

Course Syllabus for BIOL 1001

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Course: BIOL 1001 3.0.(1) General Biology
Book: Course Syllabus for BIOL 1001

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

Table of contents

Instructor & Course Information

Course Outcomes and Module Learning Objectives

Course Materials and Resources

Technical Information and Assistance

Grading and Course Work

Grade Breakdown and Grading Scale

Homework & Quizzes

Interactive Activities

Exams and Proctoring

Course Policies

Engagement and Participation

Academic Integrity

Disability Accommodations

Netiquette

Extensions

Transcript Information

Instructor & Course Information

BIOL 1001: General Biology (3 credit hours)

Instructor: Dr. Adam Hrinkevich

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Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description

This is an Integrative Learning Core (ILC) course that awards general education credit. Credit will not be given for this course and BIOL 1201. For nonscience majors. Not for degree credit for a student majoring in a biological science. General concepts in cell biology, genetics, ecology and evolution.

About This Course

This course is designed to enable students to achieve the following General Education Outcomes:

- Demonstrate knowledge of a broad survey in the discipline, including the underlying principles that govern the natural world
- Demonstrate the ability to use inductive and deductive reasoning to understand scientific phenomena
- Employ scientific and mathematical methods and technology in the resolution of laboratory and real-world problems

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Apply the scientific method in lab experiences to interpret information and draw conclusions (CO 1)
2. Demonstrate an understanding of the impact of science on society (CO 2)
3. Demonstrate an understanding of the principles of scientific inquiry (CO 3)
4. Demonstrate the ability to make connections between concepts across biology (CO 4)
5. Demonstrate the ability to think critically and employ critical thinking skills (CO 5)
6. Demonstrate the quantitative skills needed to succeed in biology (CO 6)
7. Evaluate the credibility of scientific information from various sources (CO 7)
8. Read and interpret graphs and data (CO 8)

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: An Introduction to Life on Earth

1. Describe the characteristics of living things (CO 4)
2. Explain evolution and how three natural processes make evolution inevitable (CO 4, 5)
3. Explain the concept of levels of biological organization, and list the levels (CO4)
4. Identify the three domains of life, and describe the types of cells that make up each domain (CO 3, 4)
5. Explain how the three kingdoms of eukaryotic organisms are distinguished from one another (CO 4, 5)
6. Describe the underlying principles upon which science is based (CO 3)
7. Describe the scientific method, and provide an example of how it could be applied to an everyday problem (CO1, 3)
8. Explain why biological experiments include control groups (CO 1, 5)
9. Explain how a hypothesis differs from a scientific theory (CO 3, 5)

Module 2: Atoms, Molecules, and Life

1. Describe the relationship between elements and atoms (CO 4, 5, 6)
2. Describe the structure of atoms, including the properties of the three subatomic particles that comprise them (CO 4, 5, 6)
3. Define isotopes and radioactivity and explain what causes some isotopes to be radioactive. Explain how people may be harmed or helped by radioactivity (CO 2, 4, 5)
4. Explain how atoms form molecules (CO 5, 8)
5. Describe the characteristics of the three types of chemical bonds and provide examples of these bonds in specific molecules (CO 2, 5, 8)
6. Describe the special properties of water and how these properties allow water to play key roles in life on Earth (CO 2, 4, 5)
7. Explain the pH scale and describe the properties of acids, bases, and buffers (CO 2, 4, 5, 8)

Module 3: Biological Molecules

1. Explain why carbon is important in biological molecules (CO 2, 4, 5)

2. Describe dehydration synthesis and hydrolysis and explain the roles they play in forming and breaking down large biological molecules (CO 1, 4, 5, 8)
3. Describe the three general types of carbohydrates, where each is found in nature, and how it is used by organisms (CO 2, 4)
4. Describe protein subunits and how they are joined to form proteins (CO 5, 8)
5. Explain the four levels of protein structure, and discuss how protein structure relates to the six major functions of proteins (CO 4, 5, 8)
6. Describe the molecular structure, physical properties, and biological functions of the major types of nucleotides and nucleic acids and include examples of each (CO 2, 4, 5, 8)
7. Describe the molecular structure, physical properties, and biological functions of the major groups of lipids and include examples of each (CO 2, 4, 5, 8)

