

IB 299: Physiology Merit Section

Meeting time and location: Wednesdays 4-5:50 pm in NHB 2090

Merit instructor: Morgan Brown

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Office hours: Wednesdays 2-4 pm in NHB 2090 or by appointment

Course coordinator: Dr. Lily Arias

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Course description: This section is a companion to the IB 202 Physiology lecture. In merit sections we will engage with lecture material in a community, group learning setting. Students will engage with the lecture material to make deeper connections with the content instead of being given lectures or direct answers. Students are expected to work closely with each other to solve problems using sound biological knowledge and reasoning.

Weekly responsibilities (15 points/week):

- **Attendance:** Merit sections are driven by group participation; attendance is mandatory.
- **Weekly Quiz (5 points):** Each class will begin with a ~10-minute quiz covering material from the previous IB 202 (Physiology) lectures. Quizzes will be graded for accuracy.
- **Weekly Worksheet (10 points):** Each week, in groups we will work through a worksheet designed to have you engage with the material and your classmates. You are expected to complete the week's work within the discussion time; the worksheets will only be graded for completion, but feedback will be provided. Most weekly worksheets will have an activity component in which students are expected to share knowledge and discussion with the class as a whole. Participation will be evaluated by the TA and/or peer review with points being assigned for full participation, completed group tasks without individual participation, and no participation by the student (10/5/0pts respectively).
- **Break:** We will take a 10 min break of class usually halfway through the class. 2 hours is a long time to focus on just one thing, whether it's in person or staring at a screen.

Grading Policy: Grades for the merit section will be based on the category breakdown above each week (totaling 15 pts/week). Your IB 299 semester grade will be out of 210 points (14 school weeks, excluding Spring Break) and will not be curved (A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%). Unexcused absences will result in 0 pts for the week.

Absences: If you anticipate being absent, email me prior to class. If you are unable to email me prior, you must email me the same day, or you will incur a loss of points for the week. Points for absences will not be excused without a valid reason and proper documentation (e.g. doctor's note, emergency dean's note). In the case of excused absences, students will be expected to make-up activities they missed at a later date.

Course Schedule

Week	Date	Topic of discussion
Week 1	22 January	Introduction to physiology
Week 2	29 January	Homeostasis, tradeoffs, and scale; respiration and circulation
Week 3	5 February	Respiration and circulation
Week 4	12 February	Respiration and circulation; osmoregulation and excretion Mock exam 1
Week 5	19 February	Osmoregulation and excretion
Week 6	26 February	Metabolism and digestion
Week 7	5 March	Metabolism and digestion Mock exam 2
Week 8	12 March	Maintenance and exercise
Week 9	19 March	SPRING BREAK – NO CLASS
Week 10	26 March	Nervous system
Week 11	2 April	Nervous and sensory system
Week 12	9 April	Sensory and reproductive system Mock exam 3
Week 13	16 April	Reproductive and endocrine systems
Week 14	23 April	Immune system
Week 15	30 April	Immune system Mock exam 4
Week 16	7 May	NO CLASS

Merit Section Expectations:

- Be prepared for discussions:** Students are expected to engage with the material in Merit, rather than review the material for the first time. Time should be spent solving problems using group work and discussion instead of simply studying the material. Coming to class late or unprepared will strongly impede the learning process for both yourself and your group members. By studying the material beforehand, you will be more easily able to build connections and ask specific questions on the lecture content.

- **Actively participate:** There will be many opportunities for students to communicate and teach ideas to their group members. The best method to check for understanding is to teach other people. By talking about the material out loud, students can identify concepts that are difficult to understand and work through them as a group. Communicating ideas in your own words is an important skill to learn both as a student, and as a future professional in the workforce.
- **Understanding > Right answers:** Making mistakes early is one of the best ways to learn new material. If you get something wrong, don't feel embarrassed or discouraged. Instead, use this opportunity to identify your gaps in understanding and to build a stronger conceptual framework on the material.

Inclusivity Statement: The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases will be subject to university harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

Student Accommodations: Students who require assistance to participate in this class must provide the instructor with the Letter for Academic accommodation drafted by the DRES staff. The instructor will assist with the provision of accommodations when reasonable and necessary. Follow this link to learn more about student accommodations and DRES (www.disability.illinois.edu/academic-supports/accommodations/academic-accommodations). To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, email disability@illinois.edu or go to the DRES website. If you are concerned you have a disability related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting "Sign-Up for an Academic Screening" at the bottom of the page. If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students: Writer's Workshop Undergrad Library 217-333-8796

Academic Integrity: It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Follow this link to learn what behaviors are

considered infractions to the academic integrity policies.
<https://studentcode.illinois.edu/article1/part4/1-402/>