**DUAL CREDIT BIOLOGY SYLLABUS**

*General Course Information*

**Instructor:** Alex Aitken

**Contact Information:** [aaitken@tipton-county.com](mailto:aaitken@tipton-county.com)

**Course Website:** aaitken.weebly.com

**Course Description:**

An introduction to the biological sciences for students who need to fulfill the science requirement for aspiring science related majors. This course is the equivalent to the General College Biology I course at Dyersburg State Community College (BIO 1110) and is worth a total of 4 credit hours (3hrs lecture and 1hr lab). Expectations for the students in this class are the same as the course currently being offered at DSCC. At the successful completion of this course and final payment to DSCC, four credits of Biology (or elective credit, depending on the institution) will be earned. This course will provide a survey of topics including biochemistry, cells, genetics, prokaryotes (Kingdom Protista), ecology, evolution and scientific methodology.

**Prerequisites:**

1. A junior or senior who has already completed high school Biology I and successfully passed the Tennessee Biology End of Course Exam with a minimum score of proficient.
2. A cumulative high school GPA of 3.00 or higher
3. Successfully enrolled and accepted at DSCC for Biology 1110

**COURSE RATIONALE:**

This course is the first of two introductory biology major classes. This course focuses more on the cellular and molecular bases of life and the similarities found among all living things. The course is intended to foster an understanding of biological issues and provide students with the tools to critically analyze biological data and intelligently relate these data to issues in our society such as cloning, genetic engineering, etc.

The primary focus of BIOL 1110 is the development of the skills that will enable our students to think critically and evaluate the flood of new information that the tools of molecular biology are making possible. To do this, the students must have a foundation of general knowledge about cell biology. The student will then learn about a few techniques of molecular biology and their practical applications, how these applications affect them, and the "current issues and problems facing modern society" that relate to these applications.

**ATTENDANCE:**

You (the student) are responsible for attending all lectures and labs. Most students do better on the exams if they attend regularly.  The student is responsible for obtaining all assignments, handouts, and announcements made during the class period.  Attendance is required for all exams.  Only special circumstances will excuse a student from exam periods.  Exceptions are made for college/school-sponsored activities.  Verification for excused absences from exams is required.  It is the responsibility of the student to withdraw from this course before the final withdrawal date to receive a “W” in the course.  Failure to withdraw will result in an “F” in the class.  If you miss a class due to an excused absence, the school policy applies to make-up work for daily grades (NOT EXAMS), for which you will have one class day for each day missed.

Lecture and lab attendance will be informally monitored. **If your percent grade is within 0.5 percentage points of a letter grade, your final letter grade will be determined by your attendance AND participation in lecture and lab.**

* **Student must notify instructor through email within 24 hours of being absent if any work is to be accepted late. Otherwise: NO LATE WORK ACCEPTED.**

**Course Objectives:**

The main objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences and to enable the student to understand the basis for building and testing theories.

**Course-Level:**

Specific skills and competencies expected of students who complete this course include:

* Describe the scientific process as applied in biology
* Describe the structure and function of prokaryotic and eukaryotic cells and viruses
* Describe evolution and its mechanisms
* Describe basic inorganic and organic chemistry concepts that underlie the structure and function of cells
* Describe energy transformations in organisms including photosynthesis and cellular respiration
* Describe the structure and function of DNA in reproduction and protein synthesis, and how DNA underlies the major patterns seen in the study of heredity
* Describe various applications of genetics to technology

**General Education:**

As a Core Curriculum course, students completing this course will demonstrate competence in:

* Gathering, analyzing, synthesizing, evaluating and applying information
* Applying mathematical, logical and scientific principles and methods
* Analyzing and critiquing competing perspectives in a democratic society

**REQUIRED TEXT AND MATERIALS**

1. Biology: Concepts and Investigations 2nd edition by Mariëlle HoefnagelsISBN: 0073403474

* College text books can and are expensive. It is recommended to find used versions of the textbook or even renting them from various sources online (i.e. amazon, ebay, ValoreBooks, Alibris,etc…).

\*\*CentralBookDiscount has them for less than 20 dollars shipping and all.

