BIOL 2000-002 – Biology in the News 3(3,0)  
Spring 2015 – MW 3:35 - 4:50pm – 224 Long

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864-650-1301  
mminor@clemson.edu  
Office Hours: MW 2:30-3:30pm and anytime by appointment  

I am interested in your success. Please feel free to contact me. I do not bite and prefer for you to seek assistance early while we can fix the problem!

Course Resources: All lecture materials and handouts may be found on Blackboard

Course Text: There is no text for this course. You are expected to check BlackBoard (bb.clemson.edu) for readings and assignments.

Google: Google is your friend. If you have questions, Google. If you think you have answers, Google. Google check me. Google check your classmates. What an incredible thing to have a wealth of knowledge at your fingertips! Use it, but use it critically!

Course Description: For Non-science majors. Students examine current topics of biology appearing in newspapers and other current media. Uses a problem-based learning approach, with students working as teams and individually on areas of interest identified by the class. Preq: ENGL 103, General Education Natural Science Requirement.

Course Objectives: BIOL 2000 will provide students with an opportunity to see the direct application of science to everyday life as reported in the popular press. We will focus our analysis on several major topics and case studies that are currently being covered in the media. Small groups of students will learn sufficient background information about a specific issue to make a knowledgeable presentation to the entire class for discussion. Those discussions will explore not only the underlying biology and technology associated with the topic, but will also consider the political, legal, economic, and social implications of the issue. In the process students will become more critical consumers of scientific information by learning to evaluate the potential for, and causes of, bias in press reports about biology.
Clemson Thinks²: This section of BIOL 2000 is designated at a Clemson Thinks² Critical Thinking Seminar. The emphasis on critical thinking will be part of every class meeting. The following learning outcomes related to Clemson Thinks² will be a part of the daily operations of the course:

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<thead>
<tr>
<th><strong>Clemson Thinks2 Objectives</strong></th>
<th><strong>Demonstrated through…</strong></th>
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<tbody>
<tr>
<td>Students will be able to explore complex challenges.</td>
<td>Selection and narrowing of topics for presentation. Selection and review of appropriate literature. The ability to link social, economic, ethical and historical perspectives with drivers of current biological research and expectations of “news worthiness”</td>
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<td>Students will be able to analyze multi-dimensional problems.</td>
<td>The ability to read an article then determine assumptions, questions, and hypotheses established to reach the conclusions presented.</td>
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<td>Students will be able to extrapolate from one conceptual context to others.</td>
<td>The ability to select diverse articles representative of broad topics.</td>
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<td>Students will be able to synthesize alternative solutions to multi-dimensional challenges</td>
<td>Students’ abilities to explore competing hypotheses. The ability to link social, economic, ethical and historical perspectives with drivers of current biological research and expectations of “news worthiness”</td>
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<td>Students will be able to communicate complex ideas effectively</td>
<td>Oral, written, and electronic communications.</td>
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As you can see, the Clemson Thinks² learning outcomes closely mirror our stated Course Objectives. Above all, when you leave this course, I want you to be able to critically analyze complex, modern, real life issues surrounding biological sciences and be able to have educated, intelligent discussions with anyone regarding those issues. In order to assess Critical Thinking competencies you will take the CAT assessment of Critical Thinking at the beginning and end of course. You will also be expected to maintain artifacts of assignments that demonstrate your critical thinking development.

**General Education Competencies:**
This course meets both the STS and the Natural Science (non-lab) competencies. The competencies, as found on p. 37 of the Undergraduate Announcements are as follows:
C. Natural Sciences
Demonstrate scientific literacy by explaining the process of scientific reasoning and applying scientific principles inside and outside of the laboratory or field setting.

F. Science and Technology in Society
Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

Outline of Topics:

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<th>Week</th>
<th>Topics and Activities</th>
<th>Readings/Assignment</th>
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<tr>
<td>1/7</td>
<td><strong>Wednesday:</strong> Introduction to Course, Meet and Greet</td>
<td><strong>Wednesday:</strong> Reading: Syllabus</td>
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| 1/12  | **Monday:** What are we hearing, reading, watching? CA Assessment of Critical Thinking Pre-Test  

**Wednesday:** What questions are being posed currently in biology? How do current questions we see in the news relate to the big questions of biology as a science? | **Monday:** Due: Student Information Sheet  
**Wednesday:** Assignment: Top 10 Discover Stories |
| 1/19  | **Monday:** *MLK Day - No Class*  

**Wednesday:** Debrief on Top 10  
Many are answering questions. How do we know if they are doing a good job? | **Monday:** Due end of class: Scavenger Hunt  
**Wednesday:** Assignment: Read Good Science/Bad Science materials  
Due: Top 10 Discover Stories |
| 1/26  | **Monday:** Share article analysis  
How do we keep up with Biology in the news? | **Monday:** Assignment: Read Watch Dog Assignment requirements.  
Due: Article Analysis from Good Science/Bad Science |

