



Biology Department/School of STEM

**BIO2011: Ecological & Evolutionary Systems  
Lecture (3) & Lab (1)**

4 Units  
Fall 2026

**LECTURE: BIO2011-LS1 (MWF 11:00 am – 11:55 am)**

**Meeting location (Liberty Station 203)**

**LAB: BIO2011L-1A (T 7:45 am – 10:45 am), BIO2011L-1B (T 11:00 am - 2:00 pm)**

**Meeting location (Rohr Science 40)**

**Final Exam: Friday, 12/18/2026, 10:30AM-1PM (in Liberty Station 203)**

**LECTURE: BIO2011-LS2 (MWF 12:15 pm – 1:10 pm)**

**Meeting location (Liberty Station 203)**

**LAB: BIO2011L-2A (T 2:30 pm – 5:30 pm)**

**Meeting location (Rohr Science 40)**

**Final Exam: Monday, 12/14/2026, 10:30AM-1PM (in Liberty Station 203)**

| INFORMATION                       | SPECIFICS FOR THE COURSE                                                                                                           |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor title and name:</b> | Dr. Walter Cho                                                                                                                     |
| <b>Phone:</b>                     | (619) 849-2398                                                                                                                     |
| <b>Email:</b>                     | <a href="mailto:wcho@pointloma.edu">wcho@pointloma.edu</a>                                                                         |
| <b>Office location and hours:</b> | Rohr Science 134; Mon., 1:30-2:30PM, Thurs. 11:00 am – 12:00 pm & by appointment (Zoom by request)<br>Sign up <a href="#">HERE</a> |

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## **General Education Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

## **Course Description**

From the course catalog: An introduction to the principles of ecology, evolutionary biology and sustainability. Lecture and lab. Offered every semester.

This course provides an introduction to two major areas of study in biology: evolution and ecology. Evolution is the unifying theme for all of biology; it encompasses all subdisciplines, from development to medicine to conservation biology. Ecology, on the other hand, helps us to understand and sustain the delicate balance between the living and nonliving world.

The introduction to the study of evolutionary processes will include the basic mechanisms for evolution, the theory of natural selection, the basis of heredity and variation, population structure and genetics, and mechanisms of speciation. Along with these topics we will explore the ways that questions about evolution are answered, and how some Christians reconcile their faith with their acceptance of evolution.

The introduction to the study of ecological systems will include an examination of both biotic (living) and abiotic (non-living) elements of the environment that influence the distribution and abundance of organisms. Population, community, and ecosystem level ecology are addressed, especially in light of man's influence on nature and nature's influence on man. We will then discuss how we can apply ecological principles to improve conservation of species and consider our responsibility to care for God's creation through sustainability.

Our hope is that you develop an appreciation for the complexity and beauty of living systems, and develop awe and respect for the Creator through study of His creation.

## **Program and Course Learning Outcomes**

On completing BIO2011 you will be able to:

- assess the status of modern evidence for the theory of biological evolution as an explanation for the diversity, commonalities, and ancestry of living organisms.
- articulate the relationship between scientific understandings of evolution and Christian concepts of creation.
- describe how interactions between organisms and their environment influence populations, communities, and ecosystems.
- articulate and defend a position on environmental stewardship drawing on both biological and world views

- design and conduct an independent investigation applying the processes and tools of scientific inquiry (both hypothesis testing and discovery science) to test biological hypotheses.
- prepare and analyze graphs drawing valid scientific conclusions.

## General Education Learning Outcomes

- 1) Link to GE courses and assessment plan:  
<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
- 2) Link to GELO's: <https://pointloma-public.courseleaf.com/tug-catalog/general-education/>
- 3) GELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- 4) Select questions on the final exam will be used to assess Foundational Explorations Learning Outcome 1d.

## Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Required textbook:

- Urry, L. A., Cain, M. L., Minorsky, P. V., Orr, R. B., & Hull, K. L. (2024). Campbell Biology in Focus - fourth edition. Pearson. (ISBN 9780138225216)
  - NOTE: BIO2010, BIO2011, and BIO2012 all use the same textbook, but only BIO2010 uses the Mastering Biology online package.

