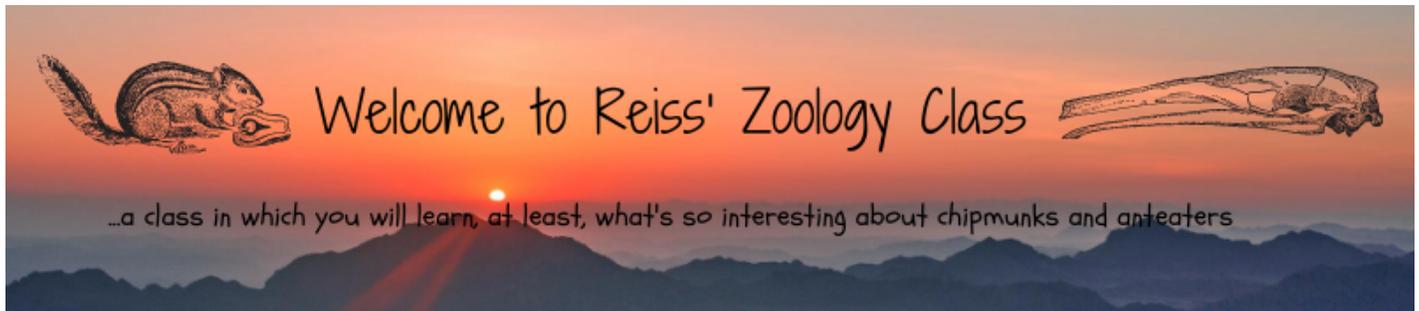


S

Fall 2025

General Zoology with Lab



i

Course Information

Semester & Year: **Fall 2025**

Course ID & Section #: **BIOL4, E9335**

Instructor's name: **Dr. Karen Reiss**

Day/Time of required meetings: **LECTURES M/W 8:30-9:35; LABS T/Th 10-1:10**

Location: **LECTURES SCI 210; LABS SCI 102**

Course units: **4**

✉

Instructor Contact Information

Office location: **SCI 216B**

Office hours: **TBD and by appointment**

Phone number: **707-476-4220**

?

address: karen-reiss@redwoods.edu (<mailto:karen-reiss@redwoods.edu>) but **PLEASE use the Messaging function through your Canvas Inbox to contact me.**





Required Material

- **Hickman et al., *Integrated Principles of Zoology, 19th Ed. WITH CONNECT ACCESS*** is your main textbook for the course. You will need access to the book's *Connect* website for weekly quizzes. The most inexpensive option is to purchase *Connect* with the eBook. If you **click on *Connect* in Canvas** you should be taken to their website where you can make your purchase. You can also purchase access through the bookstore but for some reason this usually takes longer to process.
- **Smith and Schenk, *Exploring Zoology 3rd Edition*** is your main resource for labs. You must bring it to lab almost every day. Used paper copies are fine. The eBook is fine but only if you have a tablet. Do not try to use the eBook on a phone.
- You will also want a fat **3-ring binder** for lab notes, maybe a separate **3-punch spiral** notebook for lecture, some **colored pencils** or pens, and eventually, a **lab coat** or scrubs and a **box of nitrile gloves**.



Catalog Description

A course intended for majors, covering the comparative structure, function and evolution of animal phyla and non-photosynthetic, single-celled, eukaryotic taxa. Topics include phylogeny, development, morphology, physiology, and behavior, as well as principles of evolution, mechanisms of evolutionary change, and speciation.



Course Student Learning Outcomes

- Explain the essential elements of animal life, major hypotheses for animal evolutionary history, and mechanisms for the diversification of animal life.
- Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of animals as well as selected non-photosynthetic unicellular eukaryotes.
- Evaluate the ecological relationships of animals to each other and their environments.



- Describe, identify key characteristics, and classify representative specimens to Phylum, or when appropriate, lower taxonomic levels.
- Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of animals.



Course Organization

The course is organized into three units. Unit 1 covers fundamentals of animal biology, Unit 2 focuses on the evolution of the invertebrate animals and animal organ systems, and Unit 3 focuses on vertebrate evolution, structure, and function.

