1.) DATE: 2/26/2014  
2.) COMMUNITY COLLEGE: Select college...

3.) COURSE PROPOSED: Prefix: BIO  Number: 109  Title: NATURAL HISTORY OF THE SOUTHWEST  Credits: 4

   CROSS LISTED WITH: Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  

4.) COMMUNITY COLLEGE INITIATOR: ASU Transfer Systems Development  
   PHONE:  
   FAX: 7-2424

   ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

   MANDATORY REVIEW:
   - The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

   POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

   AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   - Core Areas: Natural Sciences (SG)  
   - Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
   - Course Description
   - Course Syllabus
   - Criteria Checklist for the area
   - Table of Contents from the textbook required and/or list of required readings/books
   - Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   - DEC prefix
   - Elective

   Current General Studies designation(s): NONE

   Effective date: 2014 Fall  Course Equivalency Guide

   Is this a multi-section course?  □ yes  □ no

   Is it governed by a common syllabus?  □ yes  □ no

Chair/Director:  

AGSC Action:  Date action taken:  
   - □ Approved  □ Disapproved

   Effective Date:
Arizona State University Criteria Checklist for

NATURAL SCIENCES [SQ/SG]

Rationale and Objectives

In a relatively short time in the history of civilized societies, humankind moved from what was essentially an agrarian population into an industrial age, which in recent years has been profoundly shaped by such scientific and technological advances as genetic engineering, the computer, and space exploration. Our history of irrepressible ingenuity makes a compelling case for a future that will be even more profoundly influenced by science and technology. It is imperative that we react expeditiously and effectively to the problems and the promise that these advances create. We must ensure that technological change is directed to the benefit of society and that it will promote human dignity and values. Success in achieving this goal will depend upon the insight and knowledge of political and public opinion leaders, and the scientific enlightenment of educated citizens. To a significant degree, the ability of these individuals to understand the nature of the issues and the alternative courses of action will be determined by the quality of science presented at the nation’s institutions of higher learning.

The recommendation of at least one laboratory course that includes a substantial introduction to the fundamental behavior of matter and energy in physical or biological systems derives from a number of considerations. First, all physical and biological phenomena have at their roots the fundamental principles governing the behavior of matter and energy. These principles have been shown over a period of time to be a value in reliably predicting and rationalizing a broad range of phenomena. Unless the lines to these roots are established, our understanding of the broader range of the sciences, and other fields upon which these sciences impinge, will be impaired. Second, because these fundamental principles have been experimentally established beyond reasonable doubt, the essentials of the scientific method can be clearly and coherently revealed by their study. Third, the study of the behavior of matter and energy illustrates the usefulness of mathematics in precisely describing and rationalizing certain physical phenomena, and the expressiveness of mathematical equation.

10/1989
Proposer: Please complete the following sections and attach appropriate documentation.

### ASU-[SQ] CRITERIA

#### I. - FOR ALL QUANTITATIVE [SQ] NATURAL SCIENCES CORE AREA COURSES, THE FOLLOWING ARE CRITICAL CRITERIA AND MUST BE MET:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A. Course emphasizes the mastery of basic scientific principles and concepts.</td>
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<td></td>
<td>B. Addresses knowledge of scientific method.</td>
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<td></td>
<td></td>
<td>C. Includes coverage of the methods of scientific inquiry that characterize the particular discipline.</td>
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<td>D. Addresses potential for uncertainty in scientific inquiry.</td>
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<td></td>
<td>E. Illustrates the usefulness of mathematics in scientific description and reasoning.</td>
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<td></td>
<td>F. Includes weekly laboratory and/or field sessions that provide hands-on exposure to scientific phenomena and methodology in the discipline, and enhance the learning of course material.</td>
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<td>G. Students submit written reports of laboratory experiments for constructive evaluation by the instructor.</td>
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<tr>
<td></td>
<td></td>
<td>H. Course is general or introductory in nature, ordinarily at lower-division level; not a course with great depth or specificity.</td>
</tr>
</tbody>
</table>

#### II. - AT LEAST ONE OF THE FOLLOWING ADDITIONAL CRITERIA MUST BE MET WITHIN THE CONTEXT OF THE COURSE:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A. Stresses understanding of the nature of basic scientific issues.</td>
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<tr>
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<td></td>
<td>B. Develops appreciation of the scope and reality of limitations in scientific capabilities.</td>
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<tr>
<td></td>
<td></td>
<td>C. Discusses costs (time, human, financial) and risks of scientific inquiry.</td>
</tr>
</tbody>
</table>

**NOTE:** CRITERIA FOR [SQ] COURSES BEGIN ON PAGE 4.
### III. - [SQ] COURSES MUST ALSO MEET THESE ADDITIONAL CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</tbody>
</table>

**A.** Provides a substantial, quantitative introduction to fundamental principles governing behavior of matter and energy, in physical or biological systems.

