20% of the presenters' grade.

### ORAL PRESENTATIONS (60 PTS)

1. Rubric-based assessment
2. 7 minute presentations in which you present your proposed research. You must clearly state the hypothesis you propose to test and why you are testing it. What methods do you propose to use and why? What do you expect the significance of your results to be?

### FINAL RESEARCH PROPOSALS (100 PTS)

1. Rubric-based assessment
2. Your final proposal will be a major revision of your previous drafts. Starting early on all of them is the key to success here.

### EXTRA CREDIT

I occasionally make extra credit available, but since there are over 600 regular points to earn, anyone asking for extra credit, at any time, will activate a one-week period during which time no extra credit will be available.

### ADDITIONAL COURSE REQUIREMENTS

Grades are based on performance, not effort. Everyone puts forth a great deal of effort during practicum and class experiences. Those who do not put forth a great deal of effort typically do not manage to complete the experience. Despite the great efforts, which are put forth by all, not all performances are equal. Some students are exceptional in their performance while others are satisfactory. Your grade will be based on your performance, i.e., your performance in the classroom, your performance on written assignments, and your ability to display appropriate professional attributes.

Successful performance assignments/projects will be dependent on regular class attendance. Assignments must be handed in on due dates, with the exception of the student contacting Dr. DesRochers prior to the due date and discussing an arrangement with me – no exceptions). Handwritten assignments will not be accepted unless otherwise noted.

### COURSE CALENDAR (INCLUDING DATE AND TIME OF FINAL EXAM) - TENTATIVE

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Aug 12	Course Intro, The Nature of Science	What is science? Assignment
Aug 14	Objectivity vs. Bias, Passion, Ethics vs. legality	What is objectivity? Assignment
Aug 19	Student Mentors	
Aug 21	How to find scientific information; Citing Sources	Pechenik – Ch. 2, 5 Mentorship Reflection due <b>23<sup>rd</sup> @midnight</b>
Aug 26	Reading & Communicating Scientific Information (Paper breakdown)	Pechenik – Ch. 3 & 7 (Writing the Summary)
Aug 28	Grammar & Writing; How to interact with people professionally	Reference Assignment & Proposal Topic due at start of class

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
<b>Sept 2</b>	<b>No Class – Happy Labor Day</b>	
Sept 4	Discussion Day	Reading Assignment 1 due (Gregoir et al.)
Sept 9	Observation & Hypothesis development	Heath – Ch. 1 (What biologists do), Heath Ch. 2 (pg. 23–24), Pechenik – Ch. 10
Sept 11	Background discussion; Peer Review of hypotheses	Draft hypothesis due
Sept 16	Experimental Design (Manipulation vs. Observation)	Heath – Ch. 1 (pg. 6–21), Heath – Ch. 2 (pg. 24–28), Proposal Hypothesis due
Sept 18	Discussion Day	Methods Reading due (Crowell et al.)
Sept 23	Experimental Design (Replicates & Sample size, Controls, Standardization, reducing variability)	
Sept 25	Guest lecture	<b>Background due to reading partner on 27<sup>th</sup>, Guest reflection due 28<sup>th</sup> @midnight</b>
Sept 30	Peer Review of Backgrounds	Pechenik – Ch. 6, Peer Reviews due <b>due 29<sup>th</sup> @midnight</b>
Oct 2	What are data? Yes, data are plural!	Proposal Background draft <b>due 4<sup>th</sup> @midnight</b>
<b>Oct 7</b>	<b>No Class - Fall Break – Get some rest!</b>	
Oct 9	Data collection – Sampling Design; Mapping your methods	
Oct 14	Data collection – Field work I	Data Sheet due before class
Oct 16	Data collection – Field work II	
Oct 21	Statistics	Pechenik – Ch. 4
Oct 23	Data Management, Analysis & Figure Development – <b>Computer Lab</b>	Figure & Caption <b>due 26<sup>th</sup> @midnight</b>
Oct 28	Data Assignment	Pechenik – Ch. 9 (pg. 152 – 158), <b>Methods draft due to reading partner on 27<sup>th</sup></b>
Oct 30	Peer Review of Methods	Peer Reviews <b>due 29<sup>th</sup> @ midnight</b>
Nov 4	Data Analysis – <b>Computer Lab</b>	Proposal Methods draft <b>due 3<sup>rd</sup> @midnight</b>
Nov 6	Figure Development – <b>Computer Lab</b>	
Nov 11	Peer Review of Methods & Figures	Methods & Figure <b>due 15<sup>th</sup> @midnight</b>
Nov 13	Discussion Day	Meta-analysis reading assignment due
Nov 18	Guest Lecture	Proposal Final Draft <b>due 16<sup>th</sup> @midnight</b>
Nov 20	So now how do you communicate with people professionally? Work day	Pechenik – Ch. 11 (pg. 223–227, 232), Guest Reflection <b>due 20<sup>th</sup> @midnight</b>
Nov 25	Presentations – Day 1 (half of class)	
<b>Dec 4</b>	Presentations – Day 2 (half of class)	<b>Meet at 12:30 – 2:30</b>

