

Course Syllabus

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BIO 111: Integrative Biology 2

Fall 2021

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Office hours: Monday 1:30-2:30, Thursday 2-3, & by appointment

SYLLABUS OUTLINE:

1. Course Description and Textbook
2. Success Plan
3. Course and Skill Objectives (what you gain from the course)
4. Grade Breakdown
5. Course Overview
 1. Reading
 2. Lectures
 3. Study Guides
 4. Tests
 5. the Final Project and Outline
6. Academic Honesty
7. Class Management

1. COURSE DESCRIPTION:

In this course, we will explore a number of core topics in biology including biochemistry, cell biology, genetics, gene expression, evolution, and ecology. Biology is a rapidly growing and expanding discipline.

Because biologists are discovering new things every day, we have selected some of the most significant topics to cover in this course.

Tuesday/Thursday

12:30 PM – 1:45 PM

BSC 209 West

Essential course materials and Textbook:

- *Biology in Focus*, Second Edition, Person Publishing, by Lisa A. Urry, Michael L. Cain, Steven A. Wasserman, Peter V. Minorsky, Jane B. Reece. ISBN-13: 978-0321962751 | ISBN-10: 0321962753. This text is also used for Biology 111.
- PowerPoints as well as other important information will be posted to Canvas. MP3s for the lecture will be available through the Google Drive folder for this class. In order to access the Google drive folder, you must be using an Agnes Scott email address.

2. SUCCESS PLAN:

Purpose and Plan: Why are you taking this class? What purpose does this class serve for you? What are your personal goals for this class? What will it take to achieve these goals? Why are these goals important to you? You need to be able to answer these questions for each class you take – because the work will get hard and you will need to remind yourself what you are aiming for at the end of the semester. Set your goal and then make a plan to achieve that goal. Post that goal in your course text or notebook.

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Good Habits: Learning throughout the semester: Preparing for tests and actually learning the material in Bio 110 and every other class you'll take, for that matter is made infinitely easier and more enjoyable if you establish an organized system for approaching the lecture and reading material early on in the semester.

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SCHEDULE time and STICK to it: Based on assignments for both lecture and lab, you will spend 8-10 hours studying for this class outside of class time. Please come see your instructor early in the semester if you are struggling. *The lecture portion of Biology 110 is a 3 credit course. Additionally, you need to be co-enrolled in the 1 credit Biology 110 lab. BIO 110 and SUMMIT: BIO 110 Counts towards Leadership Skills Across the Liberal Arts.*

3. COURSE OBJECTIVES:

The American Association for the Advancement of Science - with support from National Science Foundation - described the concepts and competencies that form the necessary foundation for science majors (Vision and Change in Undergraduate Biology Education: A call to Action. ISBN#: 978-0-87168-741-8). The objective of Biology 110 is to cover these concepts through our topic explorations and exercise these competencies through assignment.

Concepts

1. Evolution
2. Structure and Function
3. Information flow, exchange, and storage
4. Pathways & transformations of energy and matter
5. Systems

Competencies

1. Apply the process of science
2. Use quantitative reasoning
3. Use modeling and simulation
4. Tap into the interdisciplinary nature of science
5. Communicate and collaborate with other disciplines
6. Understand the relationship for science and society

Skill Objectives

Skills you will gain from this course that advance your development as a scientist (and you can put on your CV and personal statements).

- Critical thinking/Problem Solving – through weekly in class application of knowledge and through analyzing papers, students will develop their ability to think critically about potential solutions to scientific questions.
- Oral Communication – through group presentations, students will develop their ability to communicate science.
- Written Communication – through the Wiki assignment, and in class assignments, students will develop the ability to write scientifically.
- Teamwork/Collaboration – working with a team for presentations and a team for in class assignments will enable the students to practice real-world teamwork and leadership competencies that are taught as a part of SUMMIT.
- Digital Technology – students will learn how to navigate various online resources to complete assignments and collaborate with peers. Students will actively use Canvas, PubMed, Google Drive and Power point.

