Biology 2320
May 2022
Professor: Dr. Stephanie Daugherty
sdaugherty@uttyler.edu
Office: BEP 107  phone: 903-566-7013
Office Hours: In person: T-Th 8-8:30, as arranged
Scheduled meeting times: M thru F 11-1:45
See printed calendar for plan

This course will introduce non-Biology-major, health-professions focused students to the principles of microbiology. Co-registration in BIOL 2120 (Intro to Micro Lab) is required!

Objectives:
1. Students will learn how genes control protein expression, and be able to explain how information flows from genes to mRNA to proteins.
2. Students will learn how enzymes control metabolism and traits in a cell, and be able to explain how different traits indicate the presence of different genes.
3. Students will learn characteristics of prokaryotic and eukaryotic cells, and explain how differences can be targeted for treatments in bacterial infections, fungal infections, and parasitic infections.
4. Students will learn characteristics of viruses, and explain how stages of the viral life cycle can be targeted with inhibitors.
5. Students will learn basics of the immune system, especially the functions of fever and cytokines. Students will be able to explain how vaccines work with antibodies, memory cells, and cytotoxic cells to protect a patient, and how herd immunity works to protect a population.
6. Students will develop critical thinking skills, citation skills, & communication skills as they write answers and record videos using a scaffolded learning system directed by the instructor.
7. Students will learn the difference between scientific method and diagnostic thinking, and will complete activities using learned concepts to answer questions & diagnose case studies.
8. Students will follow required safety protocols and use required PPE

Materials: no purchased textbook
All will be provided by instructor

Note: this semester this class is designated as in person. Please plan on attending this class along with lab each day, and a plan will be outlined on the first day for how flexibility will be accommodated in the lecture class.

If safety needs change, an updated calendar will be distributed.
Materials:

Required: a free online microbiology book will be provided to you by your instructor.

Online systems: Canvas (provided through University); Jupiter (provided through instructor as a free system we can use as a clicker/online quiz/etc); Instant feedback program (provided through instructor for activities)

If you prefer an additional online book: Microbiology by OpenStax: https://openstax.org/details/books/microbiology

If you prefer an old-school hard copy resource to have for additional reading: Microbiology Basic & Clinical Principles, by Lourdes Normal-McKay. Do NOT purchase any additional online learning packages from publisher. There will be no assignments from this.

Coursework: (grade weights may be adjusted during semester if unforeseen circumstances require)

- **Full list of assignments available on course calendar.**

  - **Lecture Videos**: recorded by instructor, provided on online system, include questions scattered throughout. Questions & completion result in lecture video grades (10% of final grade).
  - **Lecture Readings**: supplemental readings by instructor, provided on online system, include questions throughout which give lecture reading grade (4% of final grade).
  - **Online quizzes**: over lecture material, open book, open slides, open notes, open for 1 week prior to due date. Completed on online system (16% of final grade).
  - **Exams (2 of them)**: given in class (or online if safety requires), over lecture materials & activities. Reviews will occur over required zooms or in lab. Printed review flashcards will be provided during review session. Exams will be given on online system, attendance required for in person online exams. (20% each for total of 40% of grade)
  - **Vaccine project**: students will create annotated bibliography, watch and evaluate vaccine projects of at least two groups, and fill out peer evaluation form, and write a summary of how vaccines work. (8%)
  - **Activities**: group activities (in person or in zoom, depending on safety needs, see below) to explore & synthesize concepts & practice essay answers for exams. (10% of final grade)
  - **Attendance & Participation**: required attendance in class (or on zoom if that is designated for safety needs) for activities & exam reviews (12% of final grade).

UT Tyler grading policy (rounding 0.50 to next percent):

00-59.49% = F  59.5-69.49% = D  69.5-79.49% = C  79.5-89.49% = B  89.5-100% = A

Expectations of Students:

Students are expected to follow rules & wear PPE as determined by the instructor. Students are expected to participate; keep track of, and complete assignments by due date, and attend required classes/zooms (send documentation of excused absences ahead of class to instructor). Students are expected to follow University Policy and Academic Conduct requirements, including doing students' own work, not cheating, not plagiarizing, and citing sources appropriately.

If you have an accommodation, email me during the first week of class to check in.
**Academic Integrity Policy:** Student dishonesty in this class includes, but is not limited to: plagiarism or failure to cite sources, using another’s words/ideas and claiming as one’s own; use of automated programs to reword copied-and-pasted text to “avoid plagiarism”; turning in another person’s work as one’s own, no matter where it was obtained; signing in another student to attendance records; using or possessing, in lap or hand, an unauthorized (not-in-lockdown) device during an exam; otherwise cheating on an assignment or exam.