## GRADING

Please see the detailed rubrics in our Desire to Learn (D2L) course site to see how each assignment will be assessed.

## USING DESIRE TO LEARN AND OTHER TECHNOLOGIES

We will utilize Desire to Learn (D2L) and other technologies in every class meeting. On the first day of class, I will provide an in-class demonstration.

## ATTENDANCE

You are expected to be on time for all class periods. If you miss a class, YOU are responsible for finding out about missed assignments, announcements, and material covered. If you unexpectedly miss a day with group activities, please contact me as soon as possible, so we can work out a make-up solution. If you know you are going to miss a day due to a school-sponsored event, jury duty, etc., then you must schedule a make-up date with me prior to your absence.

## LATE WORK/MAKE UP

Late assignments will lose 10% of the earned score daily up to three days late. They will not be accepted after that.

## EMERGENCY INSTRUCTIONAL PLAN

If classes are cancelled due to inclement weather, please complete the reading assignment for the date(s) that we miss class. Check your e-mail and GAView for additional instructions.

## COURSE POLICIES AND PROCEDURES

### CARE TEAM

(Last Modified May 2018)

The Campus Assessment, Response, and Evaluation Team, also known as CARE, at Dalton State College engages in proactive and collaborative approaches to identify, assess, and mitigate potential risks associated with members of the campus who exhibit concerning or unusual behaviors. Report a concern through the [CARE Reporting Form](#)<sup>1</sup>. Should you have questions, contact the Dean of Students' Office at 706.272.4428.

### DISABILITY ACCESS

(From [Disability Access](#)<sup>ii</sup> website)

Students with disabilities or special needs are encouraged to contact Disability Access. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the [Disability Access Library Guide](#)<sup>iii</sup> or contact the Disability Access office.

### **Contact information**

Andrea Roberson, Associate Director of Disability Access and Student Support Services

Pope Student Center, upper level

706-272-2524

[aroberson@daltonstate.edu](mailto:aroberson@daltonstate.edu)

### ETHICAL CONDUCT

(Last Modified May 2018)

*Academic Dishonesty* Cheating and plagiarism are a part of the Dalton State Student Code of Conduct, which can be found in its most updated form at [Dalton State Student Code of Conduct](#).<sup>iv</sup> ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Using another students' work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable unless it has been authorized by your instructor. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student Code of Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

*Classroom Behavior* Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit [Roadrunner Respect](#).<sup>v</sup> "I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them."

### COURSE WITHDRAWAL STATEMENT

(Last Modified May 2018)

The last day to drop this class without penalty (a W or a required signature) is **Oct 18, 2019**. If you complete the proper paperwork to drop the course by this date, you will be assigned a grade of W. After this date, withdrawal without penalty is permitted only in cases of [Extreme Hardship](#)<sup>vi</sup> as determined by the Vice President for Academic Affairs; otherwise a grade of WF will be issued. Students who fail to complete the official drop/withdrawal procedure will receive the grade of F. Withdrawal from class is a student responsibility. The grade of W counts as hours attempted for the purposes of financial aid.

### FULL WITHDRAWAL STATEMENT

(Last Modified May 2018)

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date ([Academic Campus Calendar](#)<sup>vii</sup>) is the [Schedule Adjustment Form](#)<sup>viii</sup>. All students must meet with a staff member at the Dean of Students office in the upper-level of the Pope Student Center to initiate the withdrawal process and complete an exit interview. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.

## GRADE APPEALS

(Last Modified May 2018)

A student may file a formal challenge to a grade if there is unequivocal evidence that one or more of the following applies:

- a) It was a direct result of arbitrary and capricious conduct on the part of the instructor;
- b) The instructor discriminated against the student on the basis of a protected classification as the term is defined by Federal Law, Georgia State Law, or the Administrative Code of the City of Dalton;
- c) The grade was incorrectly calculated;
- d) A clerical error occurred in recording the grade; or
- e) A mitigating circumstance prevented the student from completing a final assignment or attending the final exam.

