HOW TO TAKE A FANKHAUSER MICROBIOLOGY COURSE
David B. Fankhauser, Ph.D., Professor of Biology/Chemistry
U.C. Clermont College, Batavia, OH 45103
20 August 2015

CELL PHONES: Turn off your cell phones and put them away! AND PLEASE...no texting during class.

Completion of one year of college-level biology and lab (or A&P) is required for enrollment in this course. If you have not met this requirement, see the instructor immediately. Course work in chemistry and mastery of algebra are also critical.

STUDY HABITS: COMPLETE READING ASSIGNMENTS PRIOR TO CLASS: To benefit maximally from this college course, you must possess the requisite study habits. Disciplined completion of assigned reading before each lecture will improve your comprehension, allow us more freedom for class discussions and increase our joy in learning. Slacking off until test time turns otherwise interesting assignments into drudgery.

ATTENDANCE is crucial and I record attendance. Missing even one class will put you out of synchrony with the class, short-change your education and doubtless cost you points on the next test. (Missed pre-lab quizzes cannot be made up.)

CLASS NOTES: Do not attempt to write down lecture material verbatim. Instead, concentrate on these elements:
- **title your notes** each day or new major topic section accurately with CAPITALS at the left-most margin.
- **words**: Copy all words which are written on the board, correctly spelled. Leave space in your notes for explanations.
- **definitions** should be carefully copied. Label all structures, processes or effects mentioned in lecture.
- **text book** should be brought to each class. We use its illustrations and tables. Highlight key features in your text.
- **wordstems** should be compiled on the last page of your notebook with their meanings. Memorize the new ones prior to each quiz or test. Note that these will comprise around 25% of each quiz. (See attached cumulative list.)

**PARTICIPATE IN CLASS:** Do not be afraid to speak up. Offer answers to questions posed, ask your own questions. Challenge me and my statements. This participation in class is critical to the proper functioning of the class.

**REWORK YOUR NOTES AFTER EACH CLASS:** Spend 15 minutes soon after each class to reread the day's draft lecture notes. Compare with your text. "Flesh out" skimpy material with detail while it is fresh in your mind. When I call for questions at the beginning of each class, be prepared with questions to ask from your reread notes.

**STUDENT GROUPS** are extremely helpful in the learning process. See separate handout, and earn 50 points or more!

**STUDENT NUMBER:** To ease collating and entering grades, I assign student numbers in each class according to alphabetical order. All material which you hand in should carry your name and this number. Thanks.

**QUIZZES (regularly scheduled) and EXAMS** (Midterm and Final) are made as comprehensive as possible, including questions from lab activities. They consist of:
- **essays, problems or illustrations** of key concepts, 3-5 points:
  - Quizzes (~50 pts) 1-2
  - Exams (~150 pts) 8-10
  - Exam Open NBook 2-4
- **wordstems**, 1 point each:
  - Quizzes (~50 pts) 15
  - Exams (~150 pts) 15-25
- **fill-in-the-blanks**, 2 or occasionally 3 points each:
  - Quizzes (~50 pts) 8-12
  - Exams (~150 pts) 18-20
  - Exam Open NBook 20
- **brief illustrations**, 2 or 3 points each:
  - Quizzes (~50 pts) 2-3
  - Exams (~150 pts) 5-7
  - Exam Open NBook 2-4

When I hand back tests, I will project the KEY. Questions missed by many will be circled, and asked on the next test.

**LAB NOTEBOOKS** are graded twice and indicate your success in the lab, worth up to 130 pts each. Late? -10%/week.

**GRADE SLIPS** are distributed each time graded material is returned. These reflect both the grade on the material, and your cumulative grade in the course. Tape each one inside the back cover of your notebook and earn one point each.

**YOUR GRADE** in the course will be based upon a summation of all points awarded on quizzes (30%), lab notebooks (30%), midterm & final (16% each), pop quizzes (4%) and study groups (4%). A class histogram is used to determine the class median, equivalent to ~85% for my sophomore classes. Final grades are assigned based on the decimal system:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- <60% = failing.

Within a given range, lower 1/3rd = “-”, upper 1/3rd = “+”, *i.e.:* 80-83.3 = B-, 88.7-89.9 = B+, etc. Please do not phone me for your grade.

**HONOR CODE:** I assume that students will support the honor code during testing. The class shares the responsibility of protecting the integrity of the testing process. Please tell me if the honor system is being abused. (Names of offenders need not be given.) **Make-up tests or quizzes** are given only in the event of a valid excuse, and should be rescheduled and taken before they are returned to the class. There is a 5% deduction on unexcused make-ups.

**Unsatisfactory quiz scores?** See me to review your study habits (listed above). You may also seek help from the Learning Lab: take your quizzes, notes & books. They will help you, and may provide tutoring where appropriate.

**If you cannot complete the quarter**, you must officially drop the course. I will sign drop slips with a WP (without prejudice) prior to the third quiz. Failing students (<60%), who drop after the third quiz receive a WF.

