BIOLOGY 200: INTRODUCTION TO CELLULAR BIOLOGY AND GENETICS
Fall 2025
Section 006 and 007

General Information

Instructor: Dr. Cheryl Warren
Email: cwarren@towson.edu
Office: SC 5101E (5th floor offices on Stephens Hall side of Science Complex)
Walk In Office Hours: Tuesday 1-2 pm; Wednesday 1-2 pm; and by appointment (PLEASE ASK!)

Class Meeting Times: Section 006: MWF 9:00 – 9:50 in SC2125
Section 007: MWF 10:00 – 10:50 in SC2126
First day of lecture: Monday August 25, 2025

Course Description: This course is designed to acquaint the student with basic principles of cell biology and genetics. It is the first half of the General Biology foundation coursework (200/206) and is required for several majors. Topics to be covered include scientific theory and design, biologically important molecules, cell structure and function, cellular energy generation, DNA structure, replication, transcription, translation, regulation of gene expression, cell division, and genetics. *This course is intended for science majors.* ***If you are not a science major, you should be taking BIOL120/120L or BIOL191/BIOL191L. If you are unsure, please contact me immediately.***

Required Materials

Textbook: Codon Learning online courseware (required). This semester our class is using a courseware platform called Codon Learning, which is designed to help you practice concepts and skills for this class. We chose Codon for our class because it uses evidence-based strategies such as self-testing and metacognition to help you develop self-regulated learning skills. Data have shown that students who use Codon Learning are more likely to earn a higher grade.

To get started using Codon Learning:

1. Go to https://app.codonlearning.com/ and click "Reset Password" to set your password. Your username is your school email address.
2. Visit the Course Access tab to purchase your subscription. You have free access to Codon Learning for 21 days – meaning you have 21 days from the first day of class until you need to pay for the subscription using a credit card or enter an access code. The cost of the subscription is $48.
    - Systemic inequities have created financial disparities among students, but every student has the potential to succeed in this course. We understand that financial challenges can sometimes create additional obstacles to accessing the tools you need. If you're facing financial difficulties and can't afford the Codon Learning subscription, please reach out to me. I may be able to provide an access code in partnership with Codon Learning.

3. Complete the 'Welcome to Codon' assignment to introduce you to the platform.

Additional material for interested students can be found in the free online textbook *OpenStax Biology 2e* (optional) which can be accessed at this link: Free Biology 2e Textbook Available for Download - OpenStax.

Course Website: If you are officially enrolled in this course, you should automatically be enrolled in the course website hosted on Blackboard (http://blackboard.towson.edu). To log into Blackboard, use your Towson University User ID (your email user name) and your Towson University password. Using the course website on Blackboard is integral and essential to success in this course. Important materials and links for the course will only be available through the school's Blackboard system.

Computer Access: Computer access is needed for this course to access materials and course components on Blackboard and on the Codon learning platform. Computer malfunction is not an acceptable excuse for failing to complete an online assignment. Computers are available to all students in Cook Library on a first come first serve basis. Plan accordingly. - https://libraries.towson.edu/using-the-libraries/technology/computers-in-the-library

Supplemental Readings/Video links: Selected readings or video links may be provided by the instructor and will be made available through the course website on Blackboard. Please, check the website regularly for updates.

Email: Please use your Towson University supplied student email address for all course communications. Information about course grades or graded materials will not be sent via email. If you have a question related to grades, you should request an appointment. I will respond to emails within 24 hours during the week and 48 hours on the weekend. If you do not receive a reply, please follow up with a second email.

Course Objectives

The following outline summarizes the objectives for BIOL200. It is not meant as a specific study guide and does not include the details you need to know to accomplish the goals. The objectives summarize the "big ideas" that we will be covering in this course.

This course is taught with the following broad goals in mind:
- To provide students with a broad perspective of the field of cell biology and genetics.
- To introduce students to how major kinds of organisms work and interact.
- To establish a background for further study in advanced biology courses.

