Entomology 320 Honey Bee Biology

Spring 2014

Section: 700(CRN: 16072)

Instructor: Dr. Bradley N Metz (bmetz@tamu.edu)

Course Introduction
Welcome to Texas A&M’s introductory course on honey bee biology, evolution, management and preservation. This course is designed for both science and non-science major students, with honey bees used as a model organism to learn about the processes of science, biology, entomology, sociobiology, and the evolution of communication. This is an online course taken entirely through the TAMU eCampus system. If you are accessing this document online, you should be able to click the blue underlined hyperlinks to obtain more information. This syllabus is your introduction and companion document to the ENTO 320 course. It contains contact information, procedures policies, schedules etc. A student enrolled in this course is expected to carefully read this document and by enrolling in this course, students agree to conduct themselves according to the precepts within.

Course Objectives
Upon completion of this course, a student will be able to:

1) Identify honey bee anatomical and biological features as well as explain their functions. You will gain a working knowledge of honey bee anatomy and biological principles, as well as learn about social insects. For example, on completing this course you will be able to explain to others why honey bees sting, how they make wax combs and how they convert plant nectar into honey. You will be able to tell others how bees collect and carry pollen and why honey bees are important to plant pollination in almost every part of the world.

2) Understand honey bee evolution and explain the significance of their life history traits (namely eusociality). You will be able to, in broad terms, discuss the evolution of the honey bee species, its variation throughout the world and the impact this has on human society. In particular you will understand the generation and biological significance of the “Africanized bee,” where it came from and why. You will learn that there are other honey bee species and how they are managed and their behavioral distinctions.

3) Know the history of beekeeping and discover the impact apiculture has on society. You will also understand how apicultural practices relate to biological processes of the honey bee. Although fine scale beekeeping
practice will not be a focus of the course, you will still learn how the biology of the honey bee affects apicultural practice, be aware of common pests of the honey bee and mechanisms for dealing with them, and new challenges in apiculture, such as colony collapse.

4) Exercise self-disciplined learning. While there are due dates within this course, there are no traditional lectures or set meeting times. The successful student will learn to be disciplined at reading the course materials and proactive in contacting the professor for guidance. You should be able to look at the course calendar and the assignment requirements and design a schedule by which you can complete the required reading and homework in preparation for any exams.

5) Interpret technical and scientific writing and write in a professional, scientific fashion. You will be exposed to recent primary journal publications in honey bee biology and learn to critically read scientific documents as well as interpret and summarize real, published experiments. This practice will give you the expertise to read or listen to a news story/broadcast and evaluate whether the interpretations presented are based on complete, valid, or correct information. You will have gained a better understanding of how to report and review scientific studies in the popular, or lay language used outside of academia.

6) Use Internet technologies such as email in a professional manner. The entirety of the student’s interaction with the instructor will take place through discussion boards email. Presenting information and resolving conflict using the written word is becoming a critical skill in modern careers. You will practice this skill throughout this course and at its conclusion, you will be able to review your written communiqués from the standpoint of the reader to avoid ambiguity and misinterpretation.

**Instructor Information**

**Instructor and Moderator:** Dr. Bradley N Metz

**Email:** bmetz@tamu.edu

While I attempt to address emails immediately, I will usually respond to emails within 24 hrs for normal communication; this may be delayed extensively during the period when assignments are due as I will be grading. Do not expect prompt replies to emails sent the day of or the day after an assignment is due.

**Phone/Office:** All Communications for this course will be with me will be conducted through email or electronically through the eCampus system. I do not keep an office and cannot return phone calls. I usually check emails and log onto eCampus several times daily and will attempt to promptly address all concerns as quickly as possible.

**Class discussion forums:** For urgent matters, questions that you don’t mind appearing publicly, or questions that may be answerable by your peers, I highly recommend using the discussion forums on eCampus. Often, other students will
have the same question as you and others will have found the answer. Peer collaboration is an important path to success in this course.