**B.** Includes a college-level treatment of some of the following topics *(check all that apply below):*

- Atomic and molecular structure
- Electrical processes
- Chemical processes
- Elementary thermodynamics
- Electromagnetics
- Dynamics and mechanics

---

### [SQ] REQUIREMENTS CANNOT BE MET BY COURSES:

- Presenting a qualitative survey of a discipline.
- Focusing on the impact of science on social, economic, or environmental issues.
- Focusing on a specific or limiting but in-depth theme suitable for upper-division majors.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SG] CRITERIA

#### I. FOR ALL GENERAL [SG] NATURAL SCIENCES CORE AREA COURSES, THE FOLLOWING ARE CRITICAL CRITERIA AND MUST BE MET:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course emphasizes the mastery of basic scientific principles and concepts. Course syllabus and outline</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Addresses knowledge of scientific method. Course syllabus and outline</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>3. Includes coverage of the methods of scientific inquiry that characterize the particular discipline. Course syllabus and outline</td>
</tr>
<tr>
<td>☒</td>
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<td>4. Addresses potential for uncertainty in scientific inquiry. Course syllabus and outline</td>
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<td>☒</td>
<td>☐</td>
<td>5. Illustrates the usefulness of mathematics in scientific description and reasoning. Course syllabus and outline</td>
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<td>☒</td>
<td>☐</td>
<td>6. Includes weekly laboratory and/or field sessions that provide hands-on exposure to scientific phenomena and methodology in the discipline, and enhance the learning of course material. Course syllabus and outline</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>7. Students submit written reports of laboratory experiments for constructive evaluation by the instructor. Course syllabus and outline</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>8. Course is general or introductory in nature, ordinarily at lower-division level; not a course with great depth or specificity. Course syllabus and outline</td>
</tr>
</tbody>
</table>

#### II. AT LEAST ONE OF THE ADDITIONAL CRITERIA THAT MUST BE MET WITHIN THE CONTEXT OF THE COURSE:

- A. Stresses understanding of the nature of basic scientific issues. Course syllabus and outline
- B. Develops appreciation of the scope and reality of limitations in scientific capabilities. Course syllabus and outline
- C. Discusses costs (time, human, financial) and risks of scientific inquiry.
**[SG] REQUIREMENTS CANNOT BE MET BY COURSES:**

- Presenting a qualitative survey of a discipline.
- Focusing on the impact of science on social, economic, or environmental issues.
- Focusing on a specific or limiting but in-depth theme suitable for upper-division majors.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I a-d: Course emphasizes mastery of basic scientific principles, addresses knowledge of</td>
<td>This course describes and applies geological principles to interpret the physical setting of the Southwest and applies meteorological and biological principles to describe the formation of the major communities of the Southwest.</td>
<td>Modules I and II of course syllabus and outline.</td>
</tr>
<tr>
<td>scientific method, includes coverage of method of scientific inquiry, addresses potential</td>
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<td>in scientific inquiry.</td>
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<tr>
<td>I e-h: Illustrates usefulness of mathematics in scientific description and reasoning.</td>
<td>Course analyzes major desert adaptations, the process of natural selection, indentifying common plants and animals, including their distribution, adaptation, behavior and ecology.</td>
<td>Modules III, IV and V of course syllabus and outline. Adam and b: Stresses understanding of the nature of basic scientific issues; develops appreciation of the scope and reality of limitations in scientific capabilities.</td>
</tr>
</tbody>
</table>
Course Content Form
PIMA COMMUNITY COLLEGE

BIO 109IN  Natural History of the Southwest
Initiator: Brad Fiero  CEU/Credit: 4.0
Campus: West  Lecture: 3.0
Date: 08/29/2008  Lab Periods: 3.0
Prerequisite(s):
Corequisite(s):
Recommendation:
Classification: Transfer

Description:
Study of the common plants and animals of the Southwest. Includes their identification, adaptations, behavior, and ecology. Also includes physical geography and geological principles of the region.

Information: IN is the integrated version of the course with the lecture and lab taught simultaneously.

