

Contents

Foreword: Looking Backward and Moving Forward in Undergraduate Life Science Quantitative Education	vii
<i>Louis J. Gross</i>	
Foreword: An Invitation to BIO SIGMAA	ix
<i>Eric Marland</i>	
Preface	xv
General Introduction	xvii
<i>Glenn Ledder</i>	
I Models	1
1 BioCalc at Illinois	5
<i>J. Jerry Uhl and Judy Holdener</i>	
A one-semester biocalculus course at a large university, with emphasis on conceptual learning facilitated by a computer algebra system	
2 Biocalculus at Benedictine University	17
<i>Timothy D. Comar</i>	
A two-semester biocalculus sequence at a small college	
3 Implementation of First Year Biomath Courses at the Ohio State University	25
<i>Laura Kubatko, Janet Best, Tony Nance, and Yuan Lou</i>	
A one-year sequence of biocalculus plus statistics at a large university	
4 Teaching Calculus, Probability, and Statistics to Undergraduate Life Science Majors: A Unified Approach	33
<i>Frederick R. Adler</i>	
A one-year sequence of mixed topics designed for biology students	
5 The First Year of Calculus and Statistics at Macalester College	39
<i>Dan Flath, Tom Halverson, Danny Kaplan, and Karen Saxe</i>	
A redesigned introductory sequence for all students	
6 Biology in Mathematics at the University of Richmond	45
<i>Lester Caudill</i>	
A two-semester sequence with calculus and advanced topics	
7 A Terminal Post-Calculus-I Mathematics Course for Biology Students	51
<i>Glenn Ledder</i>	
Mathematical modeling, probability, and dynamical systems for students with a Calculus I background	
	xi

8	Modeling Nature and the Nature of Modeling—an Integrative Modeling Approach	61
	<i>Claudia Neuhauser</i>	
	Dynamical systems, partial differential equations, and stochastic processes for students with a Calculus I background, with emphasis on modeling in Excel and Matlab	
9	Mathematical Biology and Computational Algebra at the Sophomore Level	65
	<i>Rohan Attele and Dan Hrozencik</i>	
	Computational linear algebra with student research projects	
10	An Interdisciplinary Research Course in Theoretical Ecology for Young Undergraduates	69
	<i>Glenn Ledder, Brigitte Tenhumberg, and G. Travis Adams</i>	
	A research-driven course focusing on connections between theoretical models and experimental data	
11	An Interdisciplinary Course, Textbook, and Laboratory Manual in Biomathematics with Emphasis on Current Biomedical Research	83
	<i>Raina Robeva, Robin Davies, and Michael L. Johnson</i>	
	A special topics course on biomedical research	
12	Teaching Bioinformatics in a Mathematics Department	89
	<i>Steven Deckelman</i>	
	A mathematically-oriented bioinformatics program and its core capstone course	
13	SYMBIOSIS: An Integration of Biology, Math and Statistics at the Freshman Level: Walking Together Instead of on Opposite Sides of the Street	97
	<i>Karl H. Joplin, Edith Seier, Anant Godbole, Michel Helfgott, Istvan Karsai, Darrell Moore, and Hugh A. Miller, III</i>	
	A complex interdisciplinary freshman curriculum	
II	Processes	105
14	Science One: Integrating Mathematical Biology into a First-Year Program	109
	<i>Mark Mac Lean</i>	
	Designing and maintaining a year-long team-taught interdisciplinary curriculum at a large institution	
15	Planning for the Long Term	115
	<i>Meredith L. Greer</i>	
	Retooling a course to meet changing needs and changing personnel	
16	Some Lessons from Fifteen Years of Educational Initiatives at the Interface between Mathematics and Biology: The Entry-Level Course	121
	<i>Louis J. Gross</i>	
	Getting a department to embrace a course	
17	A “Wet-Lab” Calculus for the Life Sciences	127
	<i>James L. Cornette, Gail B. Johnston, Ralph A. Ackerman, and Brin A. Keller</i>	
	A cautionary tale about a project that died from lack of institutional support	
18	Creating an Interdisciplinary Research Course in Mathematical Biology	133
	<i>Glenn Ledder and Brigitte Tenhumberg</i>	
	Advice on creating interdisciplinary team-taught courses	

Contents	xiii
19 Bioinformatics: An Example of a Cooperative Learning Course	139
<i>Namyong Lee and Ernest Boyd</i>	
A biology/mathematics/computer science course at a smaller MS-level institution	
20 Integrating Statistics and General Biology I in a Learning Community	143
<i>William Ardis and Sukanya Subramanian</i>	
Using learning communities to connect biology with statistics	
21 Constructing an Undergraduate BioMath Curriculum at a Large University: Developing First Year Biomath Courses at The Ohio State University	149
<i>Tony Nance and Laura Kubatko</i>	
Curriculum reform at a very large institution	
22 Initial Steps Towards an Integration of Qualitative Thinking into the Teaching of Biology at a Large Public University	155
<i>Carole L. Hom, Eric V. Leaver, and Martin Wilson</i>	
An introductory biological modeling course offered by a biology department	
III Directions	165
23 Integrating Statistics into College Algebra to Meet the Needs of Biology Students	169
<i>Sheldon P. Gordon and Florence Gordon</i>	
A call for a college algebra course thought of as pre-statistics rather than pre-calculus	
24 Motivating Calculus with Biology	177
<i>Sebastian J. Schreiber</i>	
Ideas for introducing more biology and biological modeling into mathematics courses	
25 Computational Systems Biology: Discrete Models of Gene Regulation Networks	189
<i>Ana Martins, Paola Vera-Licona, and Reinhard Laubenbacher</i>	
Using Boolean network analysis to model complex systems in molecular biology	
26 Creating Quantitative Biologists: The Immediate Future of SYMBIOSIS	201
<i>Darrell Moore, Karl H. Joplin, Istvan Karsai, and Hugh A. Miller III</i>	
Making introductory biology courses that have more quantitative content and focus more on biological thinking than biological facts	
About the Editors	207