

Course Change Request

New Course Proposal

Date Submitted: 10/03/24 10:43 am

Viewing: **BIOL 410 : Biology and Society**

Last edit: 10/03/24 10:43 am

Changes proposed by: volmo

Are you completing this form on someone else's behalf?

No

Effective Term: Spring 2024

Subject Code: BIOL - Biology

Course Number: 410

Bundled Courses:

Is this course replacing another course? Yes

Old Course Number:
BIOL 301 - Biology and Society

Equivalent Courses:

Catalog Title: Biology and Society

Banner Title: Biology and Society

Will section titles vary by semester? Yes

In Workflow

1. **BIOL Undergraduate Representative**
2. **SC Curriculum Committee**
3. SC Assistant Dean
4. Assoc Provost- Undergraduate
5. Registrar-Courses
6. Banner

Approval Path

1. 10/21/24 11:10 am
Geraldine Grant
(ggrant1): Approved for BIOL Undergraduate Representative

Credits: 3

Schedule Type: Lecture

Hours of Lecture or Seminar per week: 3

Repeatable: May be repeated within term (RT)

Max Allowable Credits:

9

Default Grade Mode: Undergraduate Regular

Recommended Prerequisite(s):

BIOL103 and 75 credits, or permission of instructor

Recommended Corequisite(s):

Required Prerequisite(s) / Corequisite(s) (Updates only):

Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):

And/Or	(Course/Test Code	Min Grade/Score	Academic Level)	Concurrency?

Registration Restrictions (Updates only):

Registrar's Office Use Only - Registration Restrictions:

Field(s) of Study:

Class(es):

Level(s):

Degree(s):

School(s):

Catalog Description:

Biological problems facing society including pollution, cloning, emerging diseases, global warming, and overpopulation. Notes: Does not count as biology elective credit. May be repeated if topic is different.

Justification:

The course number is being changed from BIOL301 to BIOL410 to meet criteria for fulfilling Apex Mason core requirement. Our BIOL301 Biology and Society course previously met the synthesis requirement of the Mason core for previous catalog years.

Does this course cover material which crosses into another department? No

Learning Outcomes:

Will this course be scheduled as a cross-level cross listed section? No

Attach Syllabus

[Syllabus410Apex.pdf](#)

Additional Attachments**Staffing:**

This course is routinely taught by several faculty members in our department. Most recently, Drs. Malda Kocache, Arndt Laemmerzahl, Yuntao Wu have been consistently teaching this course.

Because of the breadth of this course, it could technically be taught by any faculty member in the biology department.

Relationship to Existing Programs:

Will replace BIOL301 as a Mason Core Apex course

Relationship to Existing Courses:

Will replace BIOL301 as the department's Apex course

Additional Comments:**Reviewer Comments**

BIOL 410 001 HIV/AIDS

Fall 2024

Class meets in West Hall room 1001 on Mondays and Wednesdays from 10:30 – 11:45 am

Dr. Malda Kocache

Office: Rm 1210 Exploratory Hall

Office Hours: Tuesdays and Thursdays 9:45 -11:15 am or online by appointment.

Phone: 703-993-104 I rarely check my voice mail so email is best 😊

Email: mkocache@gmu.edu, best way to reach me

NO TEXT

Power Points: On Blackboard: mymason.gmu.edu

REQUIRED: LAPTOP WITH WEBCAM (INTERNAL OR EXTERNAL) AND DOWNLOAD RESPONDUS LOCKDOWN BROWSER FROM BLACKBOARD FOR EXAMS.

“YOU HAVE WORKED HARD TO BE HERE. CONGRATULATIONS ON YOUR ACHIEVEMENTS AND WELCOME TO THE COURSE. I AM EXCITED YOU ARE HERE, AND I HOPE IT WILL BE A GREAT SEMESTER”

Course Description:

This course will cover many aspects of the HIV/AIDS pandemic. We will go over:

- history of the AIDS pandemic and discovery of the HIV virus
- Biological characteristics of HIV and it's replication
- Immune responses to HIV and immune destruction by the virus
- Epidemiology and Transmission of HIV
- HIV prevention and Prevalence in the world and the USA.

Course Learning Outcomes:

The Apex course aims to provide students with the opportunity to Integrate skills, abilities, theories, or methodologies gained across a Mason student's undergraduate education to explore complex issues in original ways. Communicate effectively the results of the student's work with awareness of audience, purpose, and context using an appropriate modality (for example: written, oral, visual, material, embodied, multimodal).