4. **GRADES:**

Your grades will be posted to Canvas regularly so you are aware of your standing in the course. Your final grade will be calculated using the following point breakdown:

Study Guides	315 points (21 total x 15 points each)
Test Points	300 points (4 tests x 50 points and 1 cumulative final worth 100 points)
Final Project	100 points
Outline of Final Project	20 points

The following grading scale will apply for converting numerical grades into final letter grades:

93 to 100: A, 90 to 92.9: A-, 87 to 89.9: B+, 83 to 86.9: B, 80 to 82.9: B-, 77 to 79.9: C+, 73 to 76.9: C, 70 to 72.9: C-, 67 to 69.9: D+ , 63 to 66.9: D, 60 to 62.9: D-, Lower than 60: F

***your grade is not weighted. Your grade is calculated by total points earned divided by totals points possible, multiplied by 100. You can simply add the total points you earned so far and divide by the total points possible so far. Multiple that number by 100 to get your grade currently in the class. You can also use the same math to figure out what you need to get on a test in order to pull your grade up.*

5. COURSE OVERVIEW:

6. **READ** the assigned chapter and papers (see syllabus schedule). The chapter will contain material that is explained differently and supports the lecture. Read and take notes on the chapter (not just highlight) *prior* to listening to the recorded lecture There is space in the Study guide for your notes. Hand-written notes will allow you to retain the information more than highlighting or simply reading. When you read, don't look at your phone or email. Focus on what you are reading. Bring those notes to class.

1. **LECTURE** Open the lecture PDF and create an outline for note taking on the study guide before listening. Listen/watch to the assigned lecture MP3 file for that topic (available through a link on Canvas) and minimize distractions so you can pay attention. While listening, take notes – putting information in your own words. Add notes from the chapter. And bring those notes to class. If you have questions regarding the lecture or chapter, feel free to email your professor before class or talk with the learning assistants assigned to this class. You can also talk to your team about any questions you have. But you are responsible for the information in the lecture and the chapter for the

quiz. Use the comprehension questions on the study Guide to quiz yourself on what knowledge you gained.

**Why did we record the lectures? Science education after college will require you to teach yourself the information. With a flipped classroom, you will begin to learn that skill. Medical schools and graduate schools will expect you to come to class knowing much of what was assigned in reading and your class time will take that information further. To prepare you for that type of learning, we have recorded the lectures. This allows you to take the lectures at your own pace. Everyone can get through the lecture - the person who has had AP Biology and the person who didn't have any biology in high school can listen at their own pace and get the same information out of the lectures. Further schooling won't necessarily give you lectures. Because this is college and not graduate school, we have provided these recorded lectures as an aid so you can learn how to study and teach yourself these topics.*

1. GROUP STUDY GUIDES are meant to practice and apply what was learned in the lecture. These will be completed in teams during the lecture time and turned in on Canvas. All Study Guides from a given week are due by Friday at noon. Use your notes, your ARQs and your book. Being able to apply what you learned through the lectures will be necessary to remember the information for your time in BIO 111, your upper level courses, and for your science career.

1. TESTS will consist of multiple choice and short-answer questions that evaluate your knowledge. They will be application questions. Tests will be open note. There are 4 tests for this course (one for each unit of study) and one final exam. The final exam will be cumulative. See schedule for test dates. About Bio 110 exams: **Format:** Tests are usually composed of multiple choice and a few essay. **Grading:** Don't get discouraged if you don't do well on your first test or quiz. Many instructors will reward you in your final grade if they see improvement throughout the semester.

Test Tips: Developing good study strategies early on will save you lots of time and frustration over the next four years and beyond. You may find that the way you studied in high school doesn't work as well in college, where exams test whether you can apply and extend what you've learned rather than regurgitate minute details. A small amount of time every day is more effective than late-night marathon sessions. If a longer, intensive study session is needed, do it two nights before a test to guarantee a full night's rest. **Form a study group:** Study groups, if well structured, can be the most effective and time efficient way to review. **Prepare:** It's important to review the material before coming to a study group. **Group dynamic:** Don't let one person dominate the conversation or get sidetracked by other distractions. **Start studying early:** Here's my own personal strategy: **Outline lecture notes:** Read through your class notes and write down main ideas in outline form. Color-coding (by topic or importance) is also useful. **Use textbook/reading notes:** If you see anything surprising or particularly relevant to lecture material, or find a useful diagram, reference it in the margin of your lecture notes

outline. **Flashcards:** Use flashcards with vocabulary from the DRQs and the chapter as well as some basic questions to quiz yourself. Write your own test. If you had 20 (or 50, or 100) questions that you could ask about this information – what would you ask? What topics are the most important? How would you ask questions about each of these topics? Knowing what will be on a test is a difficult skill – but, with practice, you should be able to figure it out.