To appeal a grade, the student must notify the instructor in writing no later than two days after the posting of final grades. See [Grade Changes and Appeals](#)<sup>ix</sup> for the complete documentation.

## ACADEMIC PROGRESSION

(Last Modified May 2018)

To remain in academically good standing, students must maintain an institutional GPA of 2.0 or higher. Students who do not maintain a 2.0 move through a sequence of statuses ranging from Academic Warning to Academic Probation to Academic Suspension to Academic Dismissal. See [Academic Progress](#)<sup>x</sup> for the complete documentation.

## TITLE IX INFORMATION

[Student Sexual Misconduct Policy](#)<sup>xi</sup>

(Last Modified May 2018)

In accordance with Title IX of the Education Amendments of 1972 ("Title IX"), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

Please visit the [Title IX at Dalton State web page](#)<sup>xii</sup> for additional information on the [policy](#)<sup>xiii</sup>, [How to Report](#)<sup>xiv</sup>, [Resources](#)<sup>xv</sup>, and [Campus Programs](#)<sup>xvi</sup>.

## HOUSE BILL 280

(Last Modified May 2018)

[House Bill 280](#)<sup>xvii</sup> commonly known as the “campus carry” legislation, is effective as of July 1, 2017.

### OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES

(Last Modified May 2018)

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly, if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
- contact information for the person or organization sponsoring/authorizing the student’s participation in the event

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. scheduled on that date.

SYLLABUS AGREEMENT FORM – DUE BY END OF FIRST WEEK OF CLASSES

TURN IN ON TIME FOR +1 BONUS POINT!

BIOL 3000

Summer 2019

Dr. DesRochers

I have received and read this syllabus; Dr. DesRochers has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Furthermore, I understand that if I have questions about anything in this syllabus or about any aspect of the course, I should speak with Dr. DesRochers as soon as possible to prevent misunderstandings.

Print First and Last Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

FULL URL LINKS

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- <sup>i</sup> **CARE Reporting Form:** [https://cm.maxient.com/reportingform.php?DaltonStateCollege&layout\\_id=1](https://cm.maxient.com/reportingform.php?DaltonStateCollege&layout_id=1)
- <sup>ii</sup> **Disability Access:** <http://libguides.daltonstate.edu/c.php?g=24716&p=149667>
- <sup>iii</sup> **Disability Access Library Guide:** <http://libguides.daltonstate.edu/c.php?g=24716&p=149663>
- <sup>iv</sup> **Dalton State Student Code of Conduct:** [https://www.daltonstate.edu/campus\\_life/code-of-conduct.cms](https://www.daltonstate.edu/campus_life/code-of-conduct.cms)
- <sup>v</sup> **Roadrunner Respect:** [https://www.daltonstate.edu/campus\\_life/respect-photo-gallery.cms](https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms)
- <sup>vi</sup> **Extreme Hardship:**  
<https://www.daltonstate.edu/skins/userfiles/files/DSC%20website%20landing%20page%20information.pdf>
- <sup>vii</sup> **Academic Campus Calendar:** <https://www.daltonstate.edu/about/calendars.cms>
- <sup>viii</sup> **Scheduled Adjustment Form:** <https://www.daltonstate.edu/skins/userfiles/files/schedule-adjustment-form.pdf>
- <sup>ix</sup> **Grade Appeals:** [https://libguides.daltonstate.edu/ld.php?content\\_id=42740257](https://libguides.daltonstate.edu/ld.php?content_id=42740257)
- <sup>x</sup> **Academic Progression:** [https://libguides.daltonstate.edu/ld.php?content\\_id=42740270](https://libguides.daltonstate.edu/ld.php?content_id=42740270)
- <sup>xi</sup> **Student Sexual Misconduct Policy:** <http://www.usg.edu/policymanual/section4/policy/C327/>
- <sup>xii</sup> **Title IX at Dalton State web page:** <https://www.daltonstate.edu/about/title-ix.cms>
- <sup>xiii</sup> **Title IX Policy:** <https://www.daltonstate.edu/about/title-iv-policy.cms>
- <sup>xiv</sup> **Title IX How to Report:** <https://www.daltonstate.edu/about/title-ix-report.cms>
- <sup>xv</sup> **Title IX Resources:** <https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms>
- <sup>xvi</sup> **Title IX Campus Programs:** <https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms>
- <sup>xvii</sup> **House Bill 280:** <http://www.usg.edu/hb280>