Performance Objectives:
Upon successful completion of the course, the student will be able to:
1. Apply basic geological principles to interpret the physical setting of the Southwest.
2. Apply meteorological and biological principles to describe the formation of the major biotic communities in the Southwest.
3. Describe major desert adaptations and the process of natural selection.
4. Identify common plants and animals of the Southwest.
5. Integrate basic biological principles and specific natural history information and distinguish the common plants and animals of the Southwest.
6. Demonstrate skills necessary for life-long learning of natural history including conducting scientific research.

Course Outline:
I. Science

II. Physical Geography of the Southwest
   A. Formation
      1. Geological principles
      2. Geological history of the southwest
   B. Climate

III. Biotic Communities of the Southwest
   A. The four deserts
   B. Other biotic communities

IV. Desert Adaptations
   A. Natural selection as a mechanism
   B. Plants
   C. Animals

BIO 109IN – Natural History of the Southwest  08/29/2008
V. Common Plants and Animals
   A. Interrelationships
   B. Identification and natural history
      1. Plants
      2. Invertebrates
      3. Fish, amphibians, reptiles
      4. Birds
      5. Mammals
BIO 109 NATURAL HISTORY OF THE SOUTHWEST
Spring 2013; CRN 20942 (TTh 8:40-11:20 am)
SYLLABUS (subject to change)

Instructor: Dr. Brad Fiero
Office: Tortolita E-214; Phone: 206-6897; E-mail: bfiero@pima.edu
Office Hours: TTh 11:30 am – 2:00 pm. Also by appointment.
Dept. Office: Tortolita E-255; Phone: 206-6031

Texts: Natural History of the Southwest Lecture Outlines and Lab Manual by Brad Fiero
Optional Texts: A Natural History of the Sonoran Desert by Arizona-Sonora Desert Museum
Home Page Website: http://wc.pima.edu/~bfiero/ [remainder of syllabus is found here]
MyPima: contains additional course material.

Description: Study of the common plants and animals of the Southwest. Includes their distribution, adaptation, behavior and ecology. Also includes physical geography and geological principles of the region.

Course Objectives: Upon completion of the course, the student will be able to do the following:
1. Apply basic geological principles to interpret the physical setting of the Southwest.
2. Apply meteorological and biological principles to describe the formation of the major biotic communities in the Southwest.
3. Describe major desert adaptations and the process of natural selection.
4. Identify common plants and animals of the Southwest.
5. Integrate basic biological principles and specific natural history information into an understanding of the common plants and animals of the Southwest.
6. Demonstrate skills necessary for life-long learning of natural history including conducting scientific research.

Grading System: Based on percentage of total accumulated points from both lecture and lab.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Points:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>400 pts (16 @ 25 pts)</td>
<td>40%</td>
</tr>
<tr>
<td>Identification Tests</td>
<td>200 pts (4 @ 50 pts)</td>
<td>20%</td>
</tr>
<tr>
<td>Labs</td>
<td>200 pts (see schedule)</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>140 pts (see schedule)</td>
<td>14%</td>
</tr>
<tr>
<td>Mini-Lecture</td>
<td>60 pts (see schedule)</td>
<td>6%</td>
</tr>
<tr>
<td>Final Exam and Final ID Test*</td>
<td>See below*</td>
<td></td>
</tr>
<tr>
<td>Make-up/Extra-credit (optional)</td>
<td>Bonus 30 pts</td>
<td>Bonus 3%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1000 pts</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Final Exam grade replaces the grade received on your lowest 4 quizzes (if it is to your benefit), and the Final ID Test replaces the grade received on your lowest ID Test (if it is to your benefit).

**Final Grade:**

A = 90 - 100% 900 - 1000 points
B = 80 - 89% 800 - 899 points
C = 70 - 79% 700 - 799 points
D = 60 - 69% 600 - 699 points
F = Below 60% 000 - 599 points
POLICIES

Attendance Policy: You are expected to arrive to class on time and actively participate each class period. Tardies and absences usually result in lost points. Quizzes are given out at the beginning of class time and must be completed in the time allotted (usually 10-20 minutes but may be more or less). Field trips and other class activities begin at the start of class and may be missed if you do not arrive to class on time. Complete attendance is mandatory during all student presentations; otherwise presentation points will be forfeited. Because of insurance limitations, non-registered visitors are not allowed at class sessions or on field trips.