1. FINAL PROJECT (And the Outline)

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Final Project Outline – the Google Sheet with data and story.

Read up on your topic. Do some broad, initial internet searching to figure out what could fit this category in your species. Then use PubMed to find some scientific articles. Track the sources you find useful that you will want to use in your final paper.

Once you've decided what you will cover that fits your categorical topic, **do some focused background research.** You can use internet sources, but you are also encouraged to search the primary literature.

<http://storyline.knightlab.com/> [\(http://storyline.knightlab.com/\)](http://storyline.knightlab.com/)

For the final project, you will be using **Storyline to create a graph and describe 6 data points** along the graph.

Storyline is an open-source tool that enables anyone to build an annotated, interactive line chart. To make Storyline as flexible as possible, we've just included the chart, axis labels, and cards. Headlines, context, more specifics on the data sources and cards--we expect you'll include what you want outside of Storyline.

Things to know

1. We're focused on time series line charts for now. The x-axis will accept only time/date formats.
2. Our mobile-first design requires you to keep it short. No more than 12 cards per story, titles limited to 54 characters, and paragraphs limited to 200 characters.
3. Storyline works best with fewer than 800 data points.

To create the final project

1. Put your data in a Google sheet. To make a storyline, you will need to put a spreadsheet with the data for your chart on [Google Sheets](https://docs.google.com/spreadsheets) [_\(https://docs.google.com/spreadsheets\)_](https://docs.google.com/spreadsheets). Your sheet needs to have a **date/time** column and a **data**(*If it has more than two columns, that's no problem.*) There needs to be a header row with titles for those columns.
2. Add your story. Your story is told through a series of cards explaining details about various points in your data. Each card has a **title**, **text**, and a **date**. The date comes from a column already in your data, but you'll need to add columns for the *title* and *text*. Go to your Google spreadsheet and add columns for *title* and *text*. Find the rows for the data you want to explain, and add text and title information.

(These first 2 steps are the Final Project OUTLINE). Step #3 will be the final project assembled.

3. Configure the storyline and publish. Under the File menu, select "*Publish to the Web.*" In the next window, click the blue "*publish*" When asked, "*Are you sure...?*" click OK.

Along with your outline, you should **include 5 sources**. These can be websites or citations of papers. Primary literature might be helpful to you, and so will magazines and more popular science coverage. If you need help searching the literature, please refer to the Bio 110 lib guide on the McCain Library website, or set up an appointment with the instructional librarians (can be done directly on the library website!) to get some assistance.

Citation Style: Scientists use journal formats for their citation style so we will as well.

Visit: Journal of Molecular Biology (JMB). Then Click on Author Guidelines. Then click on references. Here is the website for JMB reference style: <https://www.elsevier.com/journals/journal-of-molecular-biology/0022-2836/guide-for-authors> [_\(https://www.elsevier.com/journals/journal-of-molecular-biology/0022-2836/guide-for-authors\)_](https://www.elsevier.com/journals/journal-of-molecular-biology/0022-2836/guide-for-authors)

That is the format for your citations.

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(10 points)

topics

- Easy to follow
- Diagrams clearly labeled
- Good balance of text and graphs or pictures

follow – may require rereading for clarity

- Diagrams present
- Fair balance of text and graphs or pictures

or inappropriate

- Takes effort to follow thoughts and ideas
- Diagrams absent or unclear
- Mainly or all text

or absent

- No flow of ideas
- Cluttered, messy
- Diagrams absent/ Majority is text

2.Science Content (10 points)

- All necessary information
- Information well-explained
- No excess information that is distracting
- All abbreviations are defined

- Most of the necessary information
- Information mostly explained
- Majority of the information is not distracting
- Most abbreviations are defined

- Some of the necessary information
- Information partially explained
- Excess information is mildly distracting
- Some abbreviations are defined

- Little to none of the necessary information
- Information is not explained
- Excess information is distracting
- abbreviations are not defined

1.Sources – number and format (2 points)

- 2 points All 10 sources present and used

- 1 point - 5-7 sources present and used

- 0 points - Less than 5 sources used

2.CWS (2 points)

- 2 points if a CWS slip is added to end of the writing assignment file

- 0 points if there is no CWS slip

3.Length Requirement met (1 point)

- 1 point if the length requirement is met

- 0 points if the length requirement is not met.