**TUITON:** None (make sure to turn in your waivers and fill out FAFSA). Tuition for 4 credit hours at DSCC would cost you $1,365.50 and 8 credit hours (2nd semester is Biology II) is $2,731 dollars plus lab fees.

**Lab Fees:** $30 for the Year. Checks made payable to Munford High School Biology Fees.

**Evaluation Methods**

Your final grade depends on the total number of points you accumulate from these sources.

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| **Source** | **Number** | **Points Each** | **Total Points** |
| **Exams**  70 pts: online hw/lecture  30 pts: lab material | 3\* | 100 | 300 |
| **Lab Assignments** | 5 | 10 | 50 |
| **Lab Report** | 1 | 50 | 50 |
| **Online Quizzes** | 10 | 10 | 100 |
| **Lab Practical** | 1 | 50 | 50 |
| **Final Exam** | 1 | 150 | 150 |
| **Total Points** |  |  | **700** |

**\*A cumulative final exam may replace your lowest exam grade**

**FINAL GRADING SCALE**: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; BELOW 60% = F

A GRADE OF INCOMPLETE (I) WILL BE ASSIGNED ONLY IF YOU HAVE:

- A VALID REASON (INSTRUCTOR MAKES DECISION) WITH WRITTEN DOCUMENTATION,

- REQUESTED A GRADE OF “I” IN WRITING,

- COMPLETED ALL OF THE COURSE WORK SCHEDULED BEFORE THE DROP DEADLINE,

- COMPLETED MORE THAN 50% OF THE COURSE WORK, AND

- AT LEAST A 70% (C) AVERAGE ON COMPLETED WORK.

**MAKEUP Policy**

* **Lecture EXAMS**: NONE. The final cumulative exam will be used to replace any missing exams
* **Lab**: NONE.
* **Lab Practical**: NONE

If you are absent on a test day, you will take the final exam the day you come back, unless there are extenuating circumstances.  If you know you will miss a test because of an extracurricular activity, you must take the test the day ***before***the scheduled test.  Any student gone to an extracurricular activity that has not taken the test by 3:20pm on the day of the test will receive a zero; the final exam will count as a replacement for the missed exam.

**Labs**

This course has a lab component that is mandatory. There will be a variety of hands-on in class labs that CANNOT be made up and some on-line labs that will be sprinkled in to reinforce more difficult material as well as to alleviate some of the time deficient of only meeting 90 minutes at a time. All labs will be announced a week before and on-line labs will be accessible through the D2L portal.

**INSTRUCTIONAL METHODOLOGY:**

This course will be taught with enthusiasm that stems from deep passion for biology. The majority of the material will be taught in the classroom, but will require work to be done outside of class time. All course document, power points, announcements, online homework and assessments will be done via DSCC Desire2Learn system and my class website (aaitken.weebly.com). If you do not know how to log on to this system, please call the DSCC help desk at 731-288-778 (Dyersburg campus) or 901-475-3177 (Tipton campus). All online quizzes will be submitted online via D2L by the scheduled deadline. All papers and reports will be submitted online via TurnitIn, also located in D2L. Students will not be given time in class to start/complete online quizzes or papers and as such will need time to do these assignments outside of class. **All non-online assignments must be turned in before the tardy bell of the due date; late assignments will receive a 10% deduction and will not be accepted 24 hours after the due date.**

**What to Expect in CLASS:**

**Before Class**

* Read assigned chapter in syllabus
* Review Power point and answer questions that are embedded in the power point
* In the event I did not answer your questions during lecture, write your question to check your own knowledge.
* Read Lab assigned for the next class period.

**During Lecture Class:**

* The **first half** of the class, the instructor will review the main points in the Chapter power points and go over answers to questions embedded in power points to check your understanding.
* The **second half** of the class, the students will work in groups to complete an online homework assignment and various Extended Learning Activities.

**During Lab Class Time:**

* The instructor will give a short pre-lab lecture explanation of lab activities to complete
* Students complete lab activities in groups of 4
* Lab Activity Questions are always due at the beginning of the next class.