Required supplemental material:

- Haarsma, D. B., & Haarsma, L. D. (2015). Origins: Christian perspectives on creation, evolution, and intelligent design. Faith Alive Christian Resources. (ISBN 9781592555734)
- iClicker 2 – Everyone must have their own iClicker 2 and it must be registered with the first 6 digits of your ID number. They are available in the bookstore or online here  
<https://store.macmillanlearning.com/us/product/iClicker2-student-remote/p/1498603041>

## Assessment and Grading

Your grade for this course will be based on five distinct evaluation tools: exams, online quizzes, homework assignments, laboratory experience, and special projects. Each is described in detail below.

- 1) **Quizzes (15%):** Quizzes will cover both the course content and the reading material. One goal of the quizzes is to hold students accountable for the assigned reading or online lectures. Most of the quizzes will be available on Canvas (online), others will be in class. You will be given fair notice and have an adequate window in which to complete the quiz. If taking the quiz online, no quizzes will be accepted

after the time window has expired (so don't ask for an exception). For online quizzes, you will generally have about 20 minutes to complete the quiz, you may not have discussions with other students, and they will be deployed using the Honorlock system in Canvas.

2) **Outside reading/discussions/assignments/problem sets (15%):** There will be several different assignments that relate to the course material. All assignments will be listed on Canvas and you will be given fair notice as to when they are due.

3) **Special Projects (5%):** There will also be a reflection project assigned during the semester related to the intersection between faith and science (details to come later). You will also complete a service learning project during the semester (more information on this later).

4) **Three examinations (10% each) and a Final (15%):** Students are expected to take the exams on the days scheduled unless they have a written excuse cleared by the instructors no later than the Friday preceding the exam. If there is an approved conflict you will be expected to take the exam prior to the scheduled time. Missing an exam due to illness will require medical verification. Unexcused misses will result in a zero grade. You will have two weeks from the time exams are handed back to discuss possible corrections, after which the grade becomes permanent. Exams will cover all material assigned, including assigned chapters from "Origins." In addition to the material that will be covered in lecture, each exam will include questions from material assigned but not discussed directly in class. This is intended to begin developing the skills necessary for independent learning. Exams may be deployed using the Honorlock system in Canvas.

5) **Laboratory Grade (20%):** You are required to attend all lab sessions. Attendance, participation, and lab assignments will determine your lab grade for the semester.

#### Percentage breakdown

|                                         |      |
|-----------------------------------------|------|
| 3 exams (10% each) and Final (15%)      | 45%  |
| Quizzes                                 | 15%  |
| Outside reading/discussions/assignments | 15%  |
| Special Projects                        | 5%   |
| Laboratory experience                   | 20%  |
| <hr/>                                   |      |
| TOTAL                                   | 100% |

## Approximate grade breakdown

| Percentage range | Letter grade earned* |
|------------------|----------------------|
| 90-100%          | A                    |
| 80-89%           | B                    |
| 70-79%           | C                    |
| 60-69%           | D                    |
| ≤ 59%            | F                    |

\*Notes about grades:

1. Plusses and minuses (e.g., B+/A-) will be determined at the instructors' discretion. A major factor in this decision will be class participation.
2. Freshmen earning an F will be offered the opportunity to retake a course once, with the new grade completely replacing the F.

## Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In BIO2011/BIO2011L, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include issues related to the intersection of science and faith, evolution, climate change, and environmental stewardship. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of biology, and I will support you throughout your learning in this course.

## Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In BIO2011/BIO2011L, we will cover a variety of

topics, some of which you may find triggering. These topics include issues related to the intersection of science and faith, evolution, climate change, and environmental stewardship. Most lectures throughout the course are related to these issues. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of biology, and I will support you throughout your learning in this course.