**Wednesday:** Effective searching for sources. How do we cite and avoid plagiarizing? | **Wednesday:** Assignment: Read Group Topic Requirements.  
Group topic groups and choices for the semester |
| 2/2   | **Monday:** Watch Dog Reports  
Now what? Which questions are we going to play with?  
What do we have to do with topics?  
Prof. Minor does a topic presentation (article | **Monday:** Due: Watch Dog Report 1  
Assignment: Read Group Topic Requirements.  
Group topic groups and choices for the semester |
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<tr>
<th>Date</th>
<th>Monday:</th>
<th>Wednesday:</th>
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| 2/9   | Watch Dog Reports  
Group 1 Topic Report (article presentation)  
Group 2 Topic Report (article presentation) | Article Presentation Work Day |
|       | Assignment: Have Prof. Minor approve topic and begin article selections. |
| 2/16  | Watch Dog Reports  
Group 5 Topic Report (article presentation)  
Group 6 Topic Report (article presentation) | Read assigned papers |
|       | Assignment: Read group assigned articles |
| 2/23  | Watch Dog Reports  
Professor Minor's Formal Topic Report  
|       | Assignment: Have Prof. Minor approve final narrowing of topic |
| 3/2   | Watch Dog Reports  
Group 1 Topic Report | Watch Dog Report 6 |
|       | Group 2 Topic Report  
Group 3 Topic Report |
| 3/9   | Watch Dog Reports  
Group 4 Topic Report | Watch Dog Report 7 |
<p>|       | Group 5 Topic Report |</p>
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<thead>
<tr>
<th>Date</th>
<th>Monday:</th>
<th>Wednesday:</th>
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<tr>
<td>3/16</td>
<td>Spring Break – No Class</td>
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<td>3/23</td>
<td><strong>Monday:</strong> Watch Dog Reports Group 7 Topic Report</td>
<td><strong>Monday:</strong> Due: Watch Dog Report 8</td>
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<td><strong>Wednesday:</strong> Group 8 Topic Report</td>
<td><strong>Wednesday:</strong> Topic Report Mini-Reflection</td>
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<td>3/30</td>
<td><strong>Monday:</strong> Film selection Work Day Assign groups for STS Film Awards Begin search for films</td>
<td><strong>Monday:</strong> Short list of films your group is considering.</td>
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<td><strong>Wednesday:</strong> Presentations to STS Film Selection Committee</td>
<td><strong>Wednesday:</strong> Full marketing package and Presentation Pitch to Film Selection Committee</td>
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<td>4/6</td>
<td><strong>Monday:</strong> Red Carpet STS Film Awards Screening</td>
<td><strong>Monday:</strong> Assignment: Film Review (due next class)</td>
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<td><strong>Wednesday:</strong> Film Screening if needed/Discussion of Film</td>
<td><strong>Wednesday:</strong></td>
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<td>4/13</td>
<td><strong>Monday:</strong> Assignment of Final STS/CT Assignment Final STS/CT Assignment Work Day</td>
<td><strong>Monday:</strong> Final STS/CT Assignment Topic Due</td>
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<td><strong>Wednesday:</strong> CA Critical Thinking Assessment Post-Test Final STS/CT Assignment Work Day</td>
<td><strong>Wednesday:</strong> CA Critical Thinking Assessment Post-Test</td>
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<td>4/20</td>
<td><strong>Monday:</strong> Peer Review of STS/CT Assignment</td>
<td><strong>Monday:</strong> 3 printed copies of rough draft of STS/CT Assignment</td>
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<td><strong>Wednesday:</strong> Continued Peer Review</td>
<td><strong>Wednesday:</strong></td>
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<td>4/27</td>
<td><strong>Final STS/CT Assignment due on Blackboard at 9:30pm Tuesday</strong></td>
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Grading:
- Watch-dog Reports 15%
- Group Paper Presentation and Report 15%
- Group Formal Presentation, Report, and activity 15%
- Group Film Pitch and Marketing Pack 10%
- Individual Film Review 10%
- Presentation mini-Reflections 5%
- Misc. In and out of class activities 10%
- Final STS/CT Artifact 10%
- Participation 10%

Grading Scale (in %):
- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- <60 F

Attendance:
This class is based on discussion, participation and class projects. In order to encourage you to be in class, but give some latitude for illness/travel etc., you are allowed 2 absences during the semester without negotiation. If you miss more than two classes without negotiation, you will receive 0 points for class participation regardless of how much you participate when you are present. Absences in excess of 4 will receive an additional 10% deduction on the final grade. Absences will be reflected in all of your grades.

What is participation? Participation is being actively and critically engaged in the course. It involves taking part in discussion, paying attention, giving respect to your course mates, attitude toward the class and people in it, being on time with assignments, evidence that you are reading materials, and a willingness to step outside your comfort zone while speaking, thinking, and engaging. It does not imply that you can’t make mistakes, say something you later think is silly, and laugh at yourself (and my jokes). Active participants are occasionally going to blurt out something they want to take back, change their mind mid-sentence, and have off days.

Please attempt to be on-time to class. Entering the classroom after we have begun is disruptive to your fellow students. Please enter quietly and take a seat. Habitual tardiness will not be tolerated and you can expect a meeting with me should this become a pattern.

I’m usually in the classroom early but, if I happen to be late to class, you must wait 15 minutes before leaving the room.
I may be attending conferences during the semester that interfere with our class schedule. I have made every attempt to arrange instruction/assignments for you on those days. I expect that you will show any colleague taking my place the same courtesy you extend to me.

**General:** I ask that all cell phones, laptops, and other electronic devices be turned off unless I give you specific permission to use them in class. You are now in a university. You are expected to behave like a scholar.

**Drop/Add & Withdrawal:**
You may add, drop, or withdraw from this course without my assistance through the on-line computer registration system. However, please note that there are deadlines for these options.

**Academic Integrity**
The policy on academic dishonesty at Clemson University is stated in the Undergraduate Announcements and reads as follows:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, that person must make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. The reporting person may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use, as an option, the Plagiarism Resolution Form available from the Office of Undergraduate Studies.”

A Biol 2000 student guilty of academic dishonesty will receive a failing grade in Biol 2000. Please see your undergraduate announcements for procedures that will be followed should a student be suspected of academic dishonesty.

**Students Needing Accommodations**
Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations
are not retroactive and new Faculty Accommodation Letters must be presented each semester.

**Title IX Information:**
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).