Make-up Policy: Quizzes cannot be made up (except through the Final Exam score replacing the lowest 4 quiz grades). Late assignments (ID tests and labs) that can be made up will be accepted but will be penalized 25%. If you are going to miss class, then in some cases, quizzes, labs, and assignments may be turned in early with no loss in credit.

Rebuttal System: If you think you were graded unfairly (or erroneously) on an assignment or quiz, please turn in a written explanation (rebuttal) with your graded assignment/quiz to me within two weeks. I will write a response and return it to you. An appointment can be set up if you disagree with the resolution.

Scholastic Ethic: You are expected to abide by the College’s Student Code of Conduct (http://www.pima.edu/studentserv/studentcode/index.shtml). Breaches in scholastic ethic (e.g. cheating and plagiarism [see http://wc.pima.edu/~bfiero/plagism.htm]) will be dealt with severely. If you cheat or plagiarize, you will get a zero on the quiz/assignment and, per College procedures, a letter will be sent the Vice President of Student Development and others where further action may occur (including suspension or expulsion from the College).

Be Courteous: Every student is expected to contribute to a positive, distraction-free learning environment. No use of cell phones, laptops, or other electronics is in class except with instructor permission (points may be lost for infractions). No talking while the instructor or another student is talking to the class. In general, please be respectful of other students and the educational process.

Withdrawal (W): Students who fail to attend the first class or fail to attend 3 consecutive classes without notifying the instructor may be withdrawn. If you decide you cannot continue in class, then officially withdraw by the official deadline. If you wish to receive a grade of “W” after the withdrawal date, please request this in writing to the instructor; however, granting a grade of “W” after the withdrawal deadline is up to the discretion of the instructor.

Incomplete (I): Given only when a student has missed 20% or less of the course material for a reason acceptable to the instructor. Eligibility for an incomplete requires earned grades that average “C” or above at the time of request.

Posting of Grades: Grades will be posted anonymously using a “secret code” supplied by the student. In addition, grades may be sent by email. If you do not wish your grades to be posted or emailed, please inform the instructor.

Americans with Disabilities Act: Pima Community College is committed to providing accommodations for qualified individuals with disabilities in a timely and effective manner. To request a reasonable accommodation, students must be registered with the campus Disabled Student Resources (DSR) office. Accommodations will be made based on eligibility determined by Disabled Student Resources. Services can be requested at any time during the semester. Requesting services well in advance will help to ensure that resources are available when needed. Please contact a DSR office at 206-6688 or DSRhelp@pima.edu.

Mandatory Reporting Statement: Pima Community College complies with Arizona State Statutes pertaining to immediate reporting of abuse of a minor. Abuse is defined as sexual, physical, or neglect, and a minor is defined as a person under age 18 (ARS 13-3620). Students who disclose abuse of a minor, either personally experienced as a minor any time in the past or present, or that of another minor, to any College employee legally requires that employee to file an immediate report to PCC DPS. (PCC SPG-1505/BB).

LABS: Please note that most labs will be held outside where proper clothing is necessary (e.g. walking shoes, hat, etc.). Field trips take place within class time barring unforeseen circumstances (caution: we leave promptly).

PROJECT: Information is online at http://wc.pima.edu/~bfiero/bio109/project/109_project.htm
Bio 109 Grade Tracking Sheet
Grading Rubrics online at http://wc.pima.edu/~bfiero/bio109/rubrics.htm

Quizzes = 400 pts (16 @ 25 pts each) = 40% of final grade
Quiz 1 ________ Quiz 9 ________ Quiz 17 ________ (replaces lowest quiz)
Quiz 2 ________ Quiz 10 ________
Quiz 3 ________ Quiz 11 ________ (Quizzes 1-16 after replaced with 17) Total Quizzes ________
Quiz 4 ________ Quiz 12 ________
Quiz 5 ________ Quiz 13 ________ Sum of lowest 4 quizzes ________
Quiz 6 ________ Quiz 14 ________ Final Exam ________
Quiz 7 ________ Quiz 15 ________ Final Exam – sum of lowest 4 quizzes = Final Add ________
Quiz 8 ________ Quiz 16 ________

Identification (ID) Tests = 200 pts (4 @ 50 pts each) = 20% of final grade
Plant ID Test ________
Bird ID Test ________
Anthrripod/Fish/Amphibian ID Test ________
Reptile/Mammal ID Test ________
Final ID Test (replaces lowest ID Test) ________ Total ID Tests ________