### **General Course Concerns**

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Deadlines will be strictly adhered to. Unless otherwise specified, typically assignments turned in late will be graded as follows: 5% reduction per day, up to 3 days late; more than 3 days late = no credit.

### **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any

change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

### **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU Academic Behavior Policy**

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will

submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](#) to guide your citations when using AI.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Because lab sessions are longer, missing a lab counts as 2 absences. A total of three unexcused absences will be permissible. More than three absences will result in forfeiture of two percentage points per absence from your final grade unless documentation of a valid excuse is provided.

### **Participation and Cooperation**

In an effort to create the best learning environment possible, all students will be assigned to work in a group – whether in lecture or lab. You may be surprised how much you can learn from one another, especially from people who you may not have chosen to work with. You are expected to show respect to your classmates and instructors by listening when others are speaking, refraining from discussing non-related issues during class, and not belittling the opinions of others, even when you disagree. Behavior intended to embarrass or ridicule others will not be tolerated and will have serious consequences. Likewise, gossip has no place in the Christian classroom.

You will be working in permanent teams that will last all semester so that you can work cooperatively.

I hope that you will participate in class discussions through asking and answering questions.

Although you may discuss readings and lecture material among yourselves, I expect that you will each do your own work. Each assignment (in its entirety) must be written in your own words, and no electronic files should be exchanged. Another form of plagiarizing would be to copy and paste answers from a

reading which involves using someone else's words as if they were your own. Much of the learning process involves articulating the answer in your own words, and bypassing this step will almost guarantee an inadequate understanding of the material. It is also plagiarism if you use old homework assignments, lab reports, exams, etc. (from previous BIO211/BIO2011 courses) to get ideas for how to complete current homework assignments, labs, and exams.

## **Loma Writing Center**

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

## **LomaBooks Instructions for Students:**

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.

## **Important Dates**

Last day to add the class.....09/11/2026

Last day to drop the class.....09/11/2026

Last day to withdraw from the class.....11/06/2026

Tentative exam dates

Exam 1.....09/22/2026

Exam 2.....10/20/2026

Exam 3.....11/17/2026

BIO2011-LS1 Final.....12/18/2026, Friday, 10:30 am – 1:30 pm  
BIO2011-LS2 Final.....12/14/2026, Monday, 10:30 am – 1:00 pm  
Holidays.....09/07/2026, 10/22-23/2026, 11/25-27/2026

**TENTATIVE LAB SCHEDULE: \*\*Note: This lab schedule is subject to change.**

09/01 Ecosphere

09/08 Hiruna

09/15 NO LAB

09/22 EXAM 1

09/25-09/27 WEEKEND CATALINA FIELD TRIP

09/29 NO LAB

10/06 Developing Darwinian Explanations (EvoDots)

10/13 Depicting evolutionary relationships (Phylogenetic trees)

10/20 EXAM 2

10/27 Population Genetics (Hardy Weinberg)

11/03 *Lottia gigantea* Data, Part 1

11/10 *Lottia gigantea* Data, Part 2

11/17 EXAM 3

11/24 NO LAB

12/01 Examining the evidence for evolution through skeletons and skulls

12/08 Climate Change

BIO 2011 FA26 Course Schedule

| Week | Week of (Mon)     | Topic                                                                                                                                           | Lab (Tues.)                                                                                                   | Reading (Chapters in Campbell) | Notes                                                                                            |
|------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------|
| 1    | Mon, Aug 31, 2026 | What types of interspecies relationships occur in ecosystems?                                                                                   | Ecosphere                                                                                                     | 7, 8, suppl.                   | <b>09/07/2026: No class (Labor Day);</b> Writing a Conversation homework                         |
| 2    | Mon, Sep 7, 2026  | What types of interspecies relationships occur in ecosystems?                                                                                   | Hiruna                                                                                                        | 41, 42, 43                     | Read Origins chapters 2, 3, & 4; Bioaccumulation audio lecture                                   |
| 3    | Mon, Sep 14, 2026 | What types of interspecies relationships occur in ecosystems?                                                                                   | <b>NO LAB</b>                                                                                                 | 41, 43, suppl.                 | Read Origins chapters 2-8; N cycling homework                                                    |
| 4    | Mon, Sep 21, 2026 | What is biodiversity and how do we preserve it? What are genes, alleles, and chromosomes? How do we use natural selection to explain phenomena? | <b>EXAM 1 in lab</b><br><br><b>CATALINA FIELD TRIP (9/25/2026-9/27/2026)</b>                                  | 41, 43, suppl.                 | Read Origins chapters 2-8                                                                        |
| 5    | Mon, Sep 28, 2026 | How do populations grow?<br>How does evolution occur?                                                                                           | <b>NO LAB</b>                                                                                                 | 19, 40, suppl.                 | 1st Exam in lab; Read Origins chapters 9 & 11 (not 10); Review of Cells & Genetics audio lecture |
| 6    | Mon, Oct 5, 2026  | How does evolution occur?/What is the evidence for evolution?/How do new species arise?/Are creation & evolution incompatible?                  | Developing Darwinian Explanations (EvoDots)                                                                   | 22                             | Population Growth homework; Discussion Board                                                     |
| 7    | Mon, Oct 12, 2026 | How does geography influence how organisms evolve?/ How do scientists depict evolutionary relationships?                                        | Depicting evolutionary relationships (phylogenetic trees)                                                     | 20, suppl.                     | Reproductive Isolating Mechanisms audio lecture; Discussion Board 2                              |
| 8    | Mon, Oct 19, 2026 | What factors contribute to changes in gene frequencies within populations?                                                                      | <b>EXAM 2 in lab</b>                                                                                          | 20, suppl.                     | <b>2nd Exam in lab; 10/22-23/2026: No class (Fall Break);</b> Discussion Board 3; semester surv  |
| 9    | Mon, Oct 26, 2026 | What factors contribute to changes in gene frequencies within populations? /How do species interactions influence community stability?          | Population Genetics (Hardy Weinberg)                                                                          | 21                             | Hardy Weinberg Problem set                                                                       |
| 10   | Mon, Nov 2, 2026  | Why sex?/Species interactions                                                                                                                   | <i>Lottia gigantea</i> Data, Part 1                                                                           | 40, 41, suppl.                 | Crickets case study homework                                                                     |
| 11   | Mon, Nov 9, 2026  | Species interactions<br>What is radiometric dating?                                                                                             | <i>Lottia gigantea</i> Data, Part 2                                                                           | 23, suppl.                     | Life history characteristics audio lecture                                                       |
| 12   | Mon, Nov 16, 2026 | How are all animals related?<br>Where did whales come from?                                                                                     | <b>EXAM 3 in lab</b>                                                                                          | 23, suppl.                     | <b>3rd Exam in lab; <i>Lottia</i> Research poster due</b>                                        |
| 13   | Mon, Nov 23, 2026 | Where did whales come from?                                                                                                                     | <b>NO LAB</b>                                                                                                 | 23, suppl.                     | <b>11/25-27/2026: Thanksgiving</b>                                                               |
| 14   | Mon, Nov 30, 2026 | How does the physical and ecological environment affect organisms?                                                                              | Examining the evidence for evolution through skeletons and skulls                                             | 23, 43, suppl.                 | <i>Lottia</i> Lab Report due                                                                     |
| 15   | Mon, Dec 7, 2026  | What is the evidence for Global Climate Change?                                                                                                 | Climate Change                                                                                                | 23, 43, suppl.                 | Faith/Science Paper                                                                              |
| 16   | Mon, Dec 14, 2026 | <b>Finals Week</b>                                                                                                                              | <b>FINAL: BIO2011-LS1:12/18/2026, 10:30 am – 1:00 pm</b><br><b>BIO2011-LS2:12/14/2026, 10:30 am – 1:00 pm</b> |                                | Service Learning Project Reflection                                                              |