Module 4: Cell Structure and Function

1. Summarize the cell theory (CO 1, 3, 4)
2. Compare and contrast prokaryotic and eukaryotic cells (CO 5)
3. Describe the structure and function of both the surface and the internal features of bacterial cells (CO 4, 5)
4. List the names and describe the functions of all the major structures common to eukaryotic cells (CO 4, 5)
5. Explain the structure, function, and movement of eukaryotic cilia and flagella (CO 4, 5)
6. Describe the structure and function of organelles that are found in plant, but not animal, cells (CO 4, 5)
7. Describe the structure and function of the nucleus, and compare it to the nucleoid region of prokaryotic cells (CO 4, 5)
8. List the parts of the endomembrane system and explain how they are interconnected (CO 4, 5)
9. Explain and provide evidence for the endosymbiont hypothesis using chloroplasts and mitochondria as examples (CO 1, 3, 7)

Module 5: Cell Membrane Structure and Function

1. Describe the components, structure, and function of cell membranes and explain how each different component contributes to membrane functions (CO 4, 5)
2. Explain how substances move across cell membranes (CO 4, 5, 8)
3. Explain the basic concepts of diffusion and osmosis (CO 4, 5, 8)

Module 6: Energy Flow in the Life of a Cell

1. Define the key terms used to describe energy and explain the forms that energy takes (CO 3, 8)
2. Summarize the first and second laws of thermodynamics (CO 5, 8)
3. Define entropy and explain how organisms create the low-entropy conditions of life (CO 1, 4, 5)
4. Describe how energy is captured and released by chemical reactions (CO 4, 8)
5. Describe the energy-carrier molecules in cells and explain how they facilitate chemical reactions (CO 4, 5, 8)
6. Explain how catalysts work and how enzymes in cells catalyze chemical reactions (CO 4, 5, 8)
7. Describe how cells control their metabolic pathways by regulating enzyme activity (CO 4, 5, 8)

Module 7: Capturing Solar Energy Photosynthesis

1. Explain the process of photosynthesis and discuss why photosynthesis is crucial to most forms of life (CO 2, 4, 8)
2. Describe the structures of plant leaves and chloroplasts and explain how these structures support the process of photosynthesis (CO 4, 5, 8)
3. Identify the source of energy for photosynthesis and describe how this energy is captured and transferred during the light reactions (CO 3, 4)
4. Describe the inputs and products of the light reactions (CO 3, 4)
5. Explain how the products of the light reactions are used during the Calvin cycle and discuss how plants use the products of the Calvin cycle (CO 4, 5, 8)

Module 8: Harvesting Energy Glycolysis and Cellular Respiration

1. Using their overall chemical equations, explain how photosynthesis and glucose breakdown are interdependent processes (CO 5, 6)
2. Explain the energy investment and energy harvesting phases of glycolysis, including their substrate and product molecules (CO 5, 8)
3. Summarize the relationship between glycolysis and cellular respiration and describe how the structure of the mitochondrion supports cellular respiration (CO 4, 5)
4. Summarize Stage 1 and Stage 2 of cellular respiration, including the substrate and product molecules of each stage (CO 4, 5)
5. Explain how the electron transport chain and chemiosmosis work together to generate ATP (CO 4, 5)
6. Describe the role of oxygen in cellular respiration (CO 2, 3)
7. Describe the molecules used to capture and transport energy during glycolysis and cellular respiration (CO 5, 8)
8. Compare the amounts of ATP generated and the mechanisms by which the ATP is produced during fermentation, glycolysis, and cellular respiration (CO 5, 8)
9. Explain the function of fermentation, the substrates and products of fermentation, and some ways that people put fermentation to use (CO 2, 6, 8)

Module 9: Cellular Reproduction

1. Describe the fundamental components of inheritance, including chromosomes, DNA, nucleotides, and genes (CO 5)
2. Compare and contrast the categories of cells, as distinguished by their ability to divide and differentiate (CO 5, 8)
3. Compare and contrast sexual reproduction and asexual reproduction (CO 5)
4. Describe the prokaryotic cell cycle, including the mechanisms of prokaryotic fission (CO 4, 5)
5. Describe the structure of a eukaryotic chromosome (CO 4)
6. Describe the eukaryotic cell cycle, including the steps and outcome of mitotic cell division (CO 4, 5)
7. Describe how the eukaryotic cell cycle is regulated (CO 4, 5)

