

Life

The Science of Biology
TWELFTH EDITION



HILLIS • HELLER • HACKER • HALL • LASKOWSKI • SADAVA

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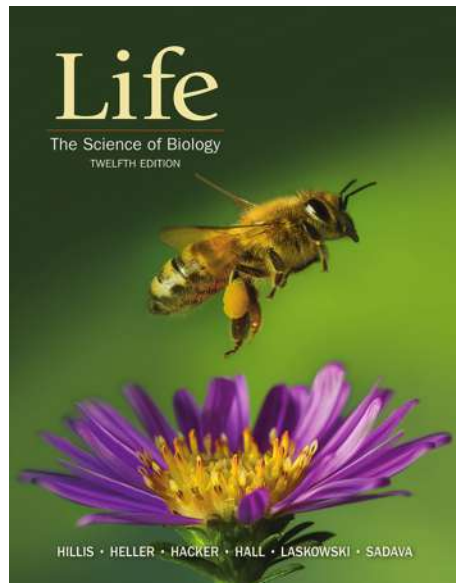
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The Cover

See the inside front cover for an explanation of the honey bee.
Photo © Michael Durham/Minden Pictures.

The Frontispiece

Polar bear (*Ursus maritimus*) and arctic fox (*Alopex lagopus*) on an ice field, Hudson Bay, Churchill, Manitoba, Canada. Photo © Thomas Mangelsen/Minden Pictures.

Life: The Science of Biology, Twelfth Edition

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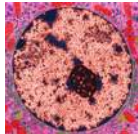
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Life The Science of Biology

Dear Instructor,

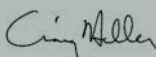
Biology inspires wonder. The image of a honey bee pollinating an aster [*Symphyotrichum* sp. (*Asteraceae*)] on our cover shows an example of mutualism between a plant and an animal. The plant needs the bee to successfully reproduce, and the bee gets nectar and pollen from the plant for food. This fascinating relationship is an example of what motivates biologists to study the complexities and interactions of life.

Biology is dynamic. It is constantly changing as new insights lead to new ideas and new tools to test those ideas. Think of the use of drones and satellites to photograph penguin populations in Antarctica. Think of the developments in biological imaging and computation. Think of genome sequencing and its effect on our understanding of everything from human diseases to the tree of life. Think of the use of ice cores to understand past global climate.

Biology is a system. Biological systems are made up of different levels of organization—from molecules to ecosystems—that are interconnected and complex. Biologists are beginning to use integrated approaches to understand the complex properties of biological systems.

Biology is life. We face many challenges as humans, including emerging diseases, feeding people in a sustainable way, population growth, degradation of natural systems, and climate change. We understand that humans are integrally connected to and dependent on all life on Earth.

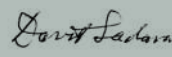
Our goal—and challenge—in writing *Life* is to engage students in all these aspects of biology by motivating learning through active discovery. We focus on key concepts and contemporary examples that provide a foundation for further study. We have consulted and collaborated with faculty, students, and experts in the fields of biology and education. As you will see in the next several pages, in this, our Twelfth Edition, we engage students by explaining how biology affects their daily lives and how new knowledge is discovered. To help students master the concepts and principles of biology, we have continued to develop and expand our active learning activities.


Craig Heller

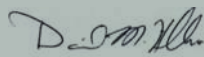



Dave Hall

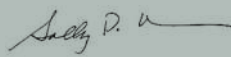



David Sadava




David Hillis




Sally Hacker




Marta Laskowski

For more information or to request your review copy, contact your local Macmillan Learning representative or visit www.macmillanlearning.com/Life12e

In the new edition of *Life: The Science of Biology*, you'll find the book's signature focus on skill-building, engagement, and active learning taken to a whole new level. With extensive updating, new pedagogical features, and powerful online advances in **Achieve**, it immerses students in the world of biological experimentation, providing impactful experiences with research and data they'll need to succeed in class and in their future STEM careers.

Life The Science of Biology is

FOCUSED ON SKILLS

To support teaching and learning in biology through asking questions:

- **New! Data in Depth** is a new online feature that offers students hands-on practice with key data skills. Companions to the in-text **Work with the Data** feature, these exercises help build students' data literacy and data manipulation skills through a range of interactive elements and assignable questions.
- Engaging and powerful **simulations** let students interact with important biological processes. They can be used as a tool in lectures or as homework assignments. The simulations now include quizzes that report to the **Achieve** gradebook.
- **New!** The online version of Appendix B, **Making Sense of Data: A Statistics Primer** gives students the opportunity to learn basic statistical concepts and skill through hands-on simulations and activities.
- The **Experiments** and **Work with the Data** exercises highlight important research and **instill the foundation of scientific investigation in students** by always following the hypothesis–method–results–conclusion framework.
- Questions in **Recap and Assess** range from questions that support retention of content to questions that foster higher-order thinking.
- Leading by example, *Life* exposes students to many thoughtful questions throughout the body of the text, **reinforcing the importance of asking questions** in biology.
- To make sure students get the most out of the multitude of questions available to them in the textbook, **answers to all in-book questions are included in Achieve**.