**DO A JOB OF WHICH YOU ARE PROUD.**

I GUARANTEE THAT WE WILL ALL HAVE A GOOD TIME IN THE PROCESS.
HOW TO TAKE A FANKHAUSER MICROBIOLOGY COURSE
David B. Fankhauser, Ph.D., Professor of Biology/Chemistry
U.C. Clermont College, Batavia, OH 45103
20 August 2015

CELL PHONES: Turn off your cell phones and put them away! AND PLEASE...no texting during class.

Completion of one year of college-level biology and lab (or A&P) is required for enrollment in this course. If you have not met this requirement, see the instructor immediately. Course work in chemistry and mastery of algebra are also critical.

STUDY HABITS: COMPLETE READING ASSIGNMENTS PRIOR TO CLASS: To benefit maximally from this college course, you must possess the requisite study habits. Disciplined completion of assigned reading before each lecture will improve your comprehension, allow us more freedom for class discussions and increase our joy in learning. Slacking off until test time turns otherwise interesting assignments into drudgery.

ATTENDANCE is crucial and I record attendance. Missing even one class will put you out of synchrony with the class, short-change your education and doubtless cost you points on the next test. (Missed pre-lab quizzes cannot be made up.)

CLASS NOTES: Do not attempt to write down lecture material verbatim. Instead, concentrate on these elements:
- **title your notes** each day or new major topic section accurately with CAPITALS at the left-most margin.
- **words:** Copy all words which are written on the board, correctly spelled. Leave space in your notes for explanations.
- **definitions** should be carefully copied. Label all structures, processes or effects mentioned in lecture.
- **text book** should be brought to each class. We use its illustrations and tables. Highlight key features in your text.
- **wordstems** should be compiled on the last page of your notebook with their meanings. Memorize the new ones prior to each quiz or test. Note that these will comprise around 25% of each quiz. (See attached cumulative list.)

**PARTICIPATE IN CLASS:** Do not be afraid to speak up. Offer answers to questions posed, ask your own questions. Challenge me and my statements. This participation in class is critical to the proper functioning of the class.

**REWORK YOUR NOTES AFTER EACH CLASS:** Spend 15 minutes soon after each class to reread the day's draft lecture notes. Compare with your text. "Flesh out" skimpy material with detail while it is fresh in your mind. When I call for questions at the beginning of each class, be prepared with questions to ask from your reworked notes.

**STUDY GROUPS** are extremely helpful in the learning process. See separate handout, and earn 50 points or more!

**STUDENT NUMBER:** To ease collating and entering grades, I assign student numbers in each class according to alphabetical order. All material which you hand in should carry your name and this number. Thanks.

**QUIZZES (regularly scheduled) and EXAMS** (Midterm and Final) are made as comprehensive as possible, including questions from lab activities. They consist of:

<table>
<thead>
<tr>
<th><strong>essays, problems or illustrations</strong> of key concepts, 3-5 points:</th>
<th><strong>Quizzes (~50 pts)</strong></th>
<th><strong>Exams (~150 pts)</strong></th>
<th><strong>Exam Open NBook</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>essays, problems or illustrations of key concepts, 3-5 points:</td>
<td>1-2</td>
<td>8-10</td>
<td>2-4</td>
</tr>
<tr>
<td>wordstems, 1 point each:</td>
<td>15</td>
<td>15-25</td>
<td>20</td>
</tr>
<tr>
<td>fill-in-the-blanks, 2 or occasionally 3 points each:</td>
<td>8-12</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>brief illustrations, 2 or 3 points each:</td>
<td>2-3</td>
<td>5-7</td>
<td>2-4</td>
</tr>
</tbody>
</table>

When I hand back tests, I will project the KEY. Questions missed by many will be circled, and asked on the next test.

**LAB NOTEBOOKS** are graded twice and indicate your success in the lab, worth up to 130 pts each. Late? -10%/week.

**GRADE SLIPS** are distributed each time graded material is returned. These reflect both the grade on the material, and your cumulative grade in the course. Tape each one inside the back cover of your notebook and earn one point each.

**YOUR GRADE** in the course will be based upon a summation of all points awarded on quizzes (30%), lab notebooks (30%), midterm & final (16% each), pop quizzes (4%) and study groups (4%). A class histogram is used to determine the class median, equivalent to ~85% for my sophomore classes. Final grades are assigned based on the decimal system:

- 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60% = Failing

Within a given range, lower 1/3rd = "-", upper 1/3rd = "+", i.e.: 80-83.3 = B-, 88.7-89.9 = B+, etc. Please do not phone me for your grade.

**HONOR CODE:** I assume that students will support the honor code during testing. The class shares the responsibility of protecting the integrity of the testing process. Please tell me if the honor system is being abused. (Names of offenders need not be given.) Make-up tests or quizzes are given only in the event of a valid excuse, and should be rescheduled and taken before they are returned to the class. There is a 5% deduction on unexcused make-ups.

**Unsatisfactory quiz scores?** See me to review your study habits (listed above). You may also seek help from the Learning Lab: take your quizzes, notes & books. They will help you, and may provide tutoring where appropriate.