The course objectives for this semester are:

I. Understand and apply the scientific method to solving problems

A. Recognize that the scientific method is simply a way of approaching a problem that begins with understanding a set of basic information.

B. Learn to develop hypotheses and design controlled experiments to test them.

II. Develop a sufficient understanding of chemistry to predict properties of biological molecules.

A. Understand the structure of atoms

B. Describe how and why atoms form chemical bonds with one another.

C. Identify the functional groups of organic (and biological) molecules and understand how functional groups determine properties of the molecules of which they are a part.

D. Recognize and be able to explain the roles and properties of carbohydrates, lipids, proteins, and nucleic acids.

E. Understand the properties of water that make it indispensable to life.

III. Know the structure of a "typical" plant, animal, and bacterial cell.

A. Learn the names and functions of each of the structures (organelles) within a cell.

B. Describe the way in which organelles work together to accomplish cellular functions.

C. Understand and apply concepts in transport across membranes

IV. Describe how cells and organisms reproduce and control growth.

A. Explain the process of mitosis and describe each step

B. Understand basic control of the cell cycle

V. Develop a "feel" for the principles of cellular energetics.

A. Describe the way in which the first and second laws of thermodynamics control chemical reactions, in general, and metabolic reactions, in particular.

B. Know the basic properties of enzymes and describe their function and regulation.

C. Understand the role of enzymes in the processes of photosynthesis and in cellular energy harvesting pathways.

D. Write an overview of the reactions that make up the metabolic pathways studied.

VI. Integrate the processes of sexual reproduction (meiosis and fertilization) with the ability to predict the frequencies of traits in the offspring.

A. Describe mitosis and meiosis, step by step.

B. Explain Mendel's laws of inheritance, gene linkage, and crossing-over.

C. Correlate Mendel's laws to the movement of chromosomes during meiosis.

D. Use probability to calculate the results of genetic crosses.

VII. Understand the "Central Dogma of Molecular Biology": DNA $\rightarrow$RNA $\rightarrow$ Protein.

A. Be able to explain the structure of DNA and RNA and correlate structures to their roles.

B. Describe the processes of DNA replication, transcription, and translation.

C. Understand the basic characteristics of the genetic code.

D. Describe mechanisms of regulation of gene expression in prokaryotes and general principles of gene regulation in eukaryotes.

Students shall accomplish these goals through classroom lecture, discussion, and online problem sets, as well as laboratory experimentation in the accompanying course BIOL200L.

Why Should Anyone Take This Course?

Each of you has a personal career goal that requires an in-depth understanding of biology. Some of you may wish to study the complexities of ecological systems; others of you may wish to understand the complexities of a single cell; some of you may wish to become teachers or physicians or veterinarians. Whatever your personal goal, it is absolutely essential to begin your *lifelong study of biology* with a firm

foundation. That's why you should want to take this course and why you should want to do well in it. Here you will learn the fundamentals of the processes listed in the objectives above. In subsequent courses, you will learn more about these processes, adding new layers of detail on top of this foundation. ***The more solid this foundation, the easier it will be to succeed in your later biology courses.***

Course Requirements and Grading Policies

Please remember that grades should not be viewed as a reward for effort, but as a general measure of comprehension, although significant effort may enhance your performance in BIOL200.

The final grade for BIOL200 will be calculated based on a total of 570 points as follows:

Course Item	Total Points
Lecture Exam 1	150
Lecture Exam 2	150
Lecture Exam 3	150
Final Exam	150
Lecture Participation/Engagement	20
Codon Points	100
Lowest Exam 1, 2, or 3 grade dropped	-150

Student letter grades will be assigned as follows. Note that grades will be rounded to the nearest tenth.

Letter Grade	Percent Range
A	92 - 100%
A minus	90 - 91.9%
B plus	88 – 89.9%
B	82 - 87.9%
B minus	80 – 81.9%
C plus	78 – 79.9%
C	70 - 77.9%
D plus	68 – 69.9%
D	60 - 67.9%
F	< 60%

Lecture Exams (450 – 150 = 300 points). There will be **three end of unit exams** during the semester. (450 points, 150 points each.) The lowest unit exam grade will be dropped from the final grade total. The unit exams will be given in class, and may contain a variety of question types (multiple choice, completing charts, short answer, fill in the blank, true-false; mini essay). **Rescheduled or makeup exams will not be given.** If a student misses an exam, that will be the exam score dropped. If a second lecture exam is missed for an excused reason, that second missed exam score will be replaced with the percentage earned on the final exam.