FOCUSED ON ENGAGEMENT

To help students take learning into their own hands:

- The **Investigating Life** narrative thread **weaves through the chapter** to keep students engaged from the first page to the last. In every chapter the opening story and question set the stage for the narrative, a related **Experiment** and **Work with the Data** exercise helps reinforce the concepts, and the **Future directions** feature at the end helps wrap up the investigation.
- **References** to media such as animations, simulations, and jaw-dropping videos appear throughout each chapter and **allow students to interact with content in a variety of ways**.
- Intriguing questions in figure captions **sharpen students' skills in critical thinking** about biology and subtly reinforce the process of doing science.
- **Connect the Concepts** foster **thinking about the big picture**—a task that can be overwhelming for introductory biology students—by demonstrating how certain important terms and concepts relate to discussions in another chapter.

FOCUSED ON ACTIVE LEARNING

To help instructors encourage students to “learn by doing”:

- The **Active Learning Guide** (for instructors) provides invaluable resources and support for **implementing active learning techniques in the classroom**. Accompanying the Guide are a set of full **Active Learning Modules**, which are comprised of a pre-lecture video, a complete in-class exercise, a pre- and post-quiz, and extensive instructor support.
- **Learning objectives guide students to the essential content** as they read through each **Key Concept** section.
- **Recap and Assess** for each **Key Concept** includes **questions** (all Bloom's levels 2–4) that test students' mastery of the **Key Concept**.

EXPERIENCED THROUGH ACHIEVE

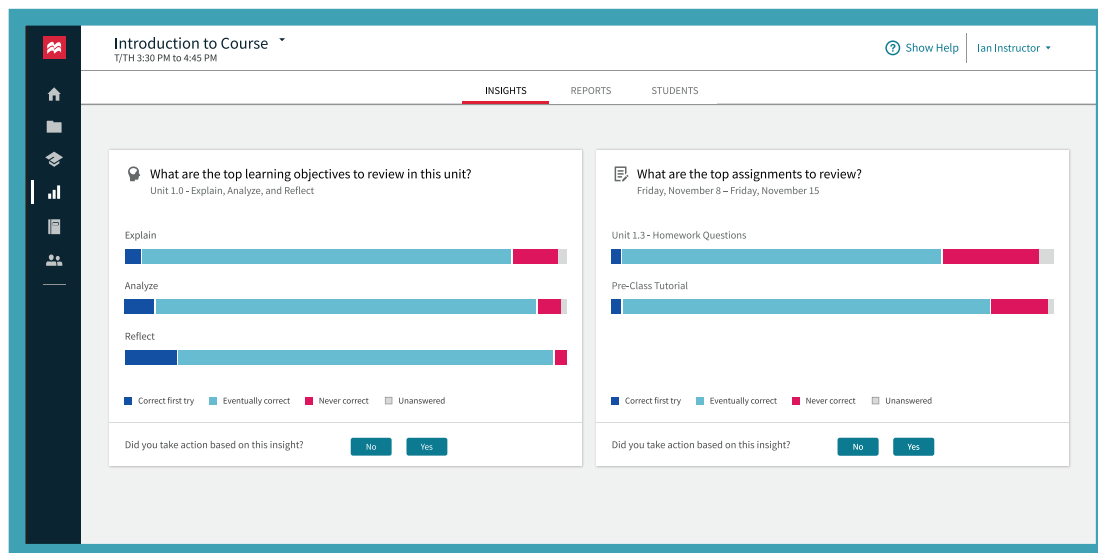
With this edition's **Achieve**, *Life* is more than ever a truly integrated text/media resource. **Achieve** gives students everything they need to prepare for class and exams while giving instructors everything they need to set up a course, customize the content, craft presentations, assign homework, assess students, and guide the progress of individuals and the class as a whole.

