



INSTRUCTIONAL PACKAGE

BIO 202

Botany

Fall 2018- Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 2018-2019

COURSE PREFIX: BIO 202

COURSE TITLE: Botany

CONTACT HOURS: 3-3

CREDIT HOURS: 4

RATIONALE FOR THE COURSE:

BIO 202 introduces students to the terminologies and fundamentals of higher plant anatomy, morphology, organization, growth and development, physiology and reproduction. The student will explore the interrelationships of plant form and plant metabolism and develop a greater appreciation for plants in the environment.

COURSE DESCRIPTION:

This course is a study of cells, tissue, structure, growth, development, organization, energetics, and physiology of plants. This course is transferable to public senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement.

PREREQUISITES/CO-REQUISITES:

BIO 101 Minimum Grade of C or Credit level BIO 101 Minimum Grade of TC

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

For Hybrid/Online Students Only: Each student will be required to view an orientation PowerPoint presentation during the first week of class. This presentation can be found on the course homepage in D2L under News. After viewing the presentation, all online students must complete the orientation quiz which can be found under the dropdown assignment menu. A student will not be considered officially enrolled in the course until the presentation has been viewed and the quiz completed with a 100% score. Any submitted work from the student including discussion posts, assignments, etc. will not be given a grade until the presentation has been viewed and the quiz has been submitted. Failure to view the presentation and take the quiz before midnight on the last day to add/drop classes will result in the student being automatically dropped from the course.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

ACADEMIC DISHONESTY:

All forms of academic dishonesty, as outlined in the Student Code in the HGTC catalog, will NOT be tolerated and will result in disciplinary action. Anyone caught cheating or committing plagiarism (Defined in the code as: “The appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit”) will be given a grade of a zero for that assignment and reported to the Senior VP of Academic Affairs, in accordance with the student handbook. A second offense will result in the student being withdrawn from the course with a “WF” and charges being filed with the Chief Student Services Officer.

Part II: Student Learning Outcomes

Lecture Student Learning Outcomes:

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

UNIT 1

Defining plant biology and relating botany to other sciences.

Defining various plant studies (anatomy, taxonomy, ecology, etc.).

Discussing the differences between protons, neutrons and electrons.

Identifying the characteristics of living things.

Defining matter.

Showing how protons and electrons interact to give the specific properties of each of the elements.

Distinguishing between the atomic mass and the atomic number.

Identifying the types of chemical bonds.

Distinguishing ions, molecules, and compounds.

Examining the major classes of organic molecules: carbohydrates, lipids, proteins and nucleic acids.

Discussing the role and function of enzymes in plant metabolism.

UNIT 2

Comparing and contrasting the prokaryotic cell with the eukaryotic cell.

Labeling the structures of a typical plant cell and describing their functions.

Defining active transport, passive transport, selective permeability, hydrophilic, and hydrophobic.

Defining karyokinesis and cytokinesis.

Identifying the stages of mitosis and outlining the events that occurs in each stage.

Explaining the phragmoplast and its function.

Comparing the structure and function of DNA and RNA.

Outlining the process of DNA replication.

Outlining the sequence of events in the synthesis of RNA and in the synthesis of a protein.

UNIT 3

Comparing parenchyma tissue with collenchyma tissue and parenchyma tissue with sclerenchyma tissue.

Comparing fibers, tracheids and vessel elements with regard to structure and function.

Illustrating the cellular components of the phloem.

Illustrating and labeling a cross-section of a typical dicot leaf, a cross-section of a typical monocot leaf, and a typical gymnosperm leaf.

Defining xerophyte, mesophyte, and hydrophyte.

Labeling and explaining a diagram of a longitudinal section of a root.

Identifying tissues originating in the primary meristems of the root tip.

Labeling a diagram of a cross-section of a typical dicot root made in the region of primary tissues.

Labeling a diagram of a cross-section of a typical monocot root.

Comparing and contrasting longitudinal sections of the apical meristems of both the root and shoot.

Labeling a diagram of a cross-section of a typical dicot stem in the region of primary tissues.

Labeling a diagram of a longitudinal section of the stem apical meristem.

Comparing and contrasting the root and the shoot.

Defining secondary tissue and bark.

Comparing the inner bark with the outer bark.

Labeling a diagram of the periderm.

Labeling a diagram of 1-, 2-, or 3-year old wood stem and locating the primary xylem and primary phloem.

Labeling a diagram of a cross-section of a monocot stem and a diagram of a typical monocot vascular bundle.

Comparing the monocot vascular bundle with the vascular bundle of an herbaceous dicot stem.

Identifying and describing the cells of the epidermis.

Explaining the origin and function of the stomatal apparatus in the epidermis.

Distinguishing between long hairs and microhairs in the epidermis.

Identifying the leaf sheath and the leaf blade.

Explaining the root in terms of its origin, when initiated and its elongation.