Each week we will typically cover two topics in lecture and have two lab assignments and have one online quiz. Lectures are mandatory...you will not pass the class if you miss lectures. Labs usually reflect directly on the lecture material. The topics for each day's lecture and lab are on your paper schedule. Most lab assignments are in the *Exploring Zoology* lab manual but a few are based on handouts posted on *Canvas* or other resources. At the end of each week I'll post an online *Connect* quiz on *Canvas* that will provide a low-stakes assessment of your learning and retention. *You only get one shot at each quiz*, so be sure to review the week and have all your notes handy before you take it.

I highly recommend that you create a schedule in which you pace your prep and review time. This is a high content course meant to prepare you for more advanced work in biology. We will talk a lot about study strategies, but in general I recommend:

- Come to lecture Monday and take good notes.
- Do the reading for Monday's lecture *after* lecture. Read for the story and what resonates with the lecture.
- Skim Tuesday's lab assignment, read the introduction thoroughly, and familiarize yourself with the required terminology.
- Come to Tuesday's lab, follow directions carefully, thoughtfully answer all embedded questions, and quiz each other on the required taxonomic and anatomical terminology.
- Repeat for the second lecture/lab combo of the week.
- Review your lecture and lab notes.
- Take your quiz.

Creating a well-paced study schedule will help you see the big picture and facilitate the retention of new material from short-term to long-term memory. This will save you time and make you more successful in the long run.



If something *serious* comes up and you can't take your quiz or exam, *talk to me*. For quizzes, I can give you a time extension. For exams, ***you must contact me BEFORE the exam begins AND have a serious and verifiable excuse*** to qualify for a makeup exam:

- **Contact me** by leaving a message on email or phone voicemail.
- **Serious excuses include** emergency room visits, quarantine due to contagious infectious disease, and deaths in the family.
- **Verifiable** means you have a doctor's note, a police report, or some other form of evidence.

Make up writtens will be just like your classmate's but make up practicals will be a face-to-face oral exam with me.



Prerequisites / Co-requisites / Recommended Preparation

None.



Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

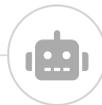
able services include extended test time, quiet testing environments, academic
 ance and tutoring through the [LIGHT Center](https://www.redwoods.edu/services/sass/light.php) ,
<https://www.redwoods.edu/services/sass/light.php>), counseling and advising, alternate formats,
 of course materials (e.g. audio books or E-texts), assistive technology, learning disability 

assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](https://www.redwoods.edu/services/sass/index.php)  (<https://www.redwoods.edu/services/sass/index.php>).

If you are unsure whether you qualify, please contact SASS for a consultation: SASS@redwoods.edu (<mailto:SASS@redwoods.edu>).

SASS Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113



AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that **AI cannot be used at any point in the completion of class assignments unless the student is explicitly requested to do so in the written language of the assignment.** Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.



Academic Integrity

Truth matters! Cheating sucks!

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may



be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500 \(https://go.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=C9RVCG801790\)](https://go.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=C9RVCG801790)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog \(https://www.redwoods.edu/academics/catalog.php\)](https://www.redwoods.edu/academics/catalog.php) and on the [College of the Redwoods website \(https://www.redwoods.edu/\)](https://www.redwoods.edu/).

A couple of common pitfalls:

- Many students don't realize that complicity...allowing or encouraging cheating...is as bad as being the one doing the cheating.
- Many students don't understand that using a Wikipedia or ChatGPT-type answer...even if cited...is plagiarism.
- Many students don't realize that we professors KNOW that companies like Chegg will allow you to pay for access to answers to questions in popular textbooks like your lab manual. Not only is this cheating, but their answers typically suck!



Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](https://redwoods.elumenapp.com/catalog/2024-2025/home) [↗](https://redwoods.elumenapp.com/catalog/2024-2025/home) and [CR Board and Administrative Policies](https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies) [↗](https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies).

Disclaimer

The information contained in this syllabus is subject to change at the discretion of the instructor. We strive to stick to the schedules and policies outlined in this document but foreseeable circumstances may yield a need for updates or changes to the course. You will be notified of any syllabus changes.

