

## Biology 830P- History of Hormones Spring 2023

**Instructor:** Dr. Nicholas Hobbs

**Office:** 220 Bruner Hall

**Office Hours:** 10:00am – 11:00am Tuesdays, Thursdays, 1:30 – 2:30pm Wednesdays, or by appointment.

**Office Phone:** 308-865-1572

**Email:** [hobbsjn@unk.edu](mailto:hobbsjn@unk.edu)

NOTE: Email is my preferred method of contact if you inquire about a personal issue. Please give me 24 hours to respond to all emails. General questions about the course can be posted on the Frequently Asked Questions Discussion Board in Canvas.

### COURSE MATERIALS

- Required: Aroused: The History of Hormones and How They Control Just About Everything. Randi Hunter Epstein (ISBN 978-0-393-35708-0)
- Respondus Lockdown Browser REQUIRED/MANDATORY for all quizzes! Please use the following link to download the Respondus Lockdown Browser:  
<https://download.respondus.com/lockdown/download.php?id=477439341%20>.  
More information is on Canvas. This will NOT work on a Chromebook or Linux computer.
- E-mail: All students MUST use their UNK email account so that I can reach them. All emails to Dr. Hobbs should be sent from your email account and **not** through Canvas.
- Computer/laptop with Adobe Acrobat and Microsoft Word

### COURSE DESCRIPTION

Discussion-based course on the history of endocrinology and how the study of hormones has changed since their discovery over 100 years ago..

### COURSE OBJECTIVES:

1. Students will be able describe how the study of hormones has changed over the last 100+ years.
2. Students will describe the source, target, and action of the major human hormones.
3. Students will be able to describe the different techniques and tools used to study endocrinology.
4. Students will be able to evaluate scientific research papers.

GRADING SCHEME:	Points	Due Date
Introduction Post	10	Sunday, January 29 <sup>th</sup> by 11:55 pm CST
Group Discussions (7 @ 10 pts each)	70	Second week of every module
Quizzes (7 @ 10 pts each)	70	First week of every module (Monday 8:00 am CST to Sunday 11:55 pm)
Individual Presentation	50	Monday, May 15 <sup>th</sup> by 11:55 pm
Final Paper	100	Wednesday, May 17 <sup>th</sup> by 11:55 pm
<b>Total Points</b>	<b>300</b>	

**GRADE ASSIGNMENT:** Grades will be assigned using the standard grading scale for the Department of Biology, as follows: A (93-100%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), C+ (78-79%), C (73-77%), C- (70-72%), D+ (68-69%), D (63-67%), D- (60-62%), and F (below 60%). FYI, I do not round up grades. Therefore, if you have an 82.6%, you have earned a letter grade of a B-, not a B. Also, 1% = 6.6 points not 1 point. Grade assignments are final unless there is a calculation error.

### LECTURE QUIZZES

During the first week of each module, you will be given a quiz worth 10 points. Quizzes will make up 70 points of your grade. The purpose of these quizzes is to make sure that you are keeping up with the readings for each discussion.

**GROUP DISCUSSIONS:** During the second week of each module, students will be presented with weekly discussion topics based on the readings from “*Aroused*” as well as the associated supplemental readings. Students will submit their posts onto the appropriate discussion board on Canvas. Discussion boards will be unlocked on Mondays at 12:01 AM Central Time and locked on Sundays at 11:59 PM Central Time.

Please see the separate rubric (posted on Canvas) for a complete breakdown of how I will be grading the discussion boards. Briefly, each discussion board is worth 10 points. Students will be scored on three criteria: 1) evidence of critical thinking (maximum of 4 pts), 2) minimum posting requirements (maximum of 3 points), and 3) responses to classmates and Dr. Hobbs (maximum of 3 points). Doing the minimum will only provide you with the opportunity to be scored and possibly earn 1 of the possible 10 points. These discussions will be worth 10 points each, for a total of 70 points.

I do not expect you to spend 5 hours per week in each of these Discussion Boards. I expect, given the criteria listed in the rubric, for you to post **most days Monday-Friday**. I will not be keeping track of time spent on the Discussion Board, as it takes time to read and respond to the posts. You should be **wanting** to post every day. You do not need a peer-reviewed reference for every post, but if you are stating an opinion, you should provide support for it with data/evidence from a peer-reviewed source (not Wikipedia!).

Remember, Discussion Boards are for just that, **DISCUSSION!** Unless you are the first person answering the question(s) posted, you should **not** be starting a new thread. You should be replying to someone else. I am not concerned that everyone answers the posted question. The question or questions serve as a prompt for us to begin discussion. I want discussion, not simply posting for points.

What should this look like? (Example taken from Dr. Carlson’s Bioethics of HeLa Cells)

*Question: Do birds have fur?*

**Dr. Hobbs:** Birds do not have fur, they have feathers. These feathers are used in mating dances and rituals. Many times, it is the male of the species that has the more ornamental feathers. This helps in attracting a mate (Leghorn 2016)

Reference: Leghorn F. 2016. Use of ornamental feathers in mating. *Ornithology*, 40:55-65. Doi:987.890/99

**Reply from student 1:** Dr. Hobbs, I disagree with you. Some birds do have fur. If we look at the ancient FleeceFlyer, it had a thick covering of purple fur, not feathers. It was a flying bird also. (Jurassic 2015)

Reference: Jurassic P. 2015. FleeceFlyer: The Original One-Eyed One-Horned Flying Purple People Eater. *Wilson’s Transactions*, 56: 98-100.