**Required Materials**


You must have access to the Texas A&M eCampus system throughout the length of this course. This means you must have ready, regular (daily) access to a computer with an Internet connection. Mobile devices (such as iOS) appear to suffice for course communications, but I am not confident of the fidelity of submitted materials such as the assessments and assignments. Here is a list of supported browsers for the eCampus system. I would recommend choosing from this list when completing assignments or assessments. Additionally, there is a known error with the Chrome browser that can affect the recording of certain exam questions. I would recommend against using Chrome to take exams.

Supplemental readings will be released on the eCampus system throughout the duration of the course. Notice our textbook is from 1987. I will be adding material that relevant to the modern state of our understanding of honey bee biology from modern scientific texts and journal articles. These will be made available free to download.

Weekly lectures will be provided as streaming videos accessible through eCampus. These take the format of streaming, narrated powerpoint presentations.

**Prerequisites**

Junior or Senior Status or approval of the instructor. This course relies heavily on reading and writing skills as well as the discipline that comes with experience to keep to a rigorous study schedule without external motivation from the instructor. Typically these skills come naturally to a successful 3rd or 4th year student, but certainly can manifest in younger students. You may contact me for a waiver of this requirement, bearing in mind that your request should demonstrate the relevant skills.

Software: Your computer must have a way to view PDF files (eg. Adobe reader, Google Docs, or similar) and a way to edit and save MS word files (docx; MS Word, Open office, or similar). All software for this course can be purchased inexpensively through the Student computing center. Additionally, all computers at TAMU computing labs have the necessary programs as do computers at most public libraries. You will be expected to have proficiency with these basic programs. I am not asking you do to anything in-depth, but if you are uncomfortable downloading, reading, and manipulating documents with the programs mentioned, I highly recommend you study the relevant tutorials prior to attempting any of the assignments.

You will need to familiarize yourself with eCampus. eCampus is Texas A&M’s name for Blackboard Learn, the new learning management system. This program
provides a secure interface for the exchange of sensitive material and a (relatively) smooth interface to conduct our educational interactions. I will try to be accepting and understanding of errors, but in turn you must work quickly to gain confidence with eCampus and to identify problems and report them to me in a timely fashion. A tutorial to get you started is provided at the end of this document.

If you need assistance with any computer software or hardware problem contact the Student Computing Center for assistance.

They are more knowledgeable (by far) than I about computing issues, and while I can assist with simple problems, they may be the better contact for urgent help.

**Major Assignments**

**Weekly quizzes** will cover the reading and lecture material and will consist of 10 questions each. You will have 25 minutes to take each quiz and can repeat the quiz for an improved score.

**4 Exams** will cover approximately a quarter of the reading material each. The questions on each exam will be multiple choice, multiple answer, matching, fill-in-the-blank, ordering, jumbled sentence, picture ID, and similar objective questions. There will be 50 questions and you will have 70 min to take each exam. Exams may only be taken once.

**Final exam** will be comprehensive for all course materials (including supplemental readings, assigned videos, etc). It will consist of 100 questions and you will have 140 minutes to take it. The question format will be similar to the exams and you can expect to have seen approximately half the questions previously. Questions will be randomized for each student. The final exam may only be taken once.

**4 Critical reading assignments** will expose you to primary literature on honey bees from current research articles published in major journals. You will be required to read the article associated with each assignment and answer a series of short questions about what you’ve read. All writing assignments will be available from the start of the semester.

**A writing Project** will challenge you to use what you’ve learned about scientific writing and Apidology (the science of honey bees) to write a summary/abstract of a current research article.

**Six graded discussion groups** will task the student with participating in online discussions on various topics relating to the course. For instance, there will be journal discussions in which students will read and analyze a peer-reviewed research article on honey bees. These discussions will be scored primarily, but not exclusively, by participation and interaction among the students and with the instructor.
Course Calendar
This represents the official assessment calendar. This information is also available in eCampus. Dates and times are subject to adjustment based on the needs of the course. I will notify you of any such adjustments through the announcements page.