When you go to the CWS, they should be reviewing your final draft. Take this instruction sheet with you and let them mark up the rubric to give you a general idea of your grade on the final draft. Incorporate any changes they suggest. Visit the CWS at least 2 weeks before the final paper is due to give yourself plenty of time to make any changes.

The CWS tutor should also sign a slip for you for the session. Take a picture of their rubric grading and the CWS slip for your tutoring session. Add that image to the last page of your assignment.

6. ACADEMIC HONESTY FOR YOUR WORK AS A SCIENTIST:

You are responsible. Review each course syllabus for the professor's expectations regarding course work and class attendance. Violations of the honor code will result from failure of the assignment, failure of the course, to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

By placing your name on ANY assignment, you are stating that you completed that assignment with academic honesty. Cheating in this class may keep your grade where you want it, but it will not help your career long term – you cannot cheat the GRE or the MCAT. You have to learn this material in order to succeed in science.

Academic dishonesty is reported to medical schools and graduate schools as per their request.

Anyone caught cheating relinquishes the privilege of asking for a letter of recommendation from the professor and will receive a 0 on the assignment.

Acts of academic dishonesty will be turned over to Honor Court.

Plagiarism: do attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. Plagiarism is passing off any work that is not yours as your own work **** EVEN WITH A CITATION****. If you are using a source and citing the source, the information from that source **STILL** must be reworded in your own voice. Putting a citation behind a statement gives ownership to that source, but, if you do not reword that information, it is plagiarism.

Do not cut and paste from the slide, your book, your neighbor, Wikipedia, or the internet. To further your science education, you need to be able re-word science in your own voice.

If your answers are not your own, you will receive a 0 for the assignment. **All cases of academic dishonesty will be turned into Honor Court.**

Intellectual Fraud: do not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.

Cheating: do not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam. Cheating also includes when you help another student complete a take

home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.

7. CLASS MANAGEMENT:

Email: Instructors will make announcements regularly via email. **It is your responsibility to check your Agnes Scott email account daily.** When responding to a professor via email, take care that your email is professional.

Canvas: You can access the calendar in Canvas. And that calendar can be shared with your Google Calendar. There is a discussion board where you can use the class to answer questions or get in touch with the professor. The modules contain each of the pieces of the course. The syllabus item lets you see this syllabus and the schedule.

Technology: Cell phones should be in the silence mode prior to entering the classroom or lab.

Course evaluations: At the end of the semester you will receive an email asking you to submit an evaluation of the course. Please give feedback! Your input is important to the college as a whole and to us as instructors. We take your comments very seriously.

Course Accessibility and Academic Accommodations. Agnes Scott College views disabilities as an integral part of the rich diversity of our community and strives to make all learning experiences as accessible as possible. If you are a student who receives academic accommodations through the Office of Accessible Education, please schedule a meeting with your instructor within the first two weeks of classes to discuss how your accommodations will be implemented for this course. During this meeting, you are not expected to disclose any details concerning your disability, though you may discuss these details at your discretion.





Title IX: Agnes Scott is here to help you if you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking. Please talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members want to support you and have been trained to help. They will also inform the Title IX office so that you learn about options available to you. If you do not want college administrators to know what you have experienced, you may talk to the chaplain, as well as











nurses or counselors in the Wellness Center with complete confidentiality. They will not tell anyone what you share with them unless you give your express permission. You may contact the Title IX Coordinator directly at [T9Coordinator@agnesscott.edu \(mailto:T9Coordinator@agnesscott.edu\)](mailto:T9Coordinator@agnesscott.edu).