Module 10: Meiosis The Basis of Sexual Reproduction

1. Define homologous chromosome, autosome, and sex chromosome (CO 4, 5)
2. Describe the steps and outcome of meiotic cell division (CO 4, 5, 8)
3. Explain how meiosis and sexual reproduction produce genetic variability in populations (CO 2, 5)
4. Describe non-disjunction, how it affects the genetic makeup of sperm, eggs and the resulting offspring, and common syndromes produced by the inheritance of abnormal numbers of chromosomes (CO 2, 5, 8)

Module 11: Patterns of Inheritance

1. Describe the relationships among chromosomes, DNA, genes, mutations, and alleles, and explain their function in inheritance (CO 4, 5)
2. Summarize Mendel's conclusions about the inheritance of single and multiple traits and explain how the results of his experiments support those conclusions (CO 3, 5)
3. Determine the genotypes and phenotypes of offspring that result from mating organisms with traits that follow simple patterns of Mendelian inheritance (CO 5, 8)
4. Describe the inheritance of traits characterized by incomplete dominance, codominance, polygenic inheritance, and pleiotropy (CO 5, 8)
5. Explain how the physical locations of genes and the events that occur during meiosis affect inheritance (CO 5, 8)
6. Explain the chromosomal basis of sex determination and how it influences the inheritance of sex-linked traits (CO 2, 5, 8)

7. Interpret pedigrees for dominant and recessive traits (CO 2, 5, 8)
8. Describe the causes and symptoms of inherited human disorders produced by defective alleles of individual genes (CO 2, 5, 8)

Module 12: DNA: The Molecule of Heredity

1. Describe the structure of DNA, including nucleotides, the sugar-phosphate backbone, the double helix, and the role of hydrogen bonds (CO 4, 8)
2. Explain how genetic information is encoded in DNA (CO 2, 5)
3. Summarize the steps of DNA replication, including identification and action of the enzymes involved in each step (CO 3, 4)
4. Define the term mutation, and name and describe the different types of mutations (CO 4, 8)

Module 13: Gene Expression and Regulation

1. Explain the four levels of protein structure, and discuss how protein structure relates to the six major functions of proteins (CO 4, 8)
2. Describe the molecules and cellular structures that play central roles in the process by which information encoded in DNA is used to synthesize proteins (CO 4, 5)
3. Compare and contrast how information is encoded in DNA and in RNA (CO 4, 5)
4. Describe the functions of transcription and translation and identify the locations in the cell at which they occur (CO 3, 4, 5)
5. Describe the main steps of transcription, including the molecules involved and how they interact (CO 5, 8)
6. Describe the main steps of translation, including the molecules involved and how they interact (CO 5, 8)
7. Describe the different types of mutations and explain their potential effects on protein synthesis (CO 5, 8)
8. Describe how gene expression is regulated (CO 4, 5)
9. Describe natural processes that recombine DNA (CO 4, 5)

Module 14: Biotechnology

1. Describe natural processes that recombine DNA (CO 4, 5)
2. Describe the functions of electrophoresis, DNA probes, the polymerase chain reaction and explain how these processes work (CO 4, 5, 8)
3. Describe the function of CRISPR-Cas9 and explain how it works (CO 4, 5)
4. Describe how DNA profiles are generated, and explain how they can be used to identify individual people (CO 2, 3, 5)
5. List the purposes for genetically modifying organisms, and describe the steps involved in creating a genetically modified organism (CO 2, 3, 5)
6. Describe the potential drawbacks of genetically modified organisms (CO 2, 7)
7. Describe how biotechnology is used to learn about the genomes of humans and other organisms, and describe the potential benefits of those findings (CO 2, 6, 7)
8. Explain how biotechnology can be used to diagnose and treat inherited disorders (CO 2, 5)