Any occurrence of academic dishonesty can result in a score of zero on an assignment, nullification of all extra credit done by the student, failure of the course, and reporting to the Office of Judicial Affairs.

**Comportment:** Students are expected to behave in accordance with University Policy and with safety regulations dictated by the instructor; and behave professionally to not create a disruptive learning environment for fellow students. Tobacco and nicotine products, including e-cigarettes, pose a distraction and potential medical risk to other students, and will not be used in lecture or in lab.

**Absence Policies:**
Students are expected to attend required activity classes in person (or required zooms during Covid-19 online class if needed for safety, as designated by professor). These are posted on the calendar students receive at the beginning of the semester, and students are expected to make arrangements to attend required classes. Having to work is not an excused absence.

In the case of an excused absence, students must submit documentation and let the instructor know as soon as possible prior to the scheduled class.

Multiple absences require documentation through the Student Accessibility Resource office at saroffice@uttyler.edu (903-566-7079) for a plan to accommodate absences and prepare alternative work.

Missed Exams: students who notify the professor with an excused absence ahead of an exam day, complete with required documentation, may be accommodated ONCE with a make-up exam within one week of the absence, which may or may not be in the same format as the scheduled exam (at the instructor’s discretion). If a student misses a class or exam without contacting the instructor ahead of the start of the class or exam, no make up exam or assignment need be offered.

**Late Work & Make-Up Work:** A single missed assignment may be made up by any student for full credit by submitting a semester planner that includes both due dates & planned times for working on assignments to the instructor by email (see example in lab book). A second missed assignment may be made up for a maximum of 75% by contacting the instructor within 5 days. A third missed assignment may be made up for a maximum of 60% within 5 days. For uploaded documents or projects, late penalty is -10% every 24 hours for a maximum of 3 days, after which a score of zero will be given.

NO EXTRA CREDIT will be offered at the end of semester as a grade adjustment, or to individual students. Extra credit assignments may be given to entire class during the semester, or may be offered for following safety protocols or clean up protocols.
Withdrawals & Incompletes: Make up assignments are provided at the instructor’s discretion, dependent upon the type of assignment, attendance, previous completed assignments, the student’s diligence about contacting the instructor quickly, and the amount of time elapsed since material was missed. Missing assignments may not be provided after 3 weeks or after an exam is given, depending upon whether materials are pertinent to the next exam. Please email the instructor as soon as possible regarding missed assignments, missed classes or zoom meetings, or required quarantines. Please follow up the email if an answer has not been received within 1 week.

If circumstances force a withdrawal from the class, please contact the registrar’s office to formally withdraw from the course by the required date and email your instructor to let them know. If you fail to submit the form on time, you will receive an F in the course. You are not automatically withdrawn if you stop attending classes; you must file the form.

Best Practices & Hints:
- Download slides for lecture videos before watching from the “Materials” section, where there is a dropbox folder with copies of slides to take notes on. You can print them on paper or leave them electronic and take notes on them.
- Keep up with Lecture Videos, answer questions as you watch them & at the end to receive credit.
- Online Quizzes are open for at least one week; open them early and review the questions, then use class slides, notes, videos & class readings to answer (answers are based on class materials, not outside sources).
- Attend required zooms or required classes to complete activities, which will be crucial for exams as well as counting for credit.
- Lecture Readings do count for credit (2%) but could be considered supplemental if you are short on time. These will be “due” on the day on the calendar, but will be reopened for you to read later if needed, although points won’t be counted after the due date.

READING IS NOT ENOUGH. PRACTICE TESTING IS CRITICAL. Our Review Materials are specifically designed to make self-testing or study-groups extremely easy. WE PRACTICE LONG ANSWERS for exams together in the activities or talk about them in videos, so be sure and pay attention to those!