All course exams, written assignments, and discussion posts will be due at 8:00 PM, Central Time

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1/16/14</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>1/17/14</td>
<td>Last Day to Add/Drop</td>
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<tr>
<td>1/21/14</td>
<td>Quiz 1</td>
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<tr>
<td>1/23/14</td>
<td>Reading assignment 1</td>
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<tr>
<td>1/28/14</td>
<td>Quiz 2</td>
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<tr>
<td>1/30/14</td>
<td>Reading Assignment 2</td>
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<td>2/4/14</td>
<td>Exam 1</td>
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<td>2/6/14</td>
<td>Reading Assignment 3</td>
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<td>2/11/14</td>
<td>Quiz 3</td>
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<td>2/13/14</td>
<td>Reading Assignment 4</td>
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<td>2/18/14</td>
<td>Quiz 4</td>
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<tr>
<td>2/25/14</td>
<td>Quiz 5</td>
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<tr>
<td>3/3/14</td>
<td>Mid-term Grades Due</td>
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<tr>
<td>3/4/14</td>
<td>Exam 2</td>
</tr>
<tr>
<td>3/6/14</td>
<td>Writing Project</td>
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<tr>
<td>3/10/14-3/14/14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/18/14</td>
<td>Discussion 2</td>
</tr>
<tr>
<td>3/20/14</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>3/25/14</td>
<td>Discussion 3</td>
</tr>
<tr>
<td>3/27/14</td>
<td>Quiz 7</td>
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<tr>
<td>4/1/14</td>
<td>Exam 3</td>
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<tr>
<td>4/3/13</td>
<td>Discussion 4</td>
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<tr>
<td>4/8/14</td>
<td>Quiz 8</td>
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<tr>
<td>4/10/14</td>
<td>Discussion 5</td>
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<tr>
<td>4/14/14</td>
<td>Last day to Q-drop</td>
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<tr>
<td>4/15/14</td>
<td>Quiz 9</td>
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<tr>
<td>4/17/14</td>
<td>Discussion 6</td>
</tr>
<tr>
<td>4/22/14</td>
<td>Quiz 10</td>
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<tr>
<td>4/24/14</td>
<td>Exam 4</td>
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<tr>
<td>4/29/14</td>
<td>Quiz 11</td>
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<tr>
<td>5/6/14</td>
<td>Final Exam</td>
</tr>
<tr>
<td>5/8/14</td>
<td>Final Grades Submitted</td>
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</tbody>
</table>
### Points Breakdown

The course offers 1,100 pts available to earn with your grade being calculated out of 1,000 such that you may simply add the points earned on any given assignment/assessment to easily calculate your grade. These numbers may be adjusted to account for rounding errors and/or to make for easier grading of individual assignments.

<table>
<thead>
<tr>
<th>Course Assessment Material</th>
<th>Individual value</th>
<th>Number</th>
<th>Total value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20</td>
<td>11</td>
<td>220</td>
</tr>
<tr>
<td>Exams</td>
<td>100</td>
<td>4</td>
<td>400</td>
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<tr>
<td>Final</td>
<td>200</td>
<td>1</td>
<td>200</td>
</tr>
<tr>
<td>Critical Reading</td>
<td>20</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Writing Project</td>
<td>80</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Discussion groups</td>
<td>20</td>
<td>6</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1,100</strong></td>
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#### Grade Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>900+</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt;600</td>
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</tbody>
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### Lecture Topics