**After Class is Over:**

* Review your notes
* Complete your Online homework assignment (if not completed in class)
* Complete your Lab Activity questions, data and observations (if not completed in class)
* Continue to work on Extended Learning Activities for topics that seem difficult

**Content in Broad Outline**  
Week 1- Introduction to Biology Week 9-Photosynthesis  
Week 2- Basic Chemistry Week 10- Patterns of Gene Inheritance  
Week 3- Biochemistry Week 11- Chromosomal Basis of Inheritance  
Week 4- Cellular Structure Week 12- DNA Structure and Gene Expression  
Week 5- Cellular Transport Week 13- Biotechnology  
Week 6- Cell Cycle, Meiosis, Mitosis Week 14- Evolution                             
Week 7- Energy and Enzymes Week 15- Major Ecosystems of the Biosphere  
Week 8- Cellular Respiration Week 16- Final

**Behavior / Academic Honesty**

I have tremendously high expectations for all my students and refuse to accept sub-par work, disruptions, or idleness.  The standards will be set and will remain high all year long.  You will be expected to work diligently from bell-to-bell each and every day in this classroom.  Students should also be prepared to study intensely and frequently for quizzes and tests.  This is a college class so you can anticipate more difficult assignments, more complex labs, and more rigorous assessments than those found in other classes.

I want to provide an enjoyable class for all students, and any motivations contrary to this goal will not be tolerated.  My professional responsibility is to ensure that all students are able to learn in a safe, focused academic environment.  My aim is for all students to master the basics of biology to ensure success and competence at the collegiate and university level.

By registering and taking this course, the student declares that she/he will be the author of all work submitted for the course.  Allowing another individual to complete assignments or cheating on exams constitutes fraud and academic dishonesty.  Should such behavior come to the attention of the instructor, the student will receive a zero and parents will be notified.

**EXPECTATIONS**:

I expect you to be prepared for each lecture and lab class and to participate in all class activities. You are expected to be familiar with the concepts previously covered throughout the semester. If you are not familiar with this material, I expect you to review these concepts before attending class. If you need help with review material, you should see me before or after class, afternoon tutoring sessions, use the Biology Study Lab, YouTube, etc.

To pass the course (with a grade of 70% C), you should expect to spend *at least* 2 hours outside of class for every hour spent in class. That means a minimum of 10 hours of quality, undisturbed study time outside of class per week. If you expect to earn a grade higher than C, you should expect to spend even more time preparing for class. If your background in Anatomy is weak or if your reading, studying and analytical skills are weak, you may need to spend more time just to pass. Everyone who has the prerequisites (and learned the material) should be capable of earning a passing grade in this class. The main impediment for most students is time management. Make sure you have enough time to study in order to earn the grade you need (30minutes every day goes a long way).

**Missed Exam Policy: If you miss a lecture exam, you will take the final cumulative exam to replace your lowest/missed test score. No Makeups**

**Late Work:** I accept NO late work. **Written work is late after the tardy bell rings**. If you miss an assignment of any kind,.

-WHY do I not accept late work? To avoid cheating/copying.

**TUTORING**

I have an open door policy. This means that if my door is open, then you are most welcome to come in and ask questions or get help. This is a valuable skill that I want you to acquire during our year together that will most certainly help you at the university-level. I do not want you to be afraid of asking questions or making mistakes, but want you to focus on the process of learning and building on a strong thinking and analytical foundation that will serve you for years to come.

I also want you to stop by and learn a valuable skill of building a professional relationship with your instructor/professor. Many students in college struggle, but never seek help from the professor for fear of sounding/looking dumb, unprepared, or a number of reasons. My goal is for you to break down those walls that may keep you from doing your best and give your mind assurance that I will not talk about you or think that any question you may ask is insignificant or too elementary.

**Parent/Student Contract**

**Biology 1110/1120**

**2017-2018**

**Aitken-Munford High School**

Dear Parents of Dual Credit Biology Students:

I am excited to offer your child the opportunity to receive dual credit Biology course through DSCC. I want you to rest assured that I am highly qualified to teach biology as I have my M.S. in Biology from the University of Memphis where I taught there for three years as a Graduate Teaching Assistant. I am also and Adjunct Professor at DSCC where I teach teaching a General Biology I & II and Anatomy and Physiology I and II. Thus, in short, I am super stoked for this amazing opportunity that your child has to receive both high school credit and General Biology I and General Biology II for college credit, which could help cut both the cost and time spent in college after high school.