Module 15: Principles of Evolution

1. Define evolution (CO 2, 5, 7)
2. Describe pre-Darwin hypotheses and ideas that set the stage for the later emergence of the theory of evolution by natural selection (CO 5, 7)
3. Explain the mechanism of natural selection and the logic by which Darwin deduced it, and describe how natural selection affects populations (CO 5, 7, 8)
4. Describe the main types of evidence that evolution has occurred, and provide an example of each type (CO 5, 7, 8)
5. Compare and contrast similarities due to homology and similarities attributable to convergent evolution (CO 4, 5)

6. Describe the main lines of evidence that populations evolve by natural selection and provide examples of such evidence (CO 4, 5)

Module 16: How Populations Evolve

1. Define an equilibrium population and describe the conditions under which a population is expected to remain at evolutionary equilibrium (CO 4, 8)
2. Use the vocabulary of population genetics to describe the main causes of evolution and explain how each of these causes affects evolution (CO 2, 5)
3. Describe how variation in mating success among the individuals of a species can influence the species' evolution (CO 2, 5)
4. Compare and contrast directional selection, stabilizing selection, and disruptive selection (CO 4, 5, 8)

Module 17: The Origin of Species

1. Define species and explain why it is difficult to develop a universally applicable criterion for distinguishing species (CO 2, 4, 5)
2. Explain the biological species concept and its limitations (CO 4, 5)
3. Describe the factors that can make it difficult to tell different species apart (CO 4, 5)
4. Describe the isolating mechanisms that restrict gene flow between different species (CO 4, 5)
5. Explain how new species arise (CO 4, 5)
6. Explain the process of adaptive radiation and describe examples (CO 4, 5)
7. Identify the major factors that cause extinction (CO 3, 7)
8. Interpret an evolutionary tree diagram (CO 8)

Module 18: The History of Life

1. Describe a scenario for the origin of life and summarize evidence that supports the scenario (CO 2, 4, 7)
2. Describe the major evolutionary events and innovations that occurred during the period in which all organisms were single celled (CO 4, 5)
3. Describe the earliest multicellular organisms and the factors associated with the origin of multicellularity (CO 4, 5)
4. Describe the adaptations associated with the evolution of increased animal diversity in the oceans (CO 4, 5, 7)
5. Describe the adaptations associated with the transition to terrestrial life (CO 4, 5, 7)
6. Describe the transitions and innovations associated with the origin and evolution of the major groups of land plants (CO 4, 5, 7)
7. Describe the transitions and innovations associated with the origin and evolution of the major groups of vertebrates (CO 4, 5, 7)
8. Describe the evolutionary history of humans and the factors that may have fostered humans' distinctive adaptations (CO 2, 5)
9. Explain the possible causes and evolutionary impact of mass extinctions (CO 2, 4, 5)

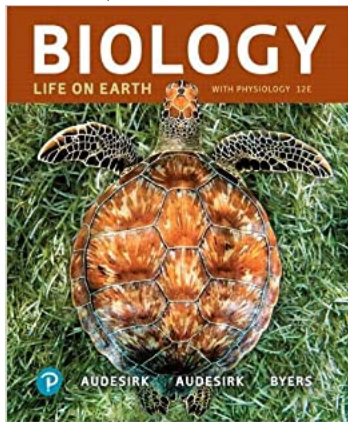
Course Materials and Resources

The following materials are required for this course:

1. **Textbook:** Audesirk, Audesirk, and Byers; *Biology—Life on Earth with Physiology*, 12th Edition, 2020.
ISBN-13: 978-0134813448
2. **Access Code:** Enrolled in Mastering Biology (an active account that will last through the last day of the course)

The textbook is available in several formats including a physical/hardbound textbook, a loose-leaf version of the textbook, or an "e-text" (an electronic version of the textbook). It just depends on what you prefer. Historically, materials purchased through the [Pearson Education publishing website](#) will be the cheapest, but I would encourage you to check various vendors to get the best deal (just be sure you are purchasing the correct materials for our course since there are many variations). You can use any format, but you must have some version of the textbook to be successful in this course. Just be sure the text you buy includes the version *Biology: Life on Earth With Physiology* since there is a version of the text that does not include Physiology.