Cumulative Final Exam (150 points). The final exam is required and will be given per the university's exam schedule. The schedule can be found at this website: Final Exam Schedule | Towson University.

Codon Learning Platform (up to 100 points): This semester our class is using a courseware platform called Codon Learning, which is designed to help you practice concepts and skills for this class. You will have readings with practice questions due each class day at 9am, weekly homework assignments due Monday 11:59 pm, and additional review questions to practice for each unit exam due the day of the exam. All work will be completed in the Codon platform. Successfully completing 90% of the points assigned in Codon will earn the full 100 points toward your grade. Codon points will be allocated as follows:

Percent of Codon Points Earned	Points Toward Course Grade
90-100%	100
80-89%	90
70-79%	80
60-69%	70
50-59%	60
40-49%	50
Below 40%	Points equal to actual percent

Lecture Participation and Engagement Points (20 points) While attendance isn't mandatory, attendance may be taken at each lecture. Up to 20 points of the course grade will be earned by coming to each class on time, signing in, and making an ongoing effort to take part in our class discussion and activities.

Late work policy: Specific due dates for assigned classwork/homework will be posted in Codon and on Blackboard. For Codon, readings and homework assignments will have a 24-hour grace period. All other work will only be accepted by the assigned due date. **Any work that is turned in after the due date and time is considered late and will not be accepted.**

How to contest grading: If you believe something was graded incorrectly, you have one week after you receive the graded document to provide a factual written (not oral or e-mailed) rebuttal explaining why you think you deserve credit for your answer. Written comments will not be accepted on the day a graded item is returned to allow you time to collect your thoughts.

The Blackboard Grade Center: I will use Blackboard to communicate student grades on individual assignments. This becomes the complete record of the course, which means that dropped scores will not be removed from this interface. At the end of the semester, I will calculate your final grade separately as described in the syllabus. While Blackboard does provide a grade tally, it may not be accurate for all students, particularly those with missing assignment scores. If you have questions about your overall course grade, please ask.

Student Responsibilities and Course Policies

The following expectations are to enhance your ability to learn in this class, to avoid disruption and distraction, and to improve the quality of the classroom experience. "Every student has the *right* to learn, as well as the *responsibility* not to deprive others of their right to learn."

1. **Participation in the course.** You are expected to check Blackboard regularly and to participate in all posted exercises. You are expected to keep track of due dates and to submit your coursework on time. Failure to participate may lower your performance on exams (and your grade in the course), as you are responsible for all material presented in the course, on Blackboard and from other provided resources.

2. **Class Behavior**. Free discussion, inquiry, and expression are encouraged in this class. It is okay to disagree with an idea but not to ridicule or make fun of another person and his/her ideas. Raised voices, derogatory language, name-calling, and intimidating behavior will NOT be tolerated. Disruption interferes with the learning environment and impairs the ability of others to focus, participate, and engage. Classroom/online behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Classroom/online behavior which is determined to be inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review and the student will be barred from further participation in class.

3. **Academic Integrity.** Any form of cheating (including on exams, quizzes, or plagiarism of assignments and papers) will not be tolerated. Cheating and plagiarism are defined in the Student Academic Integrity Policy (https://www.towson.edu/about/administration/policies/documents/polices/03-01-00-student-academic-integrity-policy.pdf) and should be reviewed by each student. Please also see the italicized text explanations below. The use of AI tools (including ChatGPT) is not allowed for assignments in this course and may be considered an academic policy violation. **The consequences of violating the Academic Integrity policy may result in the assignment of zero points for the examination, quiz or assignment/paper in question – and/or - the student may receive a failing grade for the entire course at the discretion of the instructor.**

   Students are responsible members of the academic community. You are therefore obligated not to violate the basic standards of integrity. You are also expected to take an active role in encouraging other members of the community to respect those standards. Should you have reason to believe that a violation of academic integrity has occurred, you are encouraged to make the suspicion known to a member of the faculty or University administration.