These are the general lecture topics (and not coincidentally the titles of them as well) to give you an idea of what to expect this class to cover. If you find a topic of interest to you that is *not* represented, please don’t hesitate to contact me through the discussion forums to have it included.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to biology</td>
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<tr>
<td>2</td>
<td>The tree of life</td>
</tr>
<tr>
<td>3</td>
<td>Diversity within the genus <em>Apis</em></td>
</tr>
<tr>
<td>4</td>
<td>Your body and the colony</td>
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<tr>
<td>5</td>
<td>What’s on the outside?</td>
</tr>
<tr>
<td>6</td>
<td>What’s on the inside?</td>
</tr>
<tr>
<td>7</td>
<td>Building a honey bee</td>
</tr>
<tr>
<td>8</td>
<td>A home for bees</td>
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<tr>
<td>9</td>
<td>The daily life of a bee</td>
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<tr>
<td>10</td>
<td>Foragers and foraging</td>
</tr>
<tr>
<td>11</td>
<td>Controlling behavioral ontogeny</td>
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<tr>
<td>12</td>
<td>Honey bee pheromones</td>
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<tr>
<td>13</td>
<td>Reproductive Biology</td>
</tr>
<tr>
<td>14</td>
<td>The History of Beekeeping</td>
</tr>
<tr>
<td>15</td>
<td>Pollination and plant biology</td>
</tr>
<tr>
<td>16</td>
<td>Pests, parasites and diseases</td>
</tr>
<tr>
<td>17</td>
<td>Africanized bees</td>
</tr>
<tr>
<td>18</td>
<td>The extinction of the pollinators</td>
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</tbody>
</table>
Curving/Extra Credit
This course has a curve such that if the class median is below 750 pts, I will apply an equal amount of points to the entire student body to meet that cutoff. Additionally, take note that while I grade based off of 1,000 points, I have offered 1,100 points for you to earn. This is the only extra credit I will provide. Please understand I am ethically bound to treat all students the same and I therefore will not reply to requests for personalized extra credit, pleas for opportunities to retake assignments, or other such attempts to receive special or unique treatment.

Grade Disputes
I will carefully consider all polite, professionally worded, and well-reasoned disputations of your score for any assignment based on the following criteria (in descending order of probability of your getting points added to your grade):

• Miscalculation on my part or on the part of the eCampus software
  o This is a matter of course; if there is any numerical error in your grade I will fix it immediately.
  o This is rare, so please make sure that you’ve checked your work before emailing me.
• Ambiguity or inaccuracy of any objective question.
  o This applies to those questions that appear on quizzes, exams and the final and have concrete answers.
  o If you can provide evidence of contradictory information leading to ambiguity in answering a particular question or the question appears to be graded inaccurately, I will review your disputation and may return points to all students.
  o Inaccuracies are completely unintentional and I appreciate it when you find them, but do your best to verify that there is indeed an error before emailing me. I’m reasonably confident that errors are few and far between, but it happens.
  o When contradictions exist between lecture and reading material, the lecture is assumed to have priority. If there is an ambiguity between source, I would ask you post it to the discussion forums so that we may resolve it.
• Misinterpretation of subjective questions.
  o This applies to your grades on essays (mainly the reading and writing assignments).
  o If you can make a convincing argument for why your score should be raised, based solely on the interpretation of your work, I may return points to you.
    ▪ This is your chance to call for a “review of the play,” as it were.
    ▪ Do not do this gratuitously as I may reduce your score if I find sufficient reason to do so upon review. Make sure you have a very convincing case ready prior to emailing me.
  o Bear in mind that these are subjective grades and while I will entertain your counterarguments, my reviewed decision is ultimately final.
• Personal appeals.
  o I will NOT reply or accept personal appeals for grade adjustment. I take a dim view of this sort of manipulation.
  o This includes requests for regarding based on your "need" for a better score, for academic, extracurricular, or personal reasons.
  o If your argument for an improved grade is not based on the quality of your work or an error on my part, I will NOT reward you points for it.
  o I’m not unsympathetic to the events in your life, recall that I was a student once as well; but understand that I am teaching approximately 100 students and am ethically bound to provide all of you the same opportunities and challenges. This precludes my ability to grade based on personal feeling.
  o Understand that you earn the points that contribute to your grade; I do not give them to you. I will not simply give you points as that cheapens your hard work and the work of every other student.

**Late Work**
All course materials will be due by 8:00 PM of the due date listed. All course assignments and assessments are available for multiple days. This means that you choose the time within that period to take each quiz, complete a particular homework, or take an exam. As such there are very few excuses that I will accept for failure to complete any course material in the time allotted. In the ordinary course of events, I do not accept late work. Should you have a planned absence during an assignment/assessment’s availability period, you are responsible for completing the work prior to leaving. University excused absences and extreme emergencies will be considered on a case-by-case basis.