Upon completing an apex course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Connect issues in a given field to wider intellectual, community or societal concerns using perspectives from two or more disciplines
3. Apply critical thinking skills to: a. Evaluate the quality, credibility and limitations of an argument or solution using appropriate evidence or resources, OR,
4. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

Lecture Materials

PowerPoint slides and recorded Kaltura audio narration of the lectures will be made available on before the lecture, generally. Slides can be accessed via Blackboard . Access to Blackboard is on **MyMason**.

SYLLABUS

Date	Topic		What's Due
Aug 26	Introduction / Discovering HIV/AIDS		
Aug 28	Discovering HIV/AIDS		
Sep 2	Labor Day		
Sep 4	Origins of the AIDS Virus, Listen to Podcast		
Sep 9	Origins of the AIDS Virus		
Sep 11	Biological Characteristics of HIV		
Sep 16	Biological Characteristics of HIV		
Sep 18	Anti-HIV Therapy		
Sep 23	Anti-HIV Therapy		
Sep 25	Immunology of HIV/AIDS		
Sep 30	Immunology of HIV/AIDS		
Oct 2	Immunology of HIV/AIDS		
Oct 7	MIDTERM ONLINE		
Oct 9	Opportunistic Infections and HIV/AIDS		
Oct 14	Fall Break		
Oct 16	Opportunistic Infections of HIV/AIDS		
Oct 21	Testing for HIV		Movie Discussion Due
Oct 23	Biological Indicators for HIV Disease		
Oct 28	Biological Indicators for HIV Disease		Debate Topic Due
Oct 30	Epidemiology and Transmission		
Nov 4	Epidemiology and Transmission		
Nov 6	Preventing Transmission of HIV		
Nov 11	Preventing Transmission of HIV		
Nov 13	Prevalence of HIV/AIDS – AIDS and Society		
Nov 18	Prevalence of HIV/AIDS – AIDS and Society		
Nov 20	Class Debate		Grps A/B
Nov 25	Class Debate		Grps C/D
Nov 27	Thanksgiving Holiday		
Dec 2	Class Debate		Grps E/F
Dec 4	Class Debate		Grps G/H
Dec 9			
Dec 11	FINAL EXAM 10:30 am		

LAST DAY TO DROP CLASSES IS TUESDAY SEPTEMBER 9TH.

Attendance and Participation (A & P)

BIO 301 covers a substantial amount of information each class period. For this reason, attendance in each class is required and will be taken each class meeting. If you find it necessary to miss a class, you should contact me beforehand. **Students who miss 5 or more lectures will not be eligible to take the final and will receive an automatic F regardless of previous grades in the class.** Students are encouraged to participate in class discussions and to ask questions throughout the semester. The professor will limit discussions of certain topics as deemed necessary. Participation in class discussions fulfills the oral component requirement of a synthesis course.

Exams

There will be two required written exams, a midterm and a final exam. Each exam will be cumulative covering material from earlier lectures. Exam formats will be multiple choice, true/false, matching and short answer questions. **There will be no makeup exams given for ANY reason.** You will have the entire class period for each exam. You will need a webcam and Respondus lockdown browser to take these exams if we decide to take them online.

Online Quizzes. All Due Sunday by 11:59 pm

There will be 3 online quizzes that will cover certain sections during the semester. Each quiz is worth 4% of your grade. The quizzes are all multiple choice and T/F to be taken online and submitted on the assigned due dates.

Quizzes Due Dates:

Quiz 1: Sunday Sept. 15th

Quiz 2: Sep 29th

Quiz 3: Sun. Nov 3rd

Discussion Boards: Due On Sundays by 11:59 pm.

We will have 4 Discussion boards throughout the semester. **You must participate in all of them.** Each Discussion will be 4% of your grade. In these discussion boards, I will ask a thought question on the material/article/ we discussed, or I post that week. Your answers should be based on your critical thinking and should be about a paragraph long. You will need to respond to one thread from your classmates as to why you may agree/disagree/question/ with their statements. The detailed requirements will be posted in the first description of the discussion board. **THE USE OF ANY AI GENERATED ANSWERS WILL BE CONSIDERED AS AN HONOR CODE VIOLATION AND WILL BE REFERRED TO THE UNIVERSITY HONOR CODE COMMITTEE.**

Disc. 1 Sunday Sept. 8

Disc. 2: Sunday Sept. 22

Disc. 3: Sunday Oct. 27

Disc. 4: Sunday Nov. 17

Debate Evaluations

Each of you will be required to ask questions to the other debating groups (Not your debate groups). You will also fill **IN CLASS** evaluation forms for each debate group that will be submitted to me as an assignment.

Movie: DUE DATE OCT 21 before class.