Below is a picture of our textbook.



Important

We use Mastering Biology (MB) as part of our course, and this integrates with our textbook. This requires an access code that gives you access to our online homework and quiz assignments (which account for 10% of your overall grade in the course). If you already have a copy of the textbook, you can buy the Mastering Biology access code directly through the [Pearson Education publishing website](#). You can purchase Mastering Biology access WITH E-TEXT INCLUDED (and therefore would NOT need a hardbound or loose-leaf text), or purchase Mastering Biology access WITHOUT e-text included (if you already have a textbook or prefer to have a textbook in a hardbound or loose-leaf format). All access code purchase options include Mastering Biology access up to 24 months (verify this time since it may vary based on changes Pearson Publishing makes and I do not have control over).

Note: The registration instructions for Mastering Biology can be found in Moodle, within the [Getting Started module](#) under the Syllabus book.

Privacy and Accessibility

Please be aware that in using your [Pearson Mastering Biology](#) course materials, certain information may be collected and used in other locations. For details, see [Pearson's privacy policy](#).

If you have concerns about accessibility or would like to request accommodations, contact Pearson support on their [Support page](#). You can read about Pearson's accessibility features on their [Accessibility page](#).

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Information About Tools in This Course

The following tools are used in your course. Read this information carefully to find technical information and assistance.

- [Mastering Biology](#)

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks, or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected seven-day response time.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

To pass this course, you must earn a combined passing average of 60% or better on all exams. If you have a passing average on the exams, your grade will be calculated as follows.

Grade Breakdown	Percentage
Homework Assignments (in Mastering Biology)	5%
Quizzes (in Mastering Biology)	5%
Exam 1 (modules 1–5)	25%
Exam 2 (modules 6–11)	30%
Final Exam (modules 12–18)	35%

Note: Exams are weighted according to the number of chapters covered on an exam.

GRADING SCALE

The following grading scale percentages applies:

98.00–100.00 = A+

92.00–97.99 = A

90.00–91.99 = A-

88.00–89.99 = B+

82.00–87.99 = B

80.00–81.99 = B-

78.00–79.99 = C+

72.00–77.99 = C

70.00–71.99 = C-

68.00–69.99 = D+

62.00–67.99 = D

60.00–61.99 = D-

0–59.99 % = F

Homework & Quizzes

Description

In each module, you will complete Mastering Biology homework assignments and quizzes that test your knowledge of the basic concepts presented in the module lecture videos and readings.

The homework assignments and quizzes (which will be assigned through Moodle and Mastering Biology website) given throughout the semester will be based on the topics in the assigned readings. Quiz questions and homework assignments are designed to reinforce the material and concepts that are covered in the lecture notes and also get you prepared for the exams. The purpose of the quizzes and homework assignments is two-fold. First, they reinforce the concepts covered in the lecture notes and help you prepare for the exam. Second, they are basically a boost to your grade. Quizzes and homework assignments will be posted to Moodle and Mastering Biology website. When you have completed the homework or quiz in Mastering Biology you will need to submit the Verification Assignment in Moodle to alert your instructor to grade the homework or quiz.

Important

I will drop the lowest homework scores and your lowest single quiz score in calculating your homework and quiz averages. You will be required to take all of the homework and quiz assignments in Mastering Biology.

Interactive Activities

Throughout the course, you will encounter a variety of interactive activities, including *optional* exercises such as H5P lecture activities, crossword puzzles, videos, and linked simulations. Each module also includes lecture videos followed by playlists with interactive questions to help you check your understanding. These activities are supplemental and are *not graded*. Their purpose is to enhance your learning, allowing you to review and explore beyond the core material covered in class.

Exams and Proctoring

Carefully read the following information, which is also listed in the exam modules in your course. Navigate to the appropriate exam module when you are ready to take that exams.