**Technical errors will not be considered sufficient excuse for tardiness or missing an assignment.** Make sure you start the assignment with enough time to complete it, ensure you are aware of all cutoff times and due dates before starting any assignment. I am not responsible for the state of your computer, internet connection, etc. If you have problems with any of your personal equipment, you are expected to have an alternative available (eg: TAMU computing labs, public libraries, etc.).

**Attendance Policies**
Because this is a self-directed, online course, there is not attendance in the traditional sense. The university has a standard attendance policy:

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)."

The application of this to ENTO320 is as follows: No assignments, assessments, etc. will be due on the same day they are released to you. In effect you will be able to access any course assessment materials over the course of several days and times.
This means that, once you see the course calendar (above), you should be able to prepare for any planned absences (such as sporting events, religious observations, etc.) before the due date of any material. The responsibility is yours to make arrangements with me; it will be only in very rare circumstances that I will accept communication from a proxy. Typically, I will expect a student with a planned absence to complete their assessments before they leave for a planned absence. If you do not tell me of a planned absence until after the due date for the related assignment/assessment has passed, there will be no accommodation made.

I am of course aware of unexpected absences such as: family or personal emergencies, medical or otherwise. If these come up and do not fall under the guidelines of official university absences, I must be made aware of them as soon as possible. Otherwise I will require scanned documents to be emailed to me to verify your University approved absence.

**Course Communication**

Communication for this course is handled entirely online. I do not keep an on-campus office for this course and am unable to return phone calls. That means our course communication will be entirely written. A more complete guide to online communication will follow, but first I want to describe the three modes of communication I intend to make use of.

1) Email: bmetz@tamu.edu
   a. Use my email for sensitive communications or those you wish to remain private.

2) Announcements on eCampus
   a. I will use announcements to provide course wide communication about events and modifications to course content. These are emailed to you as well as posted on the eCampus site.

3) Discussions on eCampus
   a. This will be the most frequently used communication mechanism in this course. It can be considered analogous to an open discussion in a real classroom where communication is more or less public. There are several forums to post in for different purposes. Posts in the discussion forums can be answered by either your peers or myself and are visible to all.

The following is an excerpt from a University of Massachusetts (UMass) publication on online communication. The full text can be found here. It nicely delineates the type of communication I would like to foster and the guidelines I intend to follow and I expect you to do the same. Much of this can be summarized by simply stating: use professional curtsey in all course communications; use an elevated degree of empathy when writing (and reading) because it is difficult to read social clues without facial expressions, vocal inflection, etc. Treat others with the respect you wish them to treat you.
Communication

General

• Realize that typed messages lack the vocal and nonverbal cues that normally carry a lot of meaning in a face-to-face conversation. Without this supporting context, satire or sarcasm can come across as meanness. Try using "emoticons" (also called “Smileys”) to make your emotional intent more obvious (e.g., make it clear when you’re joking ;)

• Avoid criticizing people's spelling. Typos are more accepted on the Internet, so sending a message pointing out all the spelling errors or grammatical mistakes in someone's messages may be counterproductive.

• Even so, spell-check your own messages and quickly review them for punctuation and grammar.

• DON'T USE ALL CAPITAL LETTERS! Occasional capitals are OK for emphasis, but typing in all caps is the Internet equivalent of shouting (plus messages in all caps are hard to read).

• Avoid using all lowercase letters. It's viewed as mumbling.

• Be brief and to the point. People expect brevity and won't read lengthy messages. Plus, it's harder to read words on a computer monitor than on paper.

• Have backup copies of files and email messages.

Subject Lines

• Keep subject lines short.

• Make subject lines informative (e.g., don't title messages “FYI,” “Important,” or anything else that doesn't indicate the content of the message).