**Reply to student 1 from student 2:** Do you have a picture of this? I would like to know how they determined this could fly? Was it large? This is amazing!

Yes, I will be in Discussion Board M-F, this is the reason I set it up. I love to discuss with you! I will play “devil’s advocate”. I will ask questions, etc. I am also **the only** person who gets credit for saying “Awesome! I agree!” or any phrases like this.

If you have any questions on the score you earned for the week, please simply email me. Also, please email any questions!

As this is an online format, tone and expression may not be readily discerned from your posts. Please avoid the use of online or text message abbreviations or symbols. Your posts should show respect for the views and experiences of your other classmates. I will remove any offensive posts from the board and these posts will not be considered for grading purposes.

**INDIVIDUAL PRESENTATION AND FINAL PAPER:** During the first week of class, students will select a hormone from a list provided by Dr. Hobbs. This hormone will be the topic of their individual presentation and final paper. Students will 1) discuss how the hormone was discovered, 2) discuss the source, target, and action

of the hormone, and 3) design a brief experiment examining the effects of the hormone. You must support points 2 and 3 above using peer-reviewed primary research articles (review articles are acceptable, but make sure they are not your only source). Be creative with your experiment! Make sure to discuss the organisms or cells you use and justify why they are important for your experiment. Also be sure to include basic methodology and expected results for your experiment. This paper is due by May 17, 11:55pm CT.

### COURSE OUTLINE:

Module	Dates	<i>Aroused</i> Reading	Supplemental Readings	Assessment
1	Jan 23 – Feb 5	Chapter 1: The Fat Bride Chapter 2: Hormones...As We May Call Them		Introduction Post Quiz 1 Group Discussion 1
2	Feb 6 – Feb 19	Chapter 3: Pickled Brains Chapter 4: Killer Hormones		Quiz 2 Group Discussion 2
3	Feb 20 – March 5	Chapter 5: The Virile Vasectomy Chapter 6: Soul Mates in Sex Hormones Chapter 7: Making Gender		Quiz 3 Group Discussion 3
	March 6 – March 12			Individual Presentation
	March 13 – March 19			<b>SPRING BREAK</b>
4	March 20 – April 2	Chapter 8: Growing Up Chapter 9: Measuring the Immeasurable		Quiz 4 Group Discussion 4
5	April 3 – April 16	Chapter 10: Growing Pains Chapter 11: Hotheads: The Mysteries of Menopause		Quiz 5 Group Discussion 5
6	April 17 – April 30	Chapter 12: Testosterone Endopreneurs Chapter 13: Oxytocin: That Lovin' Feeling		Quiz 6 Group Discussion 6
7	May 1 – May 14	Chapter 14: Transitioning Chapter 15: Insatiable: The Hypothalamus and Obesity		Quiz 7 Group Discussion 7
<b>Finals Week</b>	May 15			Individual Presentations Final Paper

**ACADEMIC INTEGRITY:** UNK's policy is the maintenance of academic honesty and integrity is a vital concern of the University community. This policy is stated in the Graduate Catalog or at <http://catalog.unk.edu/graduate/academics/academic-regulations/expectations-in-the-classroom/academic-integrity-policy/>. Any student found in violation of this policy will be subjected to both academic and disciplinary sanctions. Violation of this policy includes Plagiarism, Cheating, Fabrication and Falsification, and Other Acts of Academic Dishonesty.

You are encouraged to make use of the online tools and resources provided at [www.plagiarism.org/](http://www.plagiarism.org/) to help you identify the various types of plagiarism, learn how to effectively paraphrase, as well as adequately cite your sources.

### Attendance Policy

Your instructor may have indicated on their syllabus an attendance policy specific to their class. If so, that is the policy with which you must comply. If no other policy is stated, the University-wide attendance policy will apply. You can find the [Student Attendance Policy Statement online](#).

## **Academic Honesty Policy**

Academic honesty is essential to the existence and integrity of an institution of higher education. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska at Kearney has a policy relating to academic integrity. To ensure all students understand the expectations, UNK has adopted [Academic Integrity Policy](#).

## **Students with Disabilities**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email [unkdso@unk.edu](mailto:unkdso@unk.edu)

## **UNK Statement of Diversity & Inclusion**

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I: <https://www.unk.edu/about/equity-access-diversity.php>

## **Students Who are Pregnant**

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308.865.8218. The following links provide information for students and faculty regarding pregnancy rights. <https://thepregnantscholar.org/title-ix-basics/>

<https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/>

## **Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault**

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- **Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599
- **Campus Police (or Security)** 308-865-8911
- **Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

## **Problems/Questions**

If you have questions then ask or come and see me or contact me via e-mail or phone. If you are having problems with the course come and see me before it is too late (not the week before your position paper is due or when the course is over).