   Cheating means using, attempting to use, and/or disseminating unauthorized materials, information, notes, study aids, videos or other devices in any academic exercise. This includes unauthorized communication of information during an exercise or exam. Some examples include but are not limited to: Copying from another student's paper or receiving unauthorized assistance during any graded deliverable; using books, notes or other devices (e.g., calculators, phones, watches, laptops, or other internet enabled devices) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like with other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination, using solutions manuals, providing exam and assignment questions to student websites or using such a website to complete an assignment and/or exam (including free or pay websites that maintain textbook and/or instructor solutions). To clarify,

copying or collaborating with other students or using external resources, including other people, on any type of assignments that are expressly designed to be completed individually is cheating.

Recorded sessions and any associated materials are designated ONLY for registered students in the class. Any sharing or dissemination of recordings beyond the student body registered in the course and section constitutes a violation of privacy and may also be categorized as cheating or defamation of character (depending on the circumstance), a possible copyright infringement.

Complicity in Academic Dishonesty means helping or attempting to help another commit an act of academic dishonesty. Some examples include but are not limited to: Allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested without authorization before the scheduled exercise; collaborating on academic work that is expressly designed to be completed individually; taking an examination or test for another student; signing a false name on an academic exercise; or sharing assignment or exam information before, during, or after the deliverable in written, electronic, video, or verbal form. (Note: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Students should seek clarification when in doubt).

Abuse of Academic Materials means destroying, stealing, or making inaccessible library or other resource materials. Some examples include: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor.

4. **Diversity Statement**. Towson University values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive classroom and workplace environments, promotes excellence, and cultivates the intellectual and personal growth of the entire university community. Should you feel that you are experiencing a negative environment related to diversity issues or cultural sensitivity, we encourage you to contact the Department's Assistant Chair, [Ms. Charlotte Saylor csaylor@towson.edu]. For more information go to https://www.towson.edu/fcsm/departments/biology/diversity.html

5. **Americans with Disabilities Act.** This course is in compliance with Towson University policies for students with disabilities. Students with disabilities are encouraged to register with Accessibility & Disability Services (ADS), 7720 York Road, Suite 232, 410-704-2638 (Voice) or 410-704-4423 (TDD). Students who suspect that they have a disability but do not have documentation are encouraged to contact ADS for advice on how to obtain appropriate evaluation. A letter from ADS authorizing your accommodation is needed before any accommodation can be made. Accommodations are not retroactive to previous exams or assignments. Please try to secure and provide your documentation during the first week of class.

6. **Title IX policy**. Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence [Policy 06.01.60]. It is

important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. It is a goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is required to share information with the Title IX Coordinator regarding disclosures but know that the information will be kept private to the greatest extent possible. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the TU Counseling Center 410-704-2512 to schedule an appointment, and locally within the community at TurnAround, Inc., 443-279-0379 (24-hour hotline) or 410-377-8111 to schedule an appointment.

7. **Reporting Hate Crimes and Bias Incidents.** Towson University prohibits all students, staff, and faculty from committing or engaging in any hate crimes as defined under state and federal law, or any acts of bias, hate, or prejudice exhibited in conduct that is in violation of another University policy on campus, on University property, at University sponsored events, or when engaged in University activities and business on or off campus. The University must receive notice to respond effectively to alleged Hate Crimes or Bias Incidents in the University Community. Please report or file a complaint of a Hate Crime or Bias Incident in the following ways:
    - Report to University Police: Towson University's Police Department ("TUPD") will determine if incidents are criminal in nature. In cases of hate crimes, individuals can be punished with fines and/or imprisonment. Felony offenses demonstrated to be motivated by bias are subject to enhanced penalties.
    - Contact the Office of Inclusion & Institutional Equity: Online at: https://towson.edu/notattu email at: OIIE@towson.edu, telephone, In person or via regular mail.