I want to inform you that many four year universities require that incoming students who declare to be Biology majors may have to take their university’s General Biology I and II courses (especially those out of state). The research shows (speaking specifically about the University of Memphis program), that students who are biology majors who did not take Gen. Bio I and II at Memphis have a much higher failure rate (withdrawn from program, switch major, transfer university, etc.) than students who took the general biology sequence “in-house”. With that said, that is not discourage your child from taking dual credit, but to inform you that your child may have to take a similar course again. However, I assure you that if this does occur, your child will be prepared for the university’s General Biology courses which are traditionally meant as a “weed-out” class for many prospective incoming freshman with dreams of becoming doctors.

**Getting Your Credit:** Students should now be enrolled in BIOL 1110 for the fall semester. Enrollment in BIOL 1120 for the spring semester will be announced when registration opens. Once grades are posted **(December 18th, 2017 and May 5th, 2018),** students will have to request their DSCC transcript to be sent to Munford High School to receive 4th year science credit to meet graduation requirements. Although, the process can be confusing, have no fear. Ms. Jackson, Ms. Huffman, and myself will offer guidance in this process and make sure that paperwork is completed in time.

**DSCC vs. High School Course:** Your child is now enrolled in a DSCC course, not only a high school course. Therefore, it will be taught the same way it would be taught on a DSCC campus. There are major differences between a high school and college course and, as true of all college courses, does require a high level of student responsibility and maturity. I have highlighted some of those differences below. Please read and sign the form on the next page to indicate that you understand and agree with the terms of this course. The requirements below are standards for all DSCC courses taught on a DSCC campus. I just thought it was important to point them out before the semester gets started. For more information on these differences, please view my website under course expectations under Dual Biology tab.

**REQUIRED TEXTS AND MATERIALS:**

* Biology: Concepts and Investigations 2nd edition by Mariëlle HoefnagelsISBN: 0073403474
* College text books can and are expensive. It is recommended to find used versions of the textbook or even renting them from various sources online (i.e. amazon, ebay, ValoreBooks, Alibris,etc…)

\*\*CentralBookDiscount has them for less than 20 dollars shipping and all.

**TUITON:** None (make sure to turn in your waivers and filled out FAFSA). Tuition for 8 credit hours at DSCC would cost you $1,365.50

**LAB FEES:** $30.00 for the Year. Cash or Checks made payable to Munford Biology Lab Fees. Fees are to enable your child to experience the same wet labs that a DSCC student would and help cover the cost of possible field trips.

**Extras:** Paper Towels, Clorox wipes and Paper are always a welcome classroom donation.

With all that said, I know that we will have a great year…and maybe even convert a few non-science majors to pre-med☺

Please sign below to indicate that you have read this document, understand and agree with it. If you ever have questions at please feel free to set up a meeting or contact me at [aaitken@tipton-county.com](mailto:aaitken@tipton-county.com)

**Parent Student Contract**

**Biology 1110/1120**

**2017-2018**

**Munford High School**

By signing below, you agree to the terms listed in the Course Contract and Couse Syllabus

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**As a DSCC course:**

1. Students will only meet during scheduled DSCC class hours. These blocks of time have been entered into your child’s high school schedule to accommodate the A/B schedule so they will attend this course during 1A class.
2. Your child is considered a DSCC college student during these times. Neither Munford high school nor Mr. Alex Aitken are responsible for your child during this class time. If you feel as though your son/daughter is not mature enough to handle this responsibility or you cannot trust your son/daughter to use this time productively, then he/she should not be enrolled in this course.
3. This course will follow the DSCC Calendar below.