Inclusion: Please include this statement or a version of it in your syllabus. Agnes Scott is a diverse and inclusive community. “As one of the most diverse colleges in the nation, ASC is ideally positioned to be the model of a diverse and inclusive community that society can aspire to be. Such diversity raises the intellectual quality of the classroom experience, creating a unique environment for learning to understand and navigate the challenges of our times. By studying, living, and playing together, Agnes Scott College’s remarkably diverse student body hones the habits of mind, skills, and knowledge essential to ethical and innovative leadership in our increasingly heterogeneous and global society. As such, this course adheres to the principles of diversity and inclusion as integral to the Agnes Scott community and respects people from all backgrounds. As a first step, this course affirms people’s decisions about gender expression and identity and will use each other’s preferred names and gender pronouns at all times.







Content warning: This course will explore cell biology, genetics, ecology and evolution, which might raise issues of racism, sexism, classism, heterosexism, cissexism, ableism, and other kinds of privilege. I invite you to come see me if want more information. If you feel you will be unable to fully participate in the course requirements, set up a meeting with the course instructor to determine appropriate accommodations.

Course Summary:

Date	Details	Due
Tue Aug 24, 2021	 BIO 111 PMPB - Syllabus (https://agnesscott.instructure.com/calendar?event_id=5037&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Aug 26, 2021	 BIO 111 PMPB - BIO 110 Review (https://agnesscott.instructure.com/calendar?event_id=5038&include_contexts=course_3484)	12:30pm to 1:45pm
Fri Aug 27, 2021	 BIO 110 Review Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29919)	due by 12pm
	 Syllabus Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/30618)	due by 12pm

Date	Details	Due
Tue Aug 31, 2021	 BIO 111 PMPB - Cell Membranes https://agnesscott.instructure.com/calendar?event_id=5039&include_contexts=course_3484	12:30pm to 1:45pm
Thu Sep 2, 2021	 BIO 111 PMPB - Active Transport https://agnesscott.instructure.com/calendar?event_id=5029&include_contexts=course_3484	12:30pm to 1:45pm
Fri Sep 3, 2021	 Cell Membrane Study Guide https://agnesscott.instructure.com/courses/3484/assignments/29920	due by 12pm
Tue Sep 7, 2021	 BIO 111 PMPB - Cellular Respiration https://agnesscott.instructure.com/calendar?event_id=5024&include_contexts=course_3484	12:30pm to 1:45pm
Thu Sep 9, 2021	 BIO 111 PMPB - Fermentation https://agnesscott.instructure.com/calendar?event_id=5040&include_contexts=course_3484	12:30pm to 1:45pm
Fri Sep 10, 2021	 Active Transport Study Guide https://agnesscott.instructure.com/courses/3484/assignments/29917	due by 11:59pm
Fri Sep 10, 2021	 Cellular Respiration & Fermentation Study Guide https://agnesscott.instructure.com/courses/3484/assignments/29921	due by 11:59pm
Tue Sep 14, 2021	 BIO 111 PMPB - Bacteria Regulation of gene expression https://agnesscott.instructure.com/calendar?event_id=5025&include_contexts=course_3484	12:30pm to 1:45pm
Thu Sep 16, 2021	 BIO 111 PMPB - Eukaryote Regulation of gene expression https://agnesscott.instructure.com/calendar?event_id=5041&include_contexts=course_3484	12:30pm to 1:45pm
Fri Sep 17, 2021	 Gene Regulation Study Guide https://agnesscott.instructure.com/courses/3484/assignments/29918	due by 11:59pm