Quoting

• Quote the original message when you reply. It may not be apparent to everyone else who you're replying to or what you're replying about.

• Lines of text with brackets > preceding them are used to denote a > quote from a previous message.

Email

• Unless you are explicitly given permission, don't publicly post email sent to you in private.

• Recognize that instant delivery of email does not guarantee an instant response. Don’t “dun” people for responses before an acceptable amount of time has elapsed.

• If you are sending information from another source, pay attention to whether the material is copyrighted (copyright laws apply to email, too).

• Cite sources.
If a message is particularly important, you might want to compose several drafts of it in a word processor and spell-check it.

Avoid leaving your email account open when you leave your computer. Anyone could sit down at your keyboard and send out any libelous, offensive, or embarrassing message under your name.

“Spam”
- Do not “spam” (send unsolicited generic email).
- Do not reply to spam, even to demand that they stop emailing you.
- If you really must distribute a message to many people, do not paste all the names into the “CC” field of your email program (where people can see everyone else’s email addresses). Always use “BCC” (blind carbon copy) instead.
- Attachments
- Do not send huge attachments.
- When you’re replying to a message that has an attachment, do not include the attachment again.
- Avoid sending attached files that lack filename extensions (that’s because some computers won't be able to open them).
- If you’re not sure whether your audience has the correct software to open an attachment, try converting it to an HTML document so it can be opened in a browser. If the document is large, you could post the document on the Web in HTML format and email the URL instead of the file.

Flaming
- Do not flame! Flaming refers to derogatory, abusive, threatening, sarcastic, rude, or otherwise mean-spirited messages directed at people.
- If a message provokes a negative emotional response, put it away for a while, then reread it and see if you’re misinterpreting it. If you don’t understand a particular item, ask the sender for clarification before replying to an incorrect conclusion.
- Messages are not secure. Remember, it’s very easy for someone else to forward messages you thought were confidential. Think of email and bulletin board messages as postcards rather than letters.
- Apologize. If there's been a misunderstanding or miscommunication, you can often nip a flame war in the bud by a brief apology.

Discussions
- Lurk before you leap. Lurking is visiting without participating. While it’s rude to make a habit of lurking, a little lurking can acquaint you with rules and procedures help you get the “lay of the land,” and prevent embarrassment.
- Avoid posting non-informative messages on bulletin boards. Chat is more like a telephone, so saying “Me, too!” or “I don’t know” is accepted. But on bulletin boards, people don't like to read postings that aren't substantive.
**Aggie Honor Code**

AN AGGIE DOES NOT LIE. CHEAT OR STEAL OR TOLERATE THOSE WHO DO.

**Know the code**  http://aggiehonor.tamu.edu/
All students are expected to work individually and use only the course materials provided for all assignments. Having another individual view or complete your assignments/assessments whether online or in person is cheating and will be treated as such. The exceptions to this are any assignments explicitly labeled group assignments. These are typically based around online discussion of material in the course. It is always okay to discuss the course material on the discussion boards, but it is never okay to seek or post exact answers to test questions.

**American Disabilities Act**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes he or she has a disability requiring an accommodation, he or she should contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building (979-845-1637) so that such accommodations can be made.

**Further questions, contact me**
My email is bmetz@tamu.edu, you may contact me there at any time for private communications. For general questions or public discourse, please use the discussion forums on the eCampus page. Questions there are often answered by your peers and often more quickly than I can respond to emails.

This course is continually being updated to meet student needs and comments. Any errors or confusing instructions are unintentional. Should you find any mistakes or are confused about the course policies, the website, or any of the procedures or course materials, I am available to assist you and review your comments. Although you are expected to work independently, it is important for you to be able to recognize when to seek my help and to do so sooner rather than later.
Course Organization (Navigating eCampus)

Below I have a walkthrough of the course on eCampus to help you become familiar with the tools we will be using and the basic organization of content and work. You can access more detailed help through the [Blackboard Learn help sites](#) or through [Instructional Technology Services](#). I can answer questions on the basics of eCampus and navigating the course, but for any major technical errors or hardware/software problems occurring on your end, I will not be your best source of assistance. The above resources will be useful in those cases or, as a final resort, you may contact [Help Desk](#) at student computing services.
Go to https://ecampus.tamu.edu and click the Log In button
Authenticate yourself