Distinguishing between cuticular, lenticular, and stomatal transpiration.

Explaining the mechanism for the opening and closing of the stoma.

UNIT 4

Defining gamete, zygote, fertilization, haploid, diploid, and homologous pair.

Comparing mitosis and meiosis, including all phases.

Explaining alteration of generations.

Distinguishing between Meiosis I and Meiosis II.

Explaining o gamete formation; o gamete formation.

Labeling a diagram of a mature embryo sac.

Defining double fertilization.

Identifying parts of a flower, seed and fruit.

Defining coleoptile, palea, prophyll, rachis, rachilla, glume, lemma, lodicule, anthesis, endosperm, scutellum, epiblast, main embryonic axis, coleoptile, coleorhiza, caryopsis, pericarp, embryo, apomixes.

Labeling a diagram of a caryopsis.

Explaining the formation of both the embryo and endosperm.

Contrasting the growth of the root and shoot during the germination process of the monocot with that of the dicot.

Defining inflorescence, culm, floral primordia, vegetative primordia, ridges and knobs, spikelet, glume,

lodicule.

Defining triple fusion, double-fertilization, endosperm, pollen grain, embryo, zygote.

UNIT 5

Explaining the processes of diffusion, osmosis, plasmolysis, active transport, passive transport and imbibition.

Explaining the pressure flow hypothesis and cohesion-tension theory.

Contrasting growth, differentiation, and development.

Distinguishing among nutrients, vitamins, and plant hormones.

Defining photoperiodism and distinguishing among short-day, long-day, intermediate-day and day-neutral plants.

Defining dormancy and stratification, including examples.

Contrasting the generalized equations of photosynthesis and respiration.

Explaining the reactions of photosynthesis and respiration.

Distinguishing between aerobic respiration and fermentation.

Comparing assimilation and digestion.

UNIT 6

Identifying the components of a DNA molecule and explain the function of DNA.

Outlining how DNA replicates.

Outlining the steps and functions of transcription and translation.

Explaining Mendel's laws of independent assortment and segregation of genes.

Showing the ratios of the offspring in the first two generations from a monohybrid and a dihybrid cross.

Distinguishing between genotype/phenotype and heterozygous/homozygous.

Solving simple genetics problems involving dominance and incomplete dominance.

Explaining the Hardy-Weinberg law.

Explaining breeding methods.

Outlining the steps involved in creating a transgenic plant.

Lab Student Learning Outcomes:

Learning outcomes for the lab portion of this course are the Objectives given for each lab in the manual and can be found at the start of each lab. They include hands-on items such as identification of lab equipment, models and specimens on slides, and the use of microscopes and lab equipment.

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

DEPARTMENT OF NATURAL SCIENCES GRADING POLICY

Your grade for this course will be determined solely on the basis of the criteria outlined below. Students will not be allowed to substitute other activities (reports, homework, etc.) to count in place of any of the stated criteria (this means there will be NO extra credit offered).

As the tests/exams given in this course are designed to measure the extent to which you have mastered course materials, students should not expect there to be any “curving” of grades.

EVALUATION*

Lecture	75%
Labs	<u>25%</u>
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

Withdrawal before the sixth day of the term is considered a “drop” and will not show on the official transcript. Withdrawal from the sixth day of the term through the two-thirds point of the term results in a grade of “W.” Students who withdraw after the two-thirds point will receive either a grade of a “W” (if passing the course at the time of withdrawal), or the course instructor can assign a grade of “WF” (if the student is not passing the course at the time of withdrawal). Students should discuss their withdrawal plans and the grade they will receive with their instructor prior to withdrawal.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors.

At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor’s Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Lecture Attendance:

For a 15 week course (fall and spring), the allowed number of absences for a MW or TR class is as follows: 4 absences are allowed for lecture, regardless of reason. For a lecture class that meets once a week, the allowed number of absences is two (2). When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF. **Remember, an absence is an absence, no matter if it is excused or not!**

Lab Attendance:

Students are allowed one (1) lab absence for a lab that meets weekly. When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF.

Online/Hybrid Attendance:

Students enrolled in distance learning courses (hybrid and online) are required to maintain contact with the instructor on a regular basis to be counted as "in attendance" for the course. All distance learning students must participate weekly in an Attendance activity in order to demonstrate course participation. Students showing no activity in the course for two weeks (these weeks do not need to be consecutive) will be withdrawn due to lack of attendance.

Lab Attendance for Hybrid Courses:

Students in hybrid classes in which labs only meet 5 or 6 times during the semester, must attend **all** lab sessions for its entirety. Failure to attend **one** lab will result in immediate withdrawal. Students in hybrid classes where labs meet every week, you are allowed **one** lab absence. When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF.

Part V: Student Resources

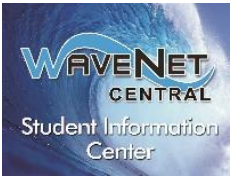


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu