

BICD 100 – Genetics Fall 2019

Welcome!

Course description

An introduction to the principles of heredity emphasizing diploid organisms. Topics include Mendelian inheritance and deviations from classical Mendelian ratios, pedigree analysis, gene interactions, gene mutation, linkage and gene mapping, reverse genetics, population genetics, and quantitative genetics. **Prerequisites:** BILD 1.

Time and Place:

Mon/Wed/Fri 4:00 – 4:50p, Warren Lecture Hall 2001

Instructor:

Emily Grossman, PhD
H&SS 1145C
egrossma@ucsd.edu

Office Hours

H&SS 1145L
Mondays 2:30 – 3:30p

Learning Goals

At the end of this course, students will be able to:

- Summarize genetic techniques, and explain applications of the methods to real life
- Apply knowledge of genetics concepts to analyze and explain data, make predictions, and solve problems
- Learn to find, read, and evaluate scientific literature

Instructional Assistants

Emily Griffin	engriffi@ucsd.edu
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Belinda Tan	jit069@ucsd.edu

Discussion sections:

Sections will start Week 1. Attendance at discussion sections is mandatory, and you must attend the section you are enrolled in. Problem sets will be completed during sections, and the material covered in the sections is required and will be tested on exams.

Day/Time	Room
Monday 5 – 5:50p	WLH 2206
Monday 6 – 6:50p	WLH 2206
Tuesday 6 – 6:50p	WLH 2114
Wednesday 12 – 12:50p	Mande B-104
Wednesday 6 – 6:50p	Center 217B
Wednesday 7 – 7:50p	Center 217B
Thursday 9 – 9:50a	WLH 2112
Thursday 10 – 10:50a	WLH 2112
Thursday 5 – 5:50p	HSS 1128A
Thursday 6 – 6:50p	HSS 1128A
Friday 12 – 12:50p	Mande B-104
Friday 12 – 12:50p	WLH 2206

Class Web Site:

The class web site is on TritonEd (<https://triton.ed.ucsd.edu/>). All class notices, the syllabus, and other important information will be posted here. Please check the web site regularly for updates, since this will be the main form of distribution of information to the class. My lecture notes will be posted to the site.

Resources

1. Support for student writers:

Writing + Critical Expression Hub (part of the Teaching + Learning Commons)

There are undergraduate writing mentors on staff who are in Biological Sciences degree programs, so they have training not only in working with student writers, but also familiarity with science reasoning and science writing. Please don't hesitate to meet with a writing mentor for help—every writer can benefit from these conversations. Students can make appointments via <https://ucsd.mywconline.com>

2. Tutoring

OASIS: Office of Academic Support and Instructional Services

From the OASIS website (<https://students.ucsd.edu/sponsor/oasis/>): We are the learning center at UC San Diego and provide most of the free tutoring on campus in a collaborative, supportive environment. All UC San Diego students are eligible to receive OASIS services. Each year, OASIS serves 3,000 students in language, math, science, study skills, and writing as well as peer counseling and peer mentoring.

They are located on the third floor of Center Hall, (858) 534-3760 (phone), oasis@ucsd.edu (email)

3. Optional reading resource:

Essentials of Genetics, Klug 10th edition (Redshelf ebook, see note below)

Required Learning Materials:

iClicker (available at bookstore)

Basis for Final Grade

25 points iClicker questions (5%)

25 points Discussion section problems (5%)

125 points Problem sets (25%)

150 points Midterm (30%)

175 points Final (35%)

500 points total

Grading scale

98.0 – 100%	A+	78.0 – 79.9%	C+
92.0 – 97.9%	A	72.0 – 77.9%	C
90.0 – 91.9%	A-	70.0 – 71.9%	C-
88.0 – 89.9%	B+	60.0 – 69.9%	D
82.0 – 87.9%	B	0.0 – 59.9%	F
80.0 – 81.9%	B-		

Clicker participation (not for correctness), 5%

If you answer at least 85% of the clicker questions during the lecture sessions, you will get full points. Because you only need 85% participation for full points, if you forget your clicker one day do not worry about it.