Enter your netid and password in the appropriate boxes
Choose Ento320

Depending on how many courses you are enrolled in, you may have a shorter list to choose from, but in any case, click the link for 14 Spring Ento 320 700: Honey Bee Biology
The course toolbar

• The links in the course toolbar allow you to navigate to other important course sections.
When you first log in to the site, you should see this page. The Content page is the central organization point for all the course material. Relevant sections include:

1. **Course Syllabus**: this document
2. **Video Lectures**: All the required lecture material available to view
   - 1. Lecture handouts: printouts of the lecture slides for taking notes.
   - 2. Supplemental readings: Additional, online required reading material
3. **Exams and Quizzes**: The major assessments for the course.
4. **Critical reading and Writing projects**: The major writing assignments for the course.
Video lectures

Clicking on the video lectures on the content page will take you to all of my (completed) lectures for the course. You can stream them directly from the website or download them for personal use. Since they contain copyrighted material, you must not distribute these videos to those not enrolled in the course.
Exams and Quizzes

Here you will find all your exams. Click through the table of contents to access or to begin an exam. Note that materials are typically not visible in the page until they are released to you.

If you “click to launch” Exam 1, you will be taken to a page where you can read detailed instructions for the exam and choose to take it or not.
After you begin an exam you will have to complete it to receive credit. Be sure you’ve prepared by completing the assigned readings (found in the exam’s instructions or on the planning ahead page) prior to clicking “begin.”
Within the exam there are several different question types such as fill-in-the-blank, multiple choice, multiple answer, hot-spot, jumbled sentences, ordering, matching, and true/false. Each question should contain instructions on how to answer it.

You can save your answers to each question as well as save all current answers without submitting. I recommend you do so in case of technical problems you will be able to receive at least partial credit and have a record of your attempt to complete the exam.
Critical reading assignments

The reading assignments work a little differently than the exams. In addition to not being timed, they usually task you with reading an article or excerpt and answering a series of questions about them. These are graded manually. When attempting them, be sure to click “save as draft” regularly to maintain a record of your progress.
Critical reading assignments

To complete a reading assignment, you simply follow the instructions for each (they all require a slightly different response style) and type your answers into the submission box. I’ve included forms in each assignment to help you organize and format your answers.

If you wish to answer the questions offline, you may also attach a copy of your answers to your submission as a backup. Be sure to always type your answers into the submission box though.
Clicking the announcements tab should take you to a list of available announcements with the most recent on top. Be sure to check this space regularly for course updates and important errata.
The discussions page contains forums that allow you to communicate with me and with your peers. Messages in these forums are visible to all members of the course. I have created several forums to organize discussion, you may post, create threads, subscribe to threads, and so on. We will be using this as our central point for interacting with each other.
Most discussion forums are simply places to help clarify course content or procedures, but the graded threads are a bit different. In these, I will post a topic and ask for a response from you. You will have a few days to respond to the topic and your peers and I will then close the thread and award points for participation, quality and significance of your posts.
The “tools” page gives you more direct access to a particular part of the course without having to navigate through the course modules. As you become more familiar with the layout of eCampus, you may find this page useful.
Also called the “tasks” tool, the planning ahead page provides information on due dates and assignments and provides links to indicate that you’ve started a particular task. Unlike the course calendar (found on the tools page), I can add items here for assignments that aren’t yet visible to you so this is the more reliable way to keep track of upcoming work.
Questions?

Please don’t hesitate to contact me with questions. You may email me or post on the discussion forums for assistance with any matters pertaining to the course. I will keep particular hours, during which I am guaranteed to be online and following the forums/checking email. You may expect to have an immediate response during these periods. I will always try to return communications on the same day, although this may be delayed by 24-48 hrs during peak grading times.