Date	Details	Due
Tue Sep 21, 2021	 BIO 111 PMPB - TEST #1 (https://agnesscott.instructure.com/calendar?event_id=5026&include_contexts=course_3484)	12:30pm to 1:45pm
	 Test #1 (https://agnesscott.instructure.com/courses/3484/assignments/32090)	due by 11:59pm
Thu Sep 23, 2021	 BIO 111 PMPB - Physiology and feedback system (https://agnesscott.instructure.com/calendar?event_id=5042&include_contexts=course_3484)	12:30pm to 1:45pm
Tue Sep 28, 2021	 BIO 111 PMPB - Osmoregulation and excretion (https://agnesscott.instructure.com/calendar?event_id=5043&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Sep 30, 2021	 BIO 111 PMPB - Diet and Food (https://agnesscott.instructure.com/calendar?event_id=5030&include_contexts=course_3484)	12:30pm to 1:45pm
	 Diet and Food Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29923)	due by 11:59pm
Fri Oct 1, 2021	 Osmoregulation and excretion Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29937)	due by 11:59pm
	 Physiology and Feedback Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29938)	due by 11:59pm
Tue Oct 5, 2021	 BIO 111 PMPB - Digestive Organs (https://agnesscott.instructure.com/calendar?event_id=5044&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Oct 7, 2021	 BIO 111 PMPB - Circulation (https://agnesscott.instructure.com/calendar?event_id=5045&include_contexts=course_3484)	12:30pm to 1:45pm
Fri Oct 8, 2021	 Circulation Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29922)	due by 11:59pm

Date	Details	Due
	 Digestive Organs Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29924)	due by 11:59pm
Tue Oct 19, 2021	 BIO 111 PMPB - Gas Exchange (https://agnesscott.instructure.com/calendar?event_id=5046&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Oct 21, 2021	 BIO 111 PMPB - Immune System (https://agnesscott.instructure.com/calendar?event_id=5031&include_contexts=course_3484)	12:30pm to 1:45pm
Fri Oct 22, 2021	 Gas Exchange Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29929)	due by 11:59pm
Tue Oct 26, 2021	 BIO 111 PMPB - Immune System (https://agnesscott.instructure.com/calendar?event_id=5047&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Oct 28, 2021	 BIO 111 PMPB - Reproduction (https://agnesscott.instructure.com/calendar?event_id=5032&include_contexts=course_3484)	12am
Fri Oct 29, 2021	 Final Draft Outline (https://agnesscott.instructure.com/courses/3484/assignments/29927)	due by 11:59pm
	 Immune System Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29931)	due by 11:59pm
Tue Nov 2, 2021	 BIO 111 PMPB - TEST #2 (https://agnesscott.instructure.com/calendar?event_id=5048&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Nov 4, 2021	 BIO 111 PMPB - Reproduction (https://agnesscott.instructure.com/calendar?event_id=5033&include_contexts=course_3484)	12am
Fri Nov 5, 2021	 Reproduction Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29939)	due by 11:59pm

Date	Details	Due
Tue Nov 9, 2021	 BIO 111 PMPB - Neuro (https://agnesscott.instructure.com/calendar?event_id=5049&include_contexts=course_3484)	12am
Thu Nov 11, 2021	 BIO 111 PMPB - Neuro (https://agnesscott.instructure.com/calendar?event_id=5034&include_contexts=course_3484)	12am
Fri Nov 12, 2021	 Neurobiology Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29936)	due by 11:59pm
Tue Nov 16, 2021	 BIO 111 PMPB - Nervous System (https://agnesscott.instructure.com/calendar?event_id=5027&include_contexts=course_3484)	12am
Thu Nov 18, 2021	 BIO 111 PMPB - Nervous System (https://agnesscott.instructure.com/calendar?event_id=5035&include_contexts=course_3484)	12am
Fri Nov 19, 2021	 Nervous System Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29934)	due by 11:59pm
Tue Nov 23, 2021	 BIO 111 PMPB - TEST #3 (https://agnesscott.instructure.com/calendar?event_id=5050&include_contexts=course_3484)	12:30pm to 1:45pm
Tue Nov 30, 2021	 BIO 111 PMPB - Motor Systems (https://agnesscott.instructure.com/calendar?event_id=5028&include_contexts=course_3484)	12:30pm to 1:45pm
Thu Dec 2, 2021	 BIO 111 PMPB - Career Management (https://agnesscott.instructure.com/calendar?event_id=5036&include_contexts=course_3484)	12:30pm to 1:45pm
Fri Dec 3, 2021	 Final Project (https://agnesscott.instructure.com/courses/3484/assignments/29928)	due by 11:59pm
Fri Dec 3, 2021	 Motor Systems Study Guide (https://agnesscott.instructure.com/courses/3484/assignments/29932)	due by 11:59pm