Introducing



[achieve.macmillanlearning.com](https://www.achieve.macmillanlearning.com)

ACHIEVE is a comprehensive set of interconnected teaching and assessment tools. It incorporates the most effective elements from Macmillan's market leading solutions—including LaunchPad, iClicker and others—in a single, easy-to-use platform. Our resources were co-designed with instructors and students, using a foundation of learning research and rigorous testing.



ENGAGING STUDENTS FOR BETTER OUTCOMES

Students interact more meaningfully with content when using Achieve.

SUPPORTING STUDENTS OF ALL LEVELS

Achieve was designed for all students whether they are high achievers or need extra support.

PARTNERING WITH YOU

Macmillan remains dedicated to expert authorship and support of the customer experience.



For every 1% increase in the proportion of Achieve pre-class activities a student completes, she can expect a 1% increase in her final course grade.

↑
8%

Students who completed at least 81% of their pre-class activities scored 8% higher on their final exams.

This finding is true for all students—those less and more academically prepared to succeed.

88%

88% of students (1,241 students) reported that Achieve activities were engaging.



Achieve for *Life* features:

INSIGHTS & REPORTING

Powerful analytics, viewable in an elegant dashboard, offer instructors a window into student progress.

RESOURCES

Achieve includes access to carefully developed, book-specific content as well your own resources to use in the course as needed.

E-BOOK

The e-book offers highlighting, note-taking, offline access, and read aloud functionality.

DIVERSE, THOUGHTFUL QUESTIONS

Multiple question types enhance student engagement and critical thinking skills.

GRADEBOOK

An easy-to-use gradebook provides a clear window into performance for the whole class, for individual students, and for individual assignments.

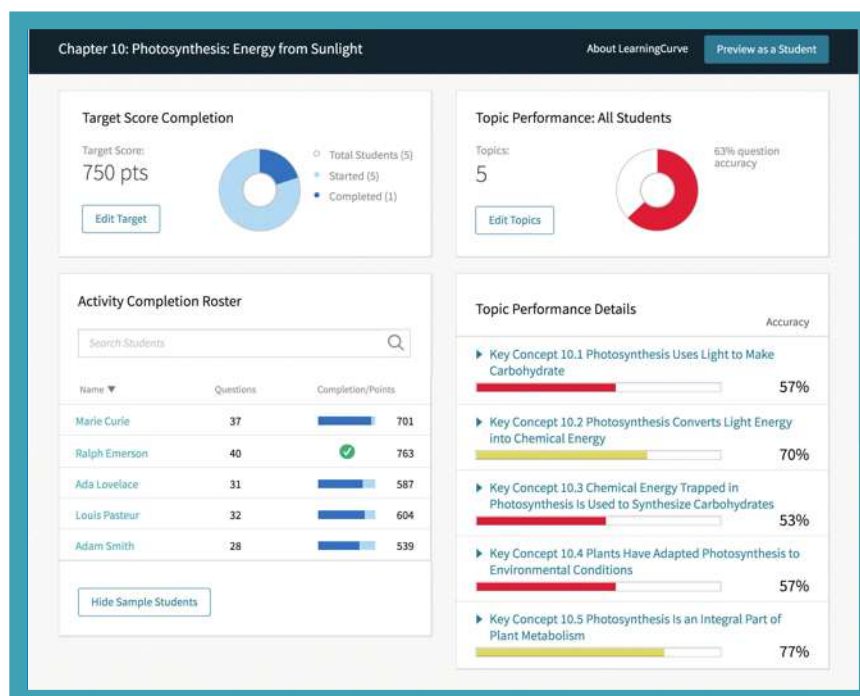
INTEGRATION OPTIONS

You can work with us to integrate with your campus LMS—including Blackboard, Canvas, D2L/Brightspace, Moodle—as well as for Inclusive Access.

COURSE- & DISCIPLINE-SPECIFIC TOOLS

Depending on the discipline, Achieve also includes:

- Diagnostics
- Writing and revision tools
- A math assessment engine
- Molecular drawing software
- and more.



All students benefit from Achieve, but especially those who are less academically prepared.

↑
+12

There is a 12 percentage point boost in final exam scores for students who were less academically prepared.

↑
+9

There is a 9 percentage point boost in final exam scores for all students when they hit 81% completion of Achieve assignments.

↑
+6

There is a 6 percentage point boost in final exam scores for students who were more academically prepared.

Learn more about the research that went into the development of Achieve at macmillanlearning.com/achieve.

Developing Skills and Working with Data

Life has always been known for emphasizing the role of experimentation, data, and research in our understanding of biology.

The **Experiments** and **Work with the Data** exercises highlight important research and **instill the foundation of scientific investigation in students** by always following the hypothesis–method–results–conclusion framework.



I especially like the **Work with the Data** exercises. Too often this sort of critical thinking is left to upper-level courses.”

— Susan Reigler, Indiana University Southeast

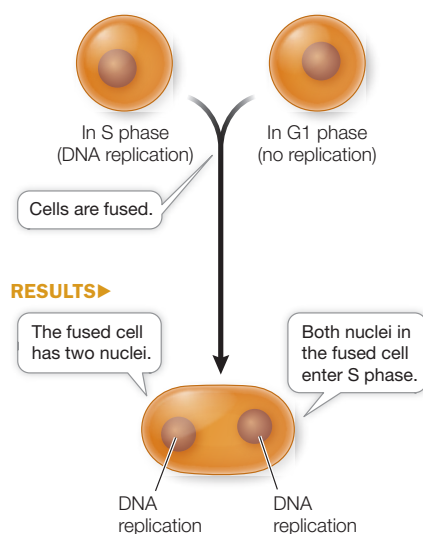
Experiment

Original Paper: P. N. Rao and R. T. Johnson. 1970. Mammalian cell fusion: Studies on the regulation of DNA synthesis and mitosis. *Nature* 225: 159–164.

Nuclei of cells in G1 do not undergo DNA replication, but nuclei in S phase do. Rao and Johnson wondered whether substances present in cells in S phase could be used to induce DNA replication in cells in G1.

HYPOTHESIS▶ A cell in S phase contains an activator of DNA replication.

METHOD



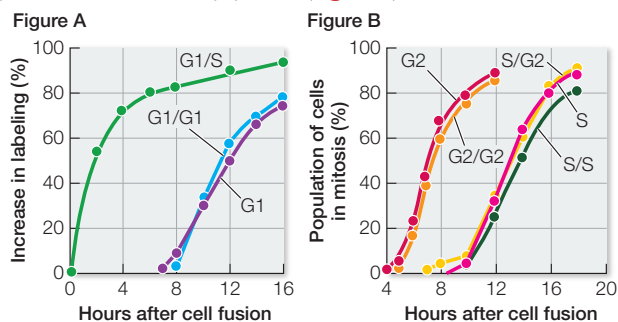
RESULTS

CONCLUSION▶ The S phase cell contains a substance that diffuses to the G1 nucleus and activates DNA replication.

Work with the Data

The fusion of cellular membranes is a natural process; it occurs during endocytosis and exocytosis, and in fertilization (the fusion of gametes). Membrane fusion also occurs when membrane-enclosed viruses infect their host cells. Occasionally these viruses also induce the fusion of adjacent host cells, creating a multinucleate cell. This observation led to the use of Sendai virus, a membrane-enclosed mouse respiratory virus, as a tool in the laboratory to fuse cells experimentally. Rao and Johnson used this strategy to study the regulation of the cell cycle.

In their experiment, Rao and Johnson used HeLa cells, which divide continuously (see the opening story of this chapter). First, they isolated cells in either G1 or S phase. Before fusion, the cells in S phase were exposed to a radioactively labeled component of DNA (thymidine). The radioactivity was incorporated into these cells' newly replicated DNA, labeling their nuclei. The S and G1 cells were then fused using Sendai virus (resulting in G1/S fusions) and again exposed to labeled thymidine. At various times after fusion, the scientists calculated the percent of previously unlabeled (G1) nuclei that had incorporated new label (i.e., had replicated their DNA) (Figure A). In a second series of experiments, S and G2 cells were fused in various combinations and then the numbers of cells in mitosis were counted and expressed as a percent of all cells in the population (Figure B).



QUESTIONS

1. According to Figure A, how long did it take for all the G1 nuclei in the G1/S cells to become labeled?
2. Examine the data for fused G1/G1 cells and unfused G1 cells in Figure A. Explain why these were appropriate controls for the experiment. When did these nuclei become labeled? Compare these times with each other and with that for the G1/S nuclei and discuss.
3. Examine the data in Figure B. Why did it take longer for the S phase cells to begin mitosis than the G2 cells?
4. According to Figure B, did fusion with G2 cells alter the timing of mitosis in the S cell nuclei? Explain what this means in terms of regulation of the cell cycle.

Go to **Achieve** for a companion **Data in Depth** exercise.



New Digital Feature in Achieve! Data in Depth

Data in Depth is a new online feature that offers students hands-on practice with key data skills. Companions to the in-text **Work with the Data** feature, these exercises help build students' data literacy and data manipulation skills through a range of interactive elements and assignable questions.

Assignment Score: 100/100

Question 1 of 1

Data in Depth 8.1: How Do Anti-Inflammatory Drugs Work as Enzyme Inhibitors?

This activity is a companion to the in-text Investigating Life box "How Do Anti-Inflammatory Drugs Work as Enzyme Inhibitors?" Be sure to review that box before proceeding.

Aspirin works as a pain reliever by inhibiting the enzyme cyclooxygenase (COX), which normally catalyzes the conversion of arachidonic acid, a fatty acid, to inflammatory prostaglandin molecules. However, there are two forms of COX that catalyze different products from arachidonic acid. In addition to inhibiting COX-2, which forms prostaglandins, aspirin also inhibits COX-1, which transforms arachidonic acid to form thromboxane, an important factor in the formation of blood clots.

Researchers investigated the formation of thromboxane in platelets isolated from healthy humans by adding arachidonic acid to these cell fragments and measuring the formation of thromboxane after 20 minutes in the presence or absence of aspirin. The results are shown in Table A.

Trial #	Aspirin concentration (µg/mL)	Thromboxane formation (ng)
1	0	95
2	1	45
3	10	12

To begin, plot the data from Table A on the graph below by dragging each point to the correct location. When you think you have placed the points correctly, click the Check Answer button.

Solution

Correct! You have placed the points in the correct locations. Now move on to the next part of the exercise.

Simulations

The engaging and powerful simulations in **Achieve** allow students to interact with important biological processes. They can be used as a tool in lectures or as homework assignments. The simulations now include quizzes that report to the gradebook in **Achieve**.

Diversity Simulation

The simulation below demonstrates the concept of genetic change occurring in a population that lives and interbreeds within a geographic area. The colors represent genetic traits of the population that evolve over time. You may create up to four new isolated populations by swiping across any population. Each environment has a favored trait as indicated by the color of the population enclosure line. The sliders on the side may be used to produce gene flow (migrants per generation) between populations. The frequency distributions below a slider shows the gene (color) frequency for the population. The phylogenetic tree at the bottom shows the lineage of populations.

Mutation rate
 Slow — Fast

Population 1
 Migrants per generation: 0
 Gene distribution: [Graph]

Population 2
 Migrants per generation: 0
 Gene distribution: [Graph]

Population 3
 Migrants per generation: 0
 Gene distribution: [Graph]

Phylogenetic tree

Generation 63

New! Visual Summaries

Visual Summaries conclude every chapter, providing students with a visually compelling checklist, emphasizing major concepts through key figures, bullets, and mid-range Bloom's questions. To ensure mastery of the Key Concepts, the summary encourages students to refer to the original chapter text and figures, and to relevant animations and activities.

VISUAL SUMMARY 57

Scientific evidence shows that some species have been, or are currently being, affected by climate change through distributional changes, timing of life history events, and decreased growth and reproduction.

Figure 57.9

Large carnivore	Declining species	Increasing species
Sea otter 7 years	Kelp	Urchin
Dingo 50+ years	Dusky hopping mouse Grasshops	Fox Kangaroo
Gray wolf 60+ years	Hardwood tree	
Puma 60+ years	Non-native reptiles Butterflies	Deer
Lion and leopard 17 years	Small primate and ungulate	Olive baboon

Effect of large carnivore decline on the change in abundance of species in their food webs

VISUAL SUMMARY 57

You should be able to relate each summary to the adjacent figures. If you go to this visual summary in **Achieve**, you can follow links to figures, animations, activities, and simulations that will help you consolidate the material.

KEY CONCEPT

57.1 Human Activities Are Changing the Biosphere, Resulting in Biodiversity Loss

- Biodiversity has great value to human society in the form of goods and services, but human activities have caused its rapid decline at genetic, population, species, ecosystem, and global scales.
- Human-caused events coupled with natural events can reduce a species' **effective population size** (number of individuals that can contribute offspring to the next generation), leading to population and species extinctions. Ever-smaller effective population sizes are affected by inbreeding depression, genetic drift, and **demographic stochasticity**.
- Humans are causing biodiversity loss at unprecedented rates, rivaling that of the five previous mass extinction events, which were the result of cataclysmic natural disasters.
- We can estimate the extinction probability of species by taking into account their population sizes, genetic variation, life history traits, and ecology.

Figure 57.2

Questions

- How does the loss of biodiversity at one scale affect its loss at other scales?
- How can reducing a species' effective population size result in population and species extinction?
- Why is it difficult to determine how many species are extinct, and what factors indicate that a species could be at risk of extinction?

KEY CONCEPT

57.2 Most Biodiversity Loss to Date Is Caused by Habitat Loss and Degradation

- Habitat loss** (reduction in habitat quantity) and **habitat degradation** (reduction in habitat quality) have been the major causes of biodiversity loss. Estimates are that humans have transformed and fragmented 50%–60% of the land surface, primarily for agriculture, timber, and livestock grazing.
- Overharvesting of species for food, clothing, ornamentation, pets, and medicines was once the most important and rapid cause of species extinction and is still a concern for some species, and their food webs, if conservation measures are not enacted.
- Deliberate or inadvertent introductions of non-native species have increased exponentially over the last 200 years, with roughly 10% of those species becoming invasive.
- Invasive species** can endanger native species through predation, competition, and disease. They can cause changes to ecosystem functions or genetic diversity through hybridization with wild populations.
- Human-generated emissions of greenhouse gases are contributing to global climate warming, sea level rise, increased storminess, and ocean acidification, all of which are becoming increasingly important causes of biodiversity loss.

Figure 57.5

Conserving Biodiversity Requires Conservation Management Strategies

Scientific theory, empirical data, and tools from a variety of disciplines help inform socioeconomic and institutional sectors in the management of biodiversity. **Protected areas** and restoring degraded habitat can curtail species extinctions, buffer zones surrounding them, and habitat corridors.

Ecology involves renewing degraded ecosystems by re-creating original structure and function through active removal of non-native species, revegetation to reestablish habitat structure, reintroduction of native species, or reestablishment of processes such as disturbance.

Programs and ending trade can help conserve and protect highly threatened or charismatic species.

Reduce the damage caused by invasive species is to restrict their introduction through trade restrictions or eradicate them in the establishment phase.

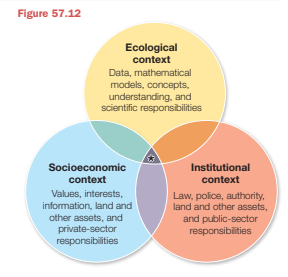
Species are conserved because of the economic value of the services they provide.

Principles of landscape ecology, what are the best spatial configurations for restoration designs?

How can landscape ecology be used to reestablish the original structure and function of degraded ecosystems?

What are the best ways to reduce the damage caused by invasive species?

Go to Activity 57.1 and Animation 57.2



Life provides excellent images to help guide students through difficult topics.”

—Brent Mortenson, Benedictine College

Active Learning Modules

The **Active Learning Modules** provide everything an instructor needs to successfully implement an active approach to teaching key topics. Each module includes many resources, including:

- Pre-class video specifically created for the module
- Pre-quiz and post-quiz
- Handout for in-class work
- Detailed in-class exercise
- Detailed instructor's guide

These modules are easy to implement and are a great way to add more active learning to the classroom.

Active Learning Guide

The **Active Learning Guide** provides extensive resources and support for implementing active learning techniques in the classroom. It includes a thorough introduction to the concepts, techniques, and benefits of active learning, along with chapter-by-chapter guidance on teaching using the many active learning resources we provide for *Life*.

Chemiosmotic Mechanism

Examining Mitochondrial Poisons: Cyanide

In your groups, predict what effect HCN would have on the inputs and outputs of these reactions. What will build up, and what will be depleted?

© 2019 Oxford University Press

Chemiosmotic Mechanism

Examining Mitochondrial Poisons

In your groups, predict the effect these poisons will have on the respiratory chain and chemiosmosis:

1. Rotenone - inhibits NADH dehydrogenase (complex I)
2. DNP - shuttles protons directly across the inner mitochondrial membrane
3. Oligomycin - blocks the proton channel of ATP synthase

Transpiration-Cohesion-Tension Theory

Movement of water depends on:

- 1) the chemical properties of water
- 2) a gradient in water potential
- 3) avoiding cavitation

Integration with iClicker

Student confidence and end-of-course grades increase with the use of **iClicker**. iClicker includes a geolocation attendance feature to get students to class. During class, instructors can choose from flexible polling and quizzing options to engage students, check understanding, and get feedback in real time. Additionally, iClicker allows students to participate using laptops, mobile devices, or iClicker remotes—all in the same classroom. Instructors can easily sync grades between iClicker and **Achieve** as well as use student response questions specific to *Life*. To learn more or schedule a demo, visit iClicker.com.

I absolutely love the active nature of the built-in Activity sections; they are quick to access from the digital version of the textbook."

