***“****Your Salvation is a free gift from God,*

*but your grade is based on works only****.”***

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**Room: A206**

**Course Description:**

Biology means the study of life. This course will cover the basics of living organisms from molecules to ecosystems. It will show the role biology plays in everyday life, how science works, and how scientists operate in the real world. Specific issues over creation/evolution will be discussed throughout the course when relevant to the lesson.

**Textbook & Required materials:** Glencoe Science Biology ISBN: 978-0-07-894586-1 (digital)

Composition book

Index cards for vocab

**Grading Polices:**

Tests will typically be given after each chapter. Lab practical exams (practicals) will sometimes accompany lecture tests when applicable. All tests may be comprehensive in that they will build on the foundation of previous material. Practicals will cover material learned during laboratory exercises.

An article review PowerPoint presentation will be assigned which will be due at the end of the 2nd semester. Instructions for the presentation are listed below.

A short quiz (5 – 10 questions) will be given periodically throughout the chapter covering the material from the lecture & discussion. The purpose of quizzes is to ensure students’ attentiveness in class & to help the students acclimate themselves to how test questions will be worded. Quizzes will be returned to the students & they may use them to study for tests since test material reflect quiz questions. The lowest quiz grade will be dropped at the end of each quarter.

The Student's grade will be determined on the basis of:

|  |  |
| --- | --- |
| Tests/Lab Practicals/Research project | 50 % |
| Quizzes | 30 % |
| Lab exercises/Participation  Homework | 15 %  05 % |
| **Total Points** | **100 %** |

The following grading scale will be used:

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 0 - 59%

**Study Journal**

Each student will be required to keep a study journal. The study journal will be checked by the teacher each Monday for a homework grade. The purpose of the journal is to keep track of the study habits of each student so that such habits can be improved upon if needed. A dedicated composition book *must* be used. The journal should consist of the following

• Date of study session

• How long each study session was

• What was studied (i.e., book, article, notes, PowerPoints, etc.)

• How the student studied (i.e., flashcards, read through material twice, etc.)

In order to receive full credit for the weekly grade, each student should have at least one hour’s worth of study per week. Each individual study session will need to be verified by a parent/guardian via a signature. Below is an example of how the entries should look.

2/1/14 (1 hr) Memory drills with flash cards

Read pgs 10-20

Quizzed myself with end of chapter questions

2/4/14 (1/2 hr) Read through PowerPoints

Memory drills with flash cards



**Test Flash Cards**

The use of memorization devices and techniques is crucial for success on any test. Students will be required to exhibit flash cards each test day for a grade. The flash cards must be traditional paper flash cards, **no digital apps on an electronic device (smart phone, tablet, etc.)**. Flash cards should have vocabulary words, concepts, lists, etc. The minimum number of flash cards that are acceptable will correspond with how many vocabulary words there are in each tested section.

**Attendance & Participation Policies:**

Students are expected to attend all lectures and laboratories, and this is in your best academic interest. Students who will be a part of SFCA’s Blended Learning program will have videos and/or recordings and assignments posted in Canvas by 8 AM the day following instruction. Any work assigned for that day will be due by midnight. Work turned in after midnight will be considered late and receive point deductions. Tests are based on lectures derived from the textbook and sometimes supplemented with outside material. Students who have not been exposed to lecture material will not perform well on tests. **For specifics on the absence policies, refer to the SFCA handbook.** Laboratory participation is essential to success. Students cannot make up laboratories due to the nature of the extensive preparation which must be done for each lab. Labs will be recorded for students in SFCA’s Blended Learning program and any lab writeups will be modified.

**Dress Code:**

SFCA dress codes must be followed at all times during lecture. Uniform polos may be taken off (only if an undershirt is being worn) during labs so as not to ruin the uniform shirt w/ dyes, chemicals, etc. The student MUST be in full uniform upon leaving the classroom. Participating in a lab is no excuse for being out of uniform outside my class. If you do not wish to remove your uniform shirt or don’t have an appropriate undershirt, lab aprons will be made available. You may also bring a large tee-shirt to put on over your uniform as well.

**Classroom Policies:**

It is expected that every student will conduct himself in an orderly, courteous manner at all times with prompt and respectful obedience to all school personnel, following all adult direction without comment. If a student questions a teacher’s decision, he/she should speak to the teacher privately after class. At that time, he/she should respectfully explain the situation and wait for the teacher’s response.

It is expected that every student will respect the feelings and rights of others. This includes students, teachers and visitors. It is expected that every student will conduct himself in an honest manner, avoiding such actions as lying, stealing and cheating. It is expected that every student will be on time to each class and be prepared with a proper mental attitude and all their necessary materials, books and assigned work. It is expected that every student understands that the teacher’s desk, computer, and other personal belongings and work area is personal property and will be treated as such. It is expected that every student will remain in compliance with the classroom teacher’s rules, policies and procedures. Labs, tests, etc. that are missed because of such dismissals cannot be made up.