Laboratories = 200 pts. = 20% of final grade
Plant Field Trip (20) ________
Plant Community Study (25) ________
Bird Field Trip (20) ________
Bird Census (25) ________
ASDM Field Trip (20) ________
Owl Pellets Lab (25) ________
Wildflower/Pollinator Lab (25) ________
Geological Detective (20) ________
Geology Field Trip (20) ________ Total Lab Grade ________

Project = 140 pts = 14% of final grade
Research Question (10) ________
Proposal (30) ________
Data Collection (30) ________
Data (raw and summarized) (30) ________
PowerPoint/Presentation (40) ________ Total Project ________

Mini-Lecture = 60 pts. = 6% of final grade
Literature Sources (10) ________
PowerPoint (20) ________
Presentation (30) ________ Total Mini-Lecture ________

Natural History Event (Extra Credit) = 30 pts = +3% to final grade ________

Total Points = 1000 pts

Grand Total ________

Grade Percent = Grand Total 1000 points possible = X 100 = %

FINAL GRADE: A = 90 - 100% = 900 - 1000 points
B = 80 - 89% = 800 - 899 points
C = 70 - 79% = 700 - 799 points
D = 60 - 69% = 600 - 699 points
F = Below 60% = 000 - 599 points

iii
# BIO 109: NATURAL HISTORY OF THE SOUTHWEST
## SPRING 2013 (20942) 7Th TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITIES</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15</td>
<td>Introduction</td>
<td>Project Intro</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Venomous Animals</td>
<td>Research Question (10)</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Science</td>
<td>Proposal Checklist</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Classification</td>
<td>Research Proposal (30)</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Plants 1</td>
<td>Plant ID Test (50)</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Plants 2</td>
<td>Data Collection (15)</td>
</tr>
<tr>
<td>Feb 5</td>
<td><em>Plant Field Trip (20)</em></td>
<td>Data Collection (15)</td>
</tr>
<tr>
<td>Feb 7</td>
<td><em>Plant Community Study (25)</em></td>
<td>Data Analysis</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Desert Climate 1</td>
<td>Data Due (30)</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Desert Climate 2</td>
<td>Prepare PowerPoint</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Adaptation</td>
<td>Submit PowerPoint by 8 a.m.</td>
</tr>
<tr>
<td>Feb 21</td>
<td>HOLIDAY</td>
<td>Mini-Lecture Topic Due</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Desert Adaptation</td>
<td>Bird ID Test (60)</td>
</tr>
<tr>
<td>Feb 28</td>
<td><em>Wildflower/Pollinator Relationships (25)</em></td>
<td>Mini-Lecture Sources Due (10)</td>
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<tr>
<td>Mar 5</td>
<td>Birds</td>
<td>Arth/Fish Amph ID Test (50)</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Project Presentations (40)</td>
<td>Natural History Event Due (+30)</td>
</tr>
<tr>
<td>Mar 12/14</td>
<td>SPRING BREAK</td>
<td>Rept/Mamm ID Test (50); Last day for makeups; submit ppt</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Mating Systems</td>
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<tr>
<td>Mar 21</td>
<td><em>Bird Field Trip (20)</em></td>
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<tr>
<td>Mar 28</td>
<td>Insects and Other Arthropods</td>
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<td>Mar 28</td>
<td><em>Bird Census of Pima Grounds (25)</em></td>
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<tr>
<td>Apr 2</td>
<td>Fish, Amphibians, Reptiles</td>
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<tr>
<td>Apr 4</td>
<td>ASDM Field Trip (20)</td>
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<tr>
<td>Apr 9</td>
<td>Mammals</td>
<td></td>
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<tr>
<td>Apr 11</td>
<td>Mammals</td>
<td><em>Owl Pellets (25)</em></td>
</tr>
<tr>
<td>Apr 16</td>
<td>Plate Tectonics</td>
<td></td>
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<tr>
<td>Apr 18</td>
<td>Geology Concepts</td>
<td><em>Geology Detective (20)</em></td>
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<tr>
<td>Apr 23</td>
<td>Geology of the SW</td>
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<tr>
<td>Apr 25</td>
<td><em>Geology Field Trip (20)</em></td>
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<tr>
<td>Apr 30</td>
<td>Mini-Lectures (60)</td>
<td></td>
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<tr>
<td>May 2</td>
<td>Mini-Lectures</td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>Review for Final Exam</td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td>Final Exam and Final ID Test</td>
<td></td>
</tr>
</tbody>
</table>

* Lab studies are indicated above by italics and bold. Number in parentheses following the lab indicates the lab’s point value.