INTERESTED IN MORE?
The Great Influenza, by John M Barry. Scientist working on Moderna vaccine twitter: [@KizzyPhD](https://twitter.com/KizzyPhD)
<table>
<thead>
<tr>
<th>Lecture Objective</th>
<th>Student Learning Goals</th>
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</thead>
<tbody>
<tr>
<td>Pandemic control &amp; updates</td>
<td>Latest info on Covid-19 pandemic and our protocols will be covered, including receptor targets of the virus &amp; current best practices.</td>
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<tr>
<td>Factors of Molecular Interaction</td>
<td>Molecules interact, and their interactions are governed by their charge, hydrophobicity/hydrophilicity, and 3 dimensional shape</td>
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<tr>
<td>Information flow</td>
<td>Information in a cell is stored in DNA, in units known as genes. This information is passed to messenger RNA, and from there it is used to make proteins.</td>
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<tr>
<td>Enzymes</td>
<td>Enzymes (and to some degree, ribozymes) do much of the “work” in the cell, in terms of metabolism, growth, and reproduction. Which enzymes a cell has determines its characteristics, as we will see in lab tests.</td>
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<tr>
<td>Building Blocks of Cells</td>
<td>Carbohydrates, Lipids, Proteins, and Nucleic Acids are the main building blocks of cells, and are built by linking atoms together into molecules, and molecules together into macromolecules.</td>
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<tr>
<td>Metabolism</td>
<td>Life is dependent upon the ability to store and harvest energy. Molecules can store energy in high energy bonds, and then release energy when those bonds are broken. Specific processes (photosynthesis, aerobic respiration, anaerobic respiration, and fermentation) are used by cells to store and release energy from molecules. One of the main chemical “batteries” of the cell is the molecule ATP</td>
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<tr>
<td>Growth &amp; Culture</td>
<td>Cells have specific processes to grow and reproduce themselves. Environmental conditions can affect enzyme function, which in turn will affect bacterial growth rates and metabolism.</td>
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<td>Cells</td>
<td>Humans are eukaryotes, with nuclei and other membrane bound organelles, a complex genome, and mitochondria for aerobic respiration. Bacteria are prokaryotes, with no membrane bound organelles, no nuclei, a shorter genome, and aerobic respiration occurs at their outer membrane. Most bacteria have cell walls composed of peptidoglycan, and the differences in bacterial cell structure can be used to classify bacteria in the lab. Differences between bacteria cells and human cells can be targeted by antibiotic drugs to selectively inhibit the growth of bacteria, while leaving the eukaryotic hosts unharmed (usually).</td>
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<td>Antibiotics &amp; Resistance</td>
<td>Antibiotics are drugs which are used to selectively inhibit the growth of bacteria. There are multiple possible targets and mechanisms of action. Antibiotic resistance occurs when a bacterial cell is able to circumvent the activity of antibiotics, either through an enzyme that stops antibiotic action, or a mutation that alters the target of an antibiotic. Resistance can be caused by random mutation or by selection. Education of patients as to why following instructions when prescribed antibiotics is critical is emphasized.</td>
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<tr>
<td>Genetics</td>
<td>Review of information flow. Mutations occur as changes in the sequence of DNA, which thereby alters sequence of mRNA, which can then alter protein structure and function. Students are expected to explain how a single gene mutation (examples: sickle-cell anemia, cystic fibrosis, etc) can cause disease. Epigenetics (and effect on multiple generations) is briefly introduced. p53 and DNA repair is introduced, along with the ability of some viruses, such as HPV, to disable p53 and thereby predispose to dysregulated cell growth and potentiate cancer development.</td>
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<td>Section</td>
<td>Description</td>
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<td>Viruses &amp; Antivirals</td>
<td>Viruses are introduced as distinct from cells. Classification according to structure and nucleic acid is introduced. Stages of viral infection in a cell are delineated, and special properties of retroviruses (reverse transcriptase, integrase) are emphasized. We will discuss the “functional cure” of HIV positive babies and why it is called a “functional cure” rather than a cure. The flu virus is emphasized, and the differences between seasonal flu viruses and the bird flu virus is explored. The term cytokine storm is introduced and explained. Timely virus topics are explored, including CHIKV, Ebola, Dengue, and West Nile. Antivirals are discussed in terms of their action and their severe limitations. Comparison is drawn between antibiotic resistance and selection of antiviral resistant strains. Laurie Garrett’s talks on limited usefulness of Tamiflu are utilized in class for discussion.</td>
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<td>Prions</td>
<td>Prions are introduced as non–viral, non–cellular, proteinaceous infectious particles. Mechanism of prions and their effect on the nervous system is introduced. Story of how difficult it was to get medical community to accept completely new paradigm is discussed. (See additional information in Germicides and Sterilization)</td>
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<td>Fungi and Parasites, Antifungals and Antiparasiticals</td>
<td>Opportunistic fungal pathogens are introduced, as well as secondary infections resulting from antibiotic use. Parasitical pathogens are introduced. Malaria is used as example parasite life cycle, with directions to CDC sites for life cycles of any other parasites of interest. Antifungal medicines briefly mentioned and general mechanism of action explained (not in detail!). Antiparasitical medicines briefly mentioned and general mechanism of action explained (not in detail). Emphasis is placed on fungi and parasites being eukaryotic, so therapeutic index trickier).</td>
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<td>Diseases &amp; Systems</td>
<td>Disease patterns are introduced, with infectious dose, attachment, and incubation times included. The importance of contagiousness and virulence is explained. Mechanisms by which many diseases cause symptoms due to inflammation &amp; immune system reactions are covered with emphasis on meningitis, Guillain–Barre, rheumatic fever, and sepsis.</td>
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<td>Epidemiology</td>
<td>Epidemiology and the process of human disease are discussed. Koch’s Postulates is introduced as a type of epidemiological study, and its ability to establish causation is emphasized. Types of epidemiological studies and how to interpret data are given in an activity. Prevalence vs. incidence graphs and morbidity and mortality data are introduced. Propagation of disease is discussed, and how disease spread is controlled. The current COVID–19 outbreak will be discussed.</td>
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<td>Immune System</td>
<td>The immune system is introduced, beginning with first line defenses. Second line defenses are introduced and the process of eliciting a fever response are learned as though students must explain them to a patient. Emphasis is placed on fever being beneficial up to 104 degrees, and why. Inflammation is introduced, but detailed mechanism not explored. 3rd line of defense (adaptive immune response) is introduced, from antigen presentation to humoral and cytotoxic response. Effects of suppressor T cells and memory cells discussed.</td>
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<tr>
<td>Vaccines</td>
<td>What vaccines are and how they work is explored to the point where students can explain this to patients. Examples of first developed vaccine by</td>
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naturally attenuated virus (smallpox) given, to development of artificially attenuated virus (polio), to genetically engineered acellular vaccines. Herd immunity introduced. Problems with whooping cough vaccine are explored to the point of students being able to explain why reduced protection with modern TDaP to patients. Discussion ends with evidence why autism is not caused by vaccines.