8. **Counseling Services.** Students who are experiencing personal difficulties or mental health challenges are encouraged to seek free and confidential assistance at the Towson University Counseling Center (TUCC). Same-day appointments are available, and you can reach a crisis counselor by phone after hours. For more information about TUCC, please visit their website at https://www.towson.edu/counseling/. To make an appointment or for after-hours crisis assistance, please call 410-704-2512.

9. **Course repeat policy:** Students may not repeat a course more than once without prior permission of the Academic Standards Committee.

10. **Recording of class activities:** The lectures in this course may be recorded by the instructor for educational purposes and will be shared only with the members of the class through Blackboard. Students **may not** make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Resources permitting the recording class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded.

11. **Emergency Closure:** Conditions on campus sometimes force the university to close. Should this occur, the instructor will send a message to your Towson e-mail addresses that explains any revisions to our schedule and assignments. The university's website (www.towson.edu) and the main University phone number (410-704-2000) state when conditions on campus force the university to close. To have text message alerts regarding campus closings sent to your cell phone, visit: https://www.towson.edu/news/emergency.html

12. **Additional Campus Resources:**
    a. Albert S. Cook Library provides the resources, services, and spaces that our community needs in order to find, evaluate, and use information appropriately and ethically. Librarians are available through chat, email, and 1:1 consultation. http://libraries.towson.edu/
    b. The Office of Technology Services offers a number of Software options for free for students including the Microsoft Office Suite https://www.towson.edu/technology/software

How to be successful in this course and where to find help

Students are expected to prepare fully for class and to participate actively in class discussion. Students experiencing difficulty in understanding the course material should particularly make an effort to attend supplemental instruction sessions, instructor's office hours, and have any and all questions answered prior to the exam. Please, feel free to ask questions!

Advice for Success: First, it is impossible to learn all you need to know during the three hours of lecture each week. Educators have estimated that for every hour of in-class time, you should spend 1-2 hours of time out of class. We cannot learn the information and understand the concepts for you and we cannot make you learn and understand simply through lecture. So the question becomes, how can you most profitably spend these hours outside class? The following list summarizes some strategies.

1. **Read** the online assignments in the Codon platform and take notes **before** each class.
2. Be an **active participant** during class sessions. Class time will be spent solving application and critical thinking questions. Ask the instructor for clarification if you do not understand an example or question in class. If the instructor writes information or draws on the board, copy it down!
3. **Practice teaching the material.** If you truly remember and understand the material, you should be able to teach the material without reference to your notes or the text. Do this out loud and draw or write material as necessary. When you think you have mastered the material, teach it to someone who knows the material (a tutor or a classmate who has his/her notes and book open to check your coverage and facts). Once you have confirmed your mastery of the material, try teaching it to yourself again once a week to make sure you remember it over the entire semester.
4. **Attend Supplemental Instruction Sessions:** Our class has a peer-mentor (or S.I. leader) who attends lecture and will lead 3 sessions per week to review the material covered in class, as well as help with general study tips and strategies. Attendance is not required, and I will not

know who attends the sessions, but our previous semesters' data shows that students who attend the review sessions higher grades than students who never attend.

5. **Organize a study group.** Meet at least 1-2 hours every week (not just before tests). Quiz each other and teach each other the material. Support for setting up study groups can be found at https://www.towson.edu/tutoring-learning/academic-support/study-groups.html
6. **Take advantage of my walk in office hours.** Please come and ask any questions or clarify any topics. If the hours I have set do not work for you, please ask about alternate times. I am also available by appointment in person and on zoom – please email me to set up a time.
7. **Tutoring and Learning center workshops and tutoring.** Free tutoring is available at Towson University through the Tutoring and Learning Center https://www.towson.edu/tutoring-learning/

If you come up with other successful learning strategies, let us know about them so that we can share them with other students.