You will watch the movie " **How to Survive a Plague**". The movie is available from the library in digital online form and it shows on Netflix. Write a summary of the movie naming a few of the main characters. Find 3 different things about HIV/AIDS back then and now and discuss the three main differences. Include examples from the movie to support your points. It should not be more than 2 double spaced pages long. Note that you are not critiquing but comparing the past with now from movie events. I hope that you enjoy it.

Student grades will be based on:

A & P:	10%	B+	(86.00-89.99%)
Midterm:	19 %	B	(80.00-85.99%)
Final:	19 %	C+	(76.00-78.99%)
Quizzes:	12%	C	(70.00-75.99%)
Debate:	16%	D	(60.00-69.99%)
Disc. Brds:	16%	F	(below 60%)
Movie:	6%		
Debate Eval:	2%		

Grading System:

A+	(98.00-100%)
A	(90.00-97.99%)

Class Debate

A debate is a verbal argument that occurs within a specific framework. It should be an argument based on facts, not on opinions and emotions. Below is the framework that we will utilize for our in-class debates.

In this assignment students will be divided into group pairs (A,B,C,...). Each group will have 3 – 5 students. We will choose a topic that needs approval by the instructor and it will be assigned to a group pair (A/B). Students in a group will prepare and work TOGETHER on researching supporting evidence and material for their topic. Scores will be given on the vigor of the debate, supporting evidence, and the quality of the arguments.

Debate Framework

I. **Explanation of Position (10 minutes)** – Pro side will present first followed by the Con side

- Opening statement – Gather the arguments into a few introductory statements. This should not provide data supporting those arguments, just introduce what your stance is (1-2 minutes).
- **Data presentation** – Present the main arguments including data from scientific sources to support those arguments

II. Time to Confer (7 minutes)

- During this time the group must decide what rebuttal points they want to make. You should work to counter the arguments presented by the other side.

III. **Rebuttal (5 - 10 minutes)** – Con side will present first, followed by the Pro side

- Answer the arguments presented by the other team using facts and data to counter their arguments

IV. **Answering Audience (5 - 10 minutes)**

- During this time the group should organize their key points for the closing statement

V. **Closing Statement (2 - 3 minutes)** – Pro side will present first, followed by the Con side

- Repeat the main idea of your argument along with a few key points that were delivered during the debate.

Debate Rules

- Only one person may talk at a time
- While one team is talking the other team must remain silent
- Respect the topic, remember there are two sides to the argument. You should be arguing facts and not emotions
- When time is up you must stop talking so be sure to make your most important points first
- All team members must participate in the debate

Correspondence: The best way to reach me is by email. I will answer your emails as soon as possible (within 24 hours) provided they are written in a polite and coherent manner. Emails sent on weekends will be answered on Monday by noon. Every student must have an active GMU email account that is checked on a regular basis.

ACADEMIC INTEGRITY

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian"

<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;

<http://caps.gmu.edu>

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Diversity:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment.

DEBATE RUBRIC

Criteria	Excellent	Average	Poor
Opening & Closing Statements	-Well-organized and complete presentation of arguments and evidence -Opening Statement successfully summarizes many arguments made in the debate	-Organized and generally complete presentation of arguments and evidence -Opening statements outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks during the debate	-Arguments are unorganized, incomplete, or completely lacking in evidence -Opening statement and closing statement do little more than state the position of the team
Rebuttals	-Responds to issues raised by opponents with concise, accurate, logical answers _effectively challenges the arguments made by opponents with evidence	-Responds to most of the issues raised by opponents with generally accurate answers -Offers arguments, but no evidence, to counter the arguments made by opponents	-Is unable to respond to issues raised by opponents in a meaningful or accurate way
Effective use of scientific data	-Demonstrates a sophisticated understanding of the issues events and facts relevant to the topic -Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations	Demonstrates a generally accurate understanding of relevant issues, events and facts, but may exhibit minor confusion or misunderstandings seem to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments	-Demonstrates an inadequate understanding of the history content relevant to the topic -Supports statements with vague or irrelevant information, or no information at all
Performance	-Exhibits confidence and energy in the course of the debate -Maintains respectful tone -Uses preparation materials effectively	-Appears nervous, yet somewhat confident, during the debate -Maintains respectful tone -Use of preparation materials does not distract from the presentation	-Demonstrates little or no preparation -Fails to maintain respectful tone

DISCUSSION BOARD RUBRIC <small>Criteria</small>	Excellent	Good	Average	Poor
Critical Analysis (Understanding of Readings and Outside References)	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.
Participation in the Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.
Etiquette in Dialogue with Peers	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show disrespect for the viewpoints of others.
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.