-Fall semester: August 28- December 18 (NOTE: DSCC will end before high school for fall)

-Spring semester: Jan 17th –May6th (NOTE: DSCC will start AND end before high school for spring)

1. Under FERPA law, **you will not have access** to your child’s grades or attendance. However, being that the class is dual credit, you will still have access to your child’s Skyward account.
2. Your child’s grades will be posted in the DSCC D2L system weekly as well as Skyward. Only they have the password (to D2L) and may share it with you. But I CAN NOT.

**Course Content:** This course covers much of the same material as their freshman or sophomore biology course; therefore, if your child attends class and keeps up with assignments there is NO REASON he/she should fail the course. **If your child has demonstrated a lack of effort or maturity in previous science courses, I would strongly recommend removing your child from this course.**

* Although a lot of the same topics will be covered as in their high school biology course, they will be housed in a completely different structure and contextualized to reflect real world issues and problem solving skills. Below are the BIOL 1110 and 1120 course rational as stated in by the DSCC Science committee.

*BIOL 1110 General Biology I. An introduction to the nature of science, the characteristics of life, the molecular and cellular basis of life, genetics, reproduction, and development. An emphasis will be placed on how these topics are related to current issues and problems facing modern society.*

*In the 21st century, molecular biology will change our lives in ways that we cannot yet even begin to predict. It will affect the food we eat, how we maintain health and treat disease, what we know about our children before they are born, our understanding of our relationships to all living things, our sense of what it means to be human.*

*All of our students need to be prepared to deal with these changes, including the students who are not majoring in biology. BIOL 1110 and 1120 is a challenging course and will push your child to develop critical time management skills, study habits, and most importantly teach your child how he/she learns.*

*One of the primary focuses of BIOL 1110 is the development of the skills that will enable our students to think critically and evaluate the flood of new information that the tools of molecular biology are making possible. To do this, they must have a foundation of general knowledge about cell biology. In addition, they must also learn about the techniques of molecular biology and their practical applications, how these applications will affect them, and the "current issues and problems facing modern society" that relate to these applications.*

**Dissections:** Your child will be required to survey the living kingdoms in the spring semester course BIOL 1120 which includes several dissections. Although a student may be excused from doing the dissection, they must be able to observe and complete all lab questions. A separate syllabus will be given to students in December for the spring course.

**Couse Rational:** This primary focus of this course is to produce scientifically literate members of society who one day may be voting on medical issues related to me or you! This course should be challenging, but not impossible and is designed to be both engaging and thought provoking.

Please review the high school vs. college table I have included in the course syllabus. I do know that for most students this will be their first college course. The course is structured to give the students a few weeks to get in the groove of the course.

* + **Course Web Site** - elearn.dscc.edu and/or aaitken.weebly.com
  + **Access to PRINTING or FLASH DRIVE:** All course materials will be located in Blackboard and on the class website. I WILL NOT print out anything for you that is posted on Blackboard or class website. For lecture you have two options:
    - Print lecture power points at home or in the library but can be a HUGE waste of paper
    - Open power point file in class. Take notes in power point. Save file and access later for studying
    - All homework and essay are to be typed and submitted online in D2L

Differences between High School and Collegiate Students

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| **PERSONAL FREEDOM** | |
| **High School** | **College** |
| * High school is ***mandatory*** and ***free****,* unless you choose other options | * College is ***voluntary*** and ***expensive***. |
| * Your time is usually structured by others. | * You manage your own time. |
| * You need permission to participate in extracurricular activities. | * You must decide whether to participate in extracurricular activities. * Choose wisely in the first semester and add more later. |
| * You need money for special purchases and/or events. | * You need money to meet basic necessities. |
| * You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. | * You will be faced with a large number of moral and ethical decisions you have not had to face previously. **You** must balance your responsibilities and set priorities. |
| * **Guiding Principle:** You will usually be told what your responsibilities are and corrected if your behavior is out of line. | * **Guiding Principle:** You're old enough to take responsibility for what your do and don't do, as well as the consequences of your decisions. |