At this point the class switches from concept-based format to specific disease format, utilizing critical thinking skills.

Differential Diagnosis as separate from scientific method is reviewed, and preparations made for Diagnostic Activities at end of semester with the following review topics:

**Systemic Diseases of:**

| Immune System | Autoimmune disease and immune deficiency are differentiated, with students expected to be able to explain the difference. Examples of each are given, along with causative pathogens. |
| TORCHZ | Diseases which can infect pregnant mothers and are associated with fetal problems are introduced, focusing on Toxoplasmosis, congenital Rubella, Cytomegalovirus, Herpesviruses, and Zika. The differences between pathogens acquired as an adult and congenital syndromes causing permanent damage in utero are emphasized, including congenital rubella and congenital syphilis. |
| Childhood Diseases | Diseases classically associated with childhood are introduced, including newborn meningitis and its prevention, ophthalmia, candida, scalded-skin syndrome, otitis media, RSV, pertussis, measles, mumps, varicella-zoster, group A strep infections, trachoma, river-blindness, pinworm, and acne. |
| Viral vs Bacterial Infections | This concluding section compares viral vs bacterial infections which commonly infect the cardiac system, respiratory system, GI system, nervous system, and urogenital tract. The format of comparing viral vs bacterial illnesses is used to help with differential diagnosis techniques. |

**UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS**

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.utttyler.edu/wellness/rightsresponsibilities.php](http://www.utttyler.edu/wellness/rightsresponsibilities.php)

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.utttyler.edu/about/campus-carry/index.php](http://www.utttyler.edu/about/campus-carry/index.php)

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretek, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.utttyler.edu/tobacco-free](http://www.utttyler.edu/tobacco-free).
Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.utttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:
   • copying from another student’s test paper;
   • using, during a test, materials not authorized by the person giving the test;
   • failure to comply with instructions given by the person administering the test;
   • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   • collaborating with or seeking aid from another student during a test or other assignment without authority;
   • discussing the contents of an examination with another student who will take the examination;
   • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   • paying or offering money or other valuable thing to, or coercing another person to substitute for oneself to take a course, a test, or any course-related assignment;
   • falsifying research data, laboratory reports, and/or other academic work offered for credit;
   • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
   • misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students
   • UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
   • UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
   • The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
   • UT Tyler Counseling Center (903.566.7254)

Important Covid-19 Information for Classrooms and Laboratories
Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions
Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with
individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.