If you cannot complete the quarter, you must officially drop the course. I will sign drop slips with a WP (without prejudice) prior to the third quiz. Failing students (<60%), who drop after the third quiz receive a WF.

**DO A JOB OF WHICH YOU ARE PROUD.**

I GUARANTEE THAT WE WILL ALL HAVE A GOOD TIME IN THE PROCESS.
HOW TO TAKE A FANKHAUSER MICROBIOLOGY COURSE

David B. Fankhauser, Ph.D., Professor of Biology/Chemistry
U.C. Clermont College, Batavia, OH 45103
20 August 2015

CELL PHONES: Turn off your cell phones and put them away! AND PLEASE...no texting during class.

Completion of one year of college-level biology and lab (or A&P) is required for enrollment in this course. If you have not met this requirement, see the instructor immediately. Course work in chemistry and mastery of algebra are also critical.

STUDY HABITS: COMPLETE READING ASSIGNMENTS PRIOR TO CLASS: To benefit maximally from this college course, you must possess the requisite study habits. Disciplined completion of assigned reading before each lecture will improve your comprehension, allow us more freedom for class discussions and increase our joy in learning. Slacking off until test time turns otherwise interesting assignments into drudgery.

ATTENDANCE is crucial and I record attendance. Missing even one class will put you out of synchrony with the class, short-change your education and doubtless cost you points on the next test. (Missed pre-lab quizzes cannot be made up.)

CLASS NOTES: Do not attempt to write down lecture material verbatim. Instead, concentrate on these elements:
- title your notes each day or new major topic section accurately with CAPITALS at the left-most margin.
- words: Copy all words which are written on the board, correctly spelled. Leave space in your notes for explanations.
- definitions of all key words should be filled out in detail as you rework your notes.
- drawings should be carefully copied. Label all structures, processes or effects mentioned in lecture.
- text book should be brought to each class. We use its illustrations and tables. Highlight key features in your text.
- wordstems should be compiled on the last page of your notebook with their meanings. Memorize the new ones prior to each quiz or test. Note that these will comprise around 25% of each quiz. (See attached cumulative list.)

PARTICIPATE IN CLASS: Do not be afraid to speak up. Offer answers to questions posed, ask your own questions. Challenge me and my statements. This participation in class is critical to the proper functioning of the class.

REWORK YOUR NOTES AFTER EACH CLASS: Spend 15 minutes soon after each class to reread the day's draft lecture notes. Compare with your text. "Flesh out" skimpy material with detail while it is fresh in your mind. When I call for questions at the beginning of each class, be prepared with questions to ask from your reread notes.

STUDY GROUPS are extremely helpful in the learning process. See separate handout, and earn 50 points or more!

STUDENT NUMBER: To ease collating and entering grades, I assign student numbers in each class according to alphabetical order. All material which you hand in should carry your name and this number. Thanks.

QUIZZES (regularly scheduled) and EXAMS (Midterm and Final) are made as comprehensive as possible, including questions from lab activities. They consist of:
- essays, problems or illustrations of key concepts, 3-5 points: 1-2, 8-10, 2-4
- wordstems, 1 point each: 15, 15-25
- fill-in-the-blanks, 2 or occasionally 3 points each: 8-12, 18-20, 20
- brief illustrations, 2 or 3 points each: 2-3, 5-7, 2-4

When I hand back tests, I will project the KEY. Questions missed by many will be circled, and asked on the next test.

LAB NOTEBOOKS are graded twice and indicate your success in the lab, worth up to 130 pts each. Late? -10%/week.

GRADE SLIPS are distributed each time graded material is returned. These reflect both the grade on the material, and your cumulative grade in the course. Tape each one inside the back cover of your notebook and earn one point each.

YOUR GRADE in the course will be based upon a summation of all points awarded on quizzes (30%), lab notebooks (30%), midterm & final (16% each), pop quizzes (4%) and study groups (4%). A class histogram is used to determine the class median, equivalent to ~85% for my sophomore classes. Final grades are assigned based on the decimal system:
- 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60% = failing.

Within a given range, lower 1/3rd = "-", upper 1/3rd = "+", i.e.: 80-83.3 = B-, 88.7-89.9 = B+, etc. Please do not phone me for your grade.

HONOR CODE: I assume that students will support the honor code during testing. The class shares the responsibility of protecting the integrity of the testing process. Please tell me if the honor system is being abused. (Names of offenders need not be given.) Make-up tests or quizzes are given only in the event of a valid excuse, and should be rescheduled and taken before they are returned to the class. There is a 5% deduction on unexcused make-ups.

Unsatisfactory quiz scores? See me to review your study habits (listed above). You may also seek help from the Learning Lab: take your quizzes, notes & books. They will help you, and may provide tutoring where appropriate.

If you cannot complete the quarter, you must officially drop the course. I will sign drop slips with a WP (without prejudice) prior to the third quiz. Failing students (<60%), who drop after the third quiz receive a WF.

DO A JOB OF WHICH YOU ARE PROUD.

I GUARANTEE THAT WE WILL ALL HAVE A GOOD TIME IN THE PROCESS.

Page 3