Important Dates:

Monday Aug 25, 2025	First day of classes
Monday Sep 1, 2025	Labor Day – no classes
Tuesday Sep 2, 2025	Last day to change schedule (ADD/DROP)
Wednesday Sep 24, 2025	Unit 1 Exam
Friday Oct 17, 2025	Fall Break – no classes
Wednesday Oct 22, 2025	Unit 2 Exam
Monday Nov 3, 2025	Last day to withdraw with grade W, or change to P or AU grading
Wednesday Nov 19, 2025	Unit 3 Exam
Wed – Sun Nov 26-30, 2025	Thanksgiving Holiday – no classes
Monday Dec 8, 2025	Last Day of Class
Wednesday Dec 10, 2025	FINAL EXAM Section 006 only 8 -10 am
Monday Dec 15, 2025	FINAL EXAM Section 007 only 8 -10 am

Tentative Course Schedule – The course schedule is included on the next page and posted separately in Blackboard. It is subject to change due to the pace of the class, new information/current events, or loss of class time due to circumstances beyond our control (weather, global pandemics, building issues). Any changes will be announced on the Blackboard course website.

Week	Class	Day	Date	TOPIC
1	1	Mon	25-Aug	Introduction; Codon; What is Biology?
	2	Wed	27-Aug	Science of Biology; Atoms, Molecules
	3	Fri	29-Aug	Chemical Bonds; Properties of water
2		Mon	1-Sep	LABOR DAY - no class
	4	Wed	3-Sep	Properties of Water; pH
	5	Fri	5-Sep	Introduction to biological molecules;
3	6	Mon	8-Sep	Carbohydrates
	7	Wed	10-Sep	Proteins
	8	Fri	12-Sep	Proteins; Nucleic Acids
4	9	Mon	15-Sep	Nucleic Acids
	10	Wed	17-Sep	Lipids
	11	Fri	19-Sep	Membranes
5	12	Mon	22-Sep	Transport across membranes
	13	Wed	24-Sep	**EXAM 1**
	14	Fri	26-Sep	Intro to cells; Prokaryotes
6	15	Mon	29-Sep	Eukaryotic Cell Structure
	16	Wed	1-Oct	Eukaryotic Cell Structure
	17	Fri	3-Oct	Energy
7	18	Mon	6-Oct	Enzymes
	19	Wed	8-Oct	Respiration
	20	Fri	10-Oct	Respiration
8	21	Mon	13-Oct	Fermentation
	22	Wed	15-Oct	Photosynthesis
		Fri	17-Oct	FALL BREAK - NO CLASS
9	23	Mon	20-Oct	Comparison of Photosynthesis and Cellular Respiration
	24	Wed	22-Oct	**EXAM 2**
	25	Fri	24-Oct	Central Dogma; Chromosome Theory
10	26	Mon	27-Oct	Cell cycle, Mitosis
	27	Wed	29-Oct	Cell Cycle, Checkpoints
	28	Fri	31-Oct	DNA Replication
11	29	Mon	3-Nov	DNA Replication
	30	Wed	5-Nov	DNA Repair; Mutation
	31	Fri	7-Nov	Meiosis
12	32	Mon	10-Nov	Mendelian Genetics: Principles of Inheritance
	33	Wed	12-Nov	Mendelian Genetics
	34	Fri	14-Nov	Patterns of Inheritace
13	35	Mon	17-Nov	Human Genetics; Pedigree analysis
	36	Wed	19-Nov	**EXAM 3**
	37	Fri	21-Nov	Genetic Code
14	38	Mon	24-Nov	Transcription
		Wed	27-Nov	THANKSGIVING BREAK
		Fri	28-Nov	THANKSGIVING BREAK
15	39	Mon	1-Dec	Transcription/Translation
	40	Wed	3-Dec	Translation
	41	Fri	5-Dec	Regulating Gene Expression
	42	Mon	8-Dec	Last day of Class - SUMMARY AND REVIEW
		Wed	10-Dec	FINAL EXAM Section 006 8-10am
		Mon	15-Dec	FINAL EXAM Section 007 8-10am