— Jason Duncan, Willamette University



Life The Science of Biology

Content Updates

PART 1: The Science of Life and Its Chemical Basis

- Clarification and figure describing valence shell and the periodic table
- Clarification and new figure on representations of bonding
- Definition and more discussion of the importance of pH
- Clearer discussion of phosphodiester bond formation in nucleic acids
- Inclusion of lipoprotein structure and function
- Updates on the search for water on extraterrestrial bodies
- Recent evidence for the origin of cells

PART 2: Cells

- Background on the cell theory
- More extensive discussion of cell size
- Clear differentiation between chromosomes and chromatin in the nucleus
- Roles of the different regions of the Golgi apparatus in the secretory pathway
- Clarification of the roles of kinesin and dynein in movements
- Role of the extracellular matrix in organ formation
- Clarification of the role of integrins in cell attachment to the matrix
- Clearer description of the sodium–potassium ion pump
- Discussion of cross-talk between cell signaling pathways

PART 3: Cells and Energy

- Clearer linkage between free energy changes and biochemical transformations
- Specific examples of activation energy in enzyme-catalyzed reactions
- Additional detail on the structure and role of pyruvate dehydrogenase
- Clarification of the difference between chlorophyll *a* and chlorophyll *b*
- Clearer illustrations and discussion of the structure and function of a photosystem in the chloroplast
- Comparison of C_4 and CAM photosynthesis

PART 4: Genes, Genomes, and Heredity

- Reorganization to the unit so Chapter 17: *Genomes* and Chapter 18: *Recombinant DNA and Biotechnology* are included in Part 4

- Sections dealing with mutations substantially altered to clarify the relationships between DNA damage, DNA mismatches and DNA mutations, and the role of DNA repair
- Update of transcription initiation in eukaryotes to include mediator
- Substantial update of Chapter 17: *Genomes*, including addition of detail on transgenics, cloning, reporters, genetic screens, and other methods to identify genes of interest, and uses of CRISPR

PART 5: The Processes and Patterns of Evolution

- Major expansion and update of Chapter 21: *Evolution of Genes and Genomes*
- Expansion and integration of developmental mechanisms of evolution through changes in gene expression
- More integration of phylogeny and its uses throughout the questions and problem sets
- Addition of more data-based problems so that students can apply evolutionary concepts to practical problems in biology

PART 6: Diversity of Life

- Updated information on our current knowledge of the tree of life
- More discussion of the origins of the major lineages of life, with explanations of the contributions to eukaryotes from both archaea and bacteria
- New problem sets that allow students to explore the basis for our understanding of the tree of life

PART 7: Flowering Plants: Form and Function

- Enhanced emphasis on plants' ability to sense and respond to the environment, including a new figure that shows how roots grow in response to low levels of P and N
- Updated treatment of osmosis that corrects common misconceptions
- Updated description of plant meristems
- Introduced exciting new data showing that the rate of dark reversion of phytochrome may act as a temperature sensor
- Increased focus on plant response to climate change

PART 8: Animals: Form and Function

- New Chapter 38 Investigating Life box on Ebola and emergency workers who face heat stress due to wearing protective gear
- New figure and increased coverage of glia and the lymphatic system
- Updated coverage about birth control methods
- Improved coverage of thyroxin with revised figure showing the steps of biosynthesis of the hormone
- Revised coverage and figures on the evolution of the vertebrate heart
- New figure and more detail on the mechanism of penile erection
- Improved coverage of 3-D vision

PART 9: Ecology

- A consistent focus on the importance of scale and multiple levels of organization in ecology. Special emphasis has been placed on global change and the role of humans as part of Earth's systems
- Inclusion of quantitative and conceptual material in order to visualize (through figures) and analyze (through Work with the Data questions) concepts using active learning techniques
- Updated examples, including marine, invasive species, and endangered species studies
- Updated content on the effects of Earth's topography on physical processes such as temperature inversion, ocean upwelling, and rain shadow effects
- Updated content on population growth models and examples, including material on life table analysis
- Updated content on disturbance and succession including the concept of alternative stable states
- Updated content on nutrient cycling at ecosystem and global scales, including decomposition, nutrient transformations, and the causes of climate change
- Updated content on the causes and consequences of biodiversity loss, including pollution, overharvesting, invasive species, emerging diseases, and the effects of climate change

Updates to the Media and Assessment Resources

Activities

- A new format for most activities, designed to better engage the student

Simulations

- New simulations on topics such as macromolecules, active and passive transport, and natural selection
- Each simulation is now accompanied by an assignable quiz in **Achieve**.

Animations

- A new video format that incorporates captions directly into the video

Data in Depth

- Each in-book **Work with the Data** exercise has a new online companion exercise, **Data in Depth**, designed to deepen students' data manipulation skills.