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| **CLASSES** | |
| **High School** | **College** |
| * Each day you proceed from one class directly to another. | * You often have hours between classes; class times vary throughout the day and evening. |
| * You spend 6 hours each day-30 hours a week-in class. | * You spend 12 to 16 hours each week in class. |
| * The school year is 36 weeks long; some classes extend over both semesters and some do not. | * The academic year is divided into two separate 16 -week semesters. |
| * Most of your classes are arranged for you. | * You arrange your own schedule in consultation with your academic advisor. Schedules tend to look lighter than they really are. |
| * Teachers carefully monitor class attendance. | * Professors may not formally take roll, but they are still likely to know whether or not you attended. |
| * Classes generally have no more than 35 students. | * Classes may number 100 students or more. |
| * You are provided with textbooks at little or no expense. | * You need to budget substantial funds for textbooks, which will usually cost more than $200 each semester. |
| * You are not responsible for knowing what it takes to graduate. | * Graduation requirements are complex and differ for different majors and sometimes different years. You are expected to know those that apply to you. |

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| **INSTRUCTORS** | |
| **High School** | **College** |
| * Teachers check your completed homework. | * Professors may not always check completed homework, but they will assume you can perform the same tasts on tests. |
| * Teachers remind you of your incomplete work. | * Professors may not remind you of incomplete work. |
| * Teachers approach you if they believe you need assistance. | * Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. |
| * Teachers are often available for conversation before, during, or after class. | * Professors expect and want you to attend their scheduled office hours. |
| * Teachers have been trained in teaching methods to assist in imparting knowledge to students. | * Professors have been trained as experts in their particular areas of research. |
| * Teachers provide you with information you missed with you were absent. | * Professors expect you to get from classmates, any notes from classes you missed. |
| * Teachers present material to help you understand the material in the textbook. | * Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect **you** to relate the classes to the textbook readings. |
| * Teachers often write information on the board to be copied in your notes. | * Professors may lecture non-stop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must. |
| * Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. | * Professors expect you to think about and synthesize seemingly unrelated topics. |
| * Teachers often take time to remind you of assignments and due dates. | * Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded. |

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| **STUDYING** | |
| **High School** | **College** |
| * You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute preparation. | * You need to study at least 2 to 3 hours outside of class for each hour in class. |
| * You often need to read or hear presentations only once to learn all you need to learn about them. | * You need to review class notes and text material regularly. |
| * You are expected to read short assignments that are then discussed, and often re-taught in class. | * You are assigned substantial amounts of reading and writing which may not be directly addressed in class. |
| * **Guiding Principle:** You will usually be told in class what you need to learn about them. | * **Guiding Principle:** It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so. |

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| **TESTS** | |
| **High School** | **College** |
| * Testing is frequent and covers small amounts of material. | * Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. |
| * Makeup tests are often available. | * Makeup tests are seldom an option; if they are, you need to request them. |
| * Teachers frequently rearrange test dates to avoid conflict with school events. | * Professors in different course usually schedule tests without regard to the demands of other courses or outside activities. |
| * Teachers frequently conduct review sessions, pointing out the most important concepts. | * Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions. |
| * Mastery is seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve. | * Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems. |

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| **GRADES** | |
| **High School** | **College** |
| * Grades are given for most assigned work. | * Grades may not be provided for all assigned work. |
| * Consistently good homework grades may help raise your overall grade when test grades are low. | * Grades on tests and major papers usually provide most of the course grade. |
| * Extra credit projects are often available to help you raise your grade. | * Extra credit projects cannot, generally speaking, be used to raise a grade in a college course. |
| * Initial test grades, especially when they are low, may not have an adverse effect on your final grade. | * Watch out for your **first tests**. These are usually "wake-up calls" to let you know what is expected; they may also account for a substantial part of your course grade. You may be shocked when you get your grades. If you receive low grades, see your professor, academic advisor, or take advantage of tutoring services on campus, such as The Learning Center, The Writing Center, or Math Lab. |
| * You may graduate as long as you have passed all required courses with a grade of D or higher. | * You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or a C. |
| * **Guiding Principle:** "Effort Counts". Courses are usually structured to reward a "good-faith effort". | * **Guiding Principle:** "Results Count". Though "good-faith effort" is important in regard to the professor's willingness to help you ***achieve*** good results, it will not ***substitute*** for results in the grading process. |