Content

The exams will be based on the topics in the assigned readings. Questions will not be word-for-word from the text or notes, so understanding the concepts is critical. This not a course in memorizing facts. Even as a non-science major, you should be able to synthesize biological concepts, understand how things work together and how they achieve certain goals or endpoints. The format for the exams is generally M/C, matching, true/false, labeling pictures/diagrams, etc. The online course is designed to follow and complement the book chapters, and some of the lecture material may not be in the text. Therefore, it is essential that you complete the assigned readings when preparing for the exams. We recently moved into the 12th edition of the Audesirk et al. textbook, so there may be trivial chapter section alignment discrepancies in our lecture notes if you are referencing or using an older edition textbook for your assigned readings. I recommend that you use the 12e textbook, but realize that some of you may have the 11e textbook because it is significantly less expensive.

There will be three exams taken in this class, each with approximately 100 questions. You will be able to calculate your grade in the class at any time through MOODLE. *All exams will be administer through MOODLE, and we require use of ProctorU.* You are allowed one attempt for each exam and should only take your exam once you are sufficiently prepared and have utilized the review materials that I have provided. There are security settings in place when taking an exam through MOODLE, so please be sure to read these detailed instructions. Failure to do so may result in your exam session being flagged as "suspicious" for using outside resources and/or attempted cheating, which will result in a referral to the office of Student Advocacy & Accountability (SAA). These policies are STRICTLY enforced.

Important Reminder: You must earn a combined passing average of 60% or better on all exams in order to pass the course.

Review Materials

Mastering Biology is an excellent source of review material which can help you prepare for your exam. I created a step-by-step PowerPoint presentation to help guide you through these resources in Mastering Biology. I would highly recommend that you utilize these materials to help you prepare for exam exam and assess how well you understand the material before taking the exam.

- [How to access Review Materials in Mastering Biology](#) (click here for *PowerPoint file* on how to create review materials for an exam)
- [How to access Review Materials in Mastering Biology](#) (click here for a *STEP-BY-STEP video* on how to create review materials for an exam)

Testing Rules

- All exams will be administered through MOODLE.
- Exams will be accessed using the links in our course located after Module 5 (Exam 1), Module 11 (Exam 2), and Module 18 (Final Exam).
- One attempt.
- 3 hours maximum time.
- No outside materials allowed during the exam (i.e. no calculators, worksheets, scratch paper, textbooks, help from others, etc.).

- Make sure you are on a reliable internet connection. If you lose your connection, you risk losing your session information. If you do lose your connection, you should *IMMEDIATELY* reconnect to MOODLE and continue your exam with what time you have left.
- Your exam must be SUBMITTED in MOODLE.
- Security restrictions are in place to disable copying & pasting. You are also prohibited from attempting to screen capture, screen print, save pages, and/or exporting assessments both during your session and during the review session (if applicable). You are also prohibited from opening other TABS or BROWSERS during your session. You should also turn OFF programs such as those that allow incoming calls (i.e. Zoom, iChat, Skype, etc.).
- You should take your exam in a quiet location, by yourself, without any other individuals in the room. Other voices or noises may be interpreted as individuals assisting you on the exam and your session may be flagged.
- By attempting any of the above prohibited activities, you will trigger/flag your session as an attempt at cheating. Prohibited activities will be interpreted as attempts at cheating. Additionally, all violations of exam policies are forwarded to the Student Advocacy & Accountability Office (SAA). Referral to SAA may result in a zero on the exam.

ProctorU Online Testing Requirements

1. You are required to take your exams through [ProctorU](#), a remote proctoring service that allows you to take exams anywhere with internet access. Create your [ProctorU Account](#).
2. You must have the technical requirements to test using [ProctorU](#), including access to a web cam with a microphone (built-in or external), headphones or working speakers, and a stable internet connection. You should also be aware of any firewalls on your network before attempting to take your exam.

Schedule Your Exam

Each exam module provides a link (Instructions for Students) that you must review in order to unlock access to the exam. Students are required to have a [ProctorU](#) account in order to schedule an exam.

There may be several sections of the exam appearing on the exam list and each exam has a separate listing. Select the exam with the following title to make sure you are registering for the correct exam: **BIOL 1001**

v3.0 LSU ODL: General Biology

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online Distance Learning \(ODL\)](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No. 110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file](#).

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

Guild students: if you need to extend your courses, login to the registration site, go to My Courses, then to My Programs, and under upcoming Courses, add to cart the certificate extension. All other students, use the link below.



Click here to [request an extension](#).

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.