All high school students are required to have a ***fully charged***, ***fully functioning*** laptop in class each day. Cell phones are not acceptable devices. If a student’s tablet dies, the student ***may not*** use their cell phone for class activities. This will result in a zero for participation. Any inappropriate use (playing games, internet, etc.) will result in not being allowed to use the technology for the rest of the semester. Misuse of iPods, calculators, etc. will not be tolerated either. Cell phones are to be placed in a designated storage location during class time and cannot be used unless the instructor gives permission. Students who engage in misconduct with technological devices will be subject to penalties as indicated in the SFCA Parent/Student Handbook. **POSSESING A CELL PHONE OR ANY OTHER ELECTRONIC DEVICE DURING A TEST, LAB PRACTICAL OR EXAM IS CONSIDERED CHEATING AND WILL RESULT IN AN AUTOMATIC ZERO.**

**Lab Exercises:**

Participation is a large portion of the grade and points may be deducted if one partner is the only one doing the work. This applies to dissections as well. Properly cleaning up your lab station as well as proper use of lab equipment will affect your grade.

**Article Review PowerPoint Presentation:**

You and a partner will create a PowerPoint presentation about a peer reviewed scientific journal article.

* The presentation will need to be 3 to 5 minutes long.
* A works cited & photos cited page will need to be included.
* Each team member will need to present a portion of the PowerPoint.
* Select and submit via email two or three potential articles before Christmas break.
  + Use [www.GoogleScholar.com](http://www.GoogleScholar.com) to find these articles.
  + Give a short description for each article in one sentence.
  + Mention where you found the article (Journal name, date, volume #, issue #) in another sentence.
  + Try to pick articles that sound interesting. If you are interested in the subject matter, you’ll be more likely to create an “A” presentation.
  + Make sure that the articles are from 1997 or later.
* Extra references should be listed at the end of the presentation on the works cited slide.
  + Any references that are websites should be from scientific websites, **NOT WIKIPEDIA!** You may use Google Scholar to find additional references.
* All figure/table legends should be written by you – in your own words. Don’t copy the legends even if you are lifting the figure!!
  + If you made the figure, mention that in the legend.
* The grading scale will be as follows:
  + Topic selection on time = 20%
  + Article Knowledge = 15%
  + Speaking ability = 10%
  + Format of the PPT = 35%
  + Timing of presentation (3-5 min) = 15%
  + Question knowledge = 7.5%
  + Works cited slide = 25%
  + Photos cited slide = 20%
  + Listening to and asking questions to other presenters = 2.50%

The following is a *suggested* layout for your presentation. Not all articles will be divided the same way. If your article has different types of headings, use those same headings in your presentation.

1. Introduction
2. Introduce the topic. Use extra sources to explain the disease, organism, etc.
3. Explain why you chose this particular topic
4. Tell me about the article you are reviewing
   1. Who is doing it?
   2. Why are they doing it?
   3. What do they hope to accomplish?
5. Materials & Methods
   1. Briefly explain how the author(s) did the experiment or research.
   2. List any lab procedures or statistical analyses they did.
   3. Use outside sources to explain any procedures you don’t understand.
      1. Like *immunocytochemistry*
   4. Don’t get too technical with this section. Be thorough, but don’t be overly specific. Give me a big picture with specific steps, explaining those steps and why they were necessary.
6. Results
   1. List the results from the experiment or research described in the previous section.
   2. It would be easiest to list the results in the same order as the methods mentioned in the previous section.
   3. You may use any images provided by the paper but be sure to add a legend.
   4. Again, don’t get too technical, just list out what the results were.
7. Discussion/Conclusion
   1. Tell me what conclusions or implications the authors’ draw from the data.
   2. Be as specific as possible here.
   3. If the authors interpret the data in a way that you think is inaccurate or if they come to some conclusions you don’t think are right, this is where you may say so.
8. Works cited
   1. List any external sources you may have used along with the primary article.
   2. Photos must be cited as well. Set aside a slide to reference **ALL** photos that you copied & pasted from the internet.

**TENTATIVE schedule:**

**First Semester**

Unit 1 – Introducing Biology

Unit 2 - Cells

Midterm Exam

**Second Semester**

Unit 3 - Genetics

Unit 4 - Creation/Evolution

Final Exam

**Parent & Student Syllabus Contract (due Monday, August 16th)**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the syllabus and understand what is expected of me as a student.

print name

Student's Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the syllabus and understand what is expected of my child.

print name

Parent's Signature 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent's Signature 2 (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_