Interactive Stats Primer

- The online version of Appendix B, **Making Sense of Data: A Statistics Primer** gives students the opportunity to learn basic statistical concepts and skill through hands-on simulations and activities.

Active Learning Guide and Instructor's Manual

- A thorough primer on active learning in biology
- Includes sections such as:
 - What is active learning?
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Test Bank

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- Additional questions at higher Bloom's Levels

LearningCurve

- Expanded question banks for each chapter
- Hints added to all questions



LearningCurve, in particular, is very helpful to my students. Many of my students commented on my student evaluation that they found the online resources and LearningCurve assignments very helpful to them.”

—Amanda Chau, Blinn College

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Acknowledgments

Although our names are on the cover, and we take ultimate responsibility for the contents of this book, we relied on many people for help. We have received a multitude of valuable suggestions across the various editions of *Life* from our Advisory Board. These biologists, from institutions large and small, have helped us plan many of the pedagogical innovations for this edition. These colleagues provided exceptional critiques to our proposals, drawing on their vast teaching experiences in diverse learning environments. As our chapters became reality, the thoughtful insights of these advisors were invaluable. In addition, with their varied experiences incorporating online material into their teaching, the members of the Advisory Board were an important source of feedback as we developed the active learning and assessment materials associated with the book. We could not have done it without them.

Many thousands of people have reviewed the chapters of *Life* over its 12 editions, and another 180 reviewers guided us in this revision by providing between-edition reviews and suggestions for each of our chapters. They helped us decide what needed improving and gave us suggestions to make that happen. With our emphasis on active learning and pedagogy, we also asked experts in biology education to critique our pedagogical features and give us suggestions for improvement. We are grateful to each and every one of these reviewers.

The talented team at Sinauer Associates included Sydney Carroll, who provided the editorial oversight for the Twelfth Edition. Dean Scudder managed the Sinauer team and provided guidance and suggestions in the planning and development of *Life*. We also thank our Production Editors, Danna Niedzwiecki Lockwood, Johannah Walkowicz, and Tracy Marton, who edited our chapters, and helped us implement and maintain consistency in our features. We are grateful to Mark Siddall, who located new, fresh photographs to illustrate

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to accompany *Life: The Science of Biology*, Twelfth Edition



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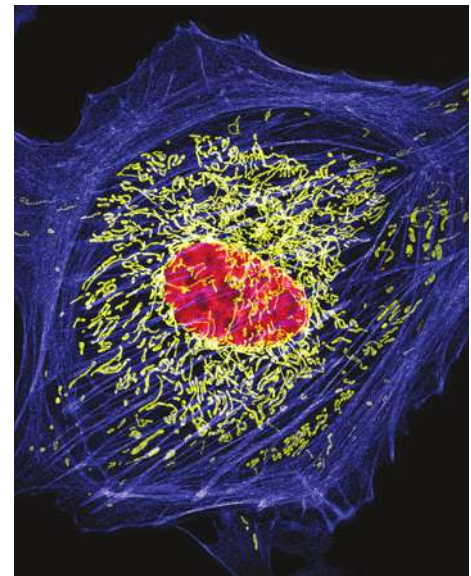
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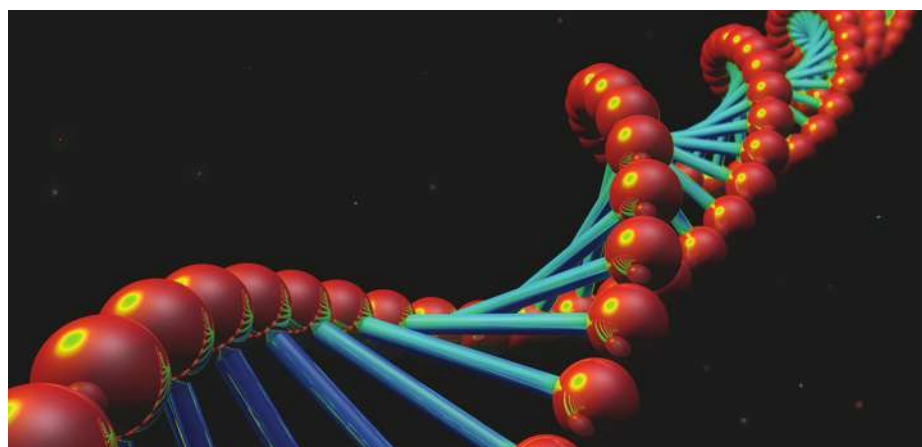
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