For participation below 85%, the breakdown is as follows:

75% – 84.9%: 20pts

65% - 74.9%: 17pts

50% - 64.9%: 13pts

25% - 49.9%: 5pts

Below 25%: 0pts

Accommodations: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the Department of Biological Sciences in advance so that accommodations may be arranged.

Contact the OSD for further information:

858.534.4382 (phone) osd@ucsd.edu (email) <http://disabilities.ucsd.edu> (website)

Whenever possible, we will use universal designs that are inclusive. If you have feedback on how to make the class more accessible and inclusive, please let me know!

A Culture of Respect: The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu, or <http://ophd.ucsd.edu>. Students may receive confidential assistance at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu, or <http://care.ucsd.edu>, or through Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a UCSD student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed.

If you find yourself in an uncomfortable situation, ask for help. UCSD is committed to upholding policies regarding nondiscrimination, sexual violence and sexual harassment.

Student Expectations

Attendance Policy

Attendance at discussion sections is mandatory, and you must attend the section you are enrolled in. However, I understand circumstances out of your control occasionally occur (ie. illness, etc), so if you need to miss a discussion section, in order to still receive credit for your problem set, you should send your problem set to your IA via email the same day as your scheduled discussion.

Exam policies:

Both the midterm and final will be scantron-based exams. Missing a scheduled exam will only be excused for medical reasons where documentation can be provided. A make up exam will be scheduled within one week of the original exam.

Academic Integrity:

Although we encourage students to work together on problem sets and during discussion sections, the following is not allowed.

- Copying another student's work on an exam or allowing another student to copy your work
- Altering graded exams or assignments and submitting them for a regrade
- Responding to clicker questions in class using another student's clicker

We hold the following values (adapted from the International Center for Academic Integrity) as important to academic integrity and for maintaining an inclusive classroom environment.

	As students, this means you will...	As the Instructional team, this means we will...
Honesty	<ul style="list-style-type: none"> ➤ Honestly demonstrate your knowledge and abilities ➤ Communicate openly without using deception, including citing sources appropriately 	<ul style="list-style-type: none"> ➤ Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams ➤ Communicate openly and honestly about the expectations and standards of the course through the syllabus and guidelines for course assignments
Responsibilities	<ul style="list-style-type: none"> ➤ Complete your assignments on time and be fully prepared for class ➤ Arrive to class on time and be active participants 	<ul style="list-style-type: none"> ➤ Give you timely feedback on your assessments ➤ Arrive to class on time and be active participants ➤ Create relevant assessments and class activities
Respect	<ul style="list-style-type: none"> ➤ Speak openly with others while honoring diverse viewpoints and perspectives ➤ Allow others to voice their opinions and perspectives 	<ul style="list-style-type: none"> ➤ Respect your perspective even while we challenge you to think more deeply and critically ➤ Help facilitate the respectful exchange of ideas in class
Fairness	<ul style="list-style-type: none"> ➤ Contribute fully and equally when working in teams ➤ Not seek unfair advantage over others 	<ul style="list-style-type: none"> ➤ Create fair assessments and grade in a fair and timely manner ➤ Treat students and teams equally
Trustworthy	<ul style="list-style-type: none"> ➤ Not engage in personal affairs while on class time ➤ Be open and transparent about what you are doing in class ➤ Not distribute course materials to others in an unauthorized fashion 	<ul style="list-style-type: none"> ➤ Be available when we say we will be ➤ Follow through on our promises ➤ Not modify the expectations or standards without communicating with everyone
Courage	<ul style="list-style-type: none"> ➤ Say or do something when you see actions that undermine any of the above values 	<ul style="list-style-type: none"> ➤ Say or do something when we see actions that undermine any of the above values

This class statement and table of values is adapted from Dr. Tricia Bertram Gallant.

Any suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review. A breach of academic integrity may result in a zero on the assignment/test/participation item in question and/or a failed grade in the course. The impact of the breach on a grade will be determined by the instructor in consultation with the Academic Integrity Office.

If you observe anyone not acting in accordance with the above values we are trying to foster, please bring your concerns to my or the instructional team's attention, and we will do our best to determine appropriate actions to uphold and protect these values.

Tentative Course Schedule: (subject to change)

Week	Dates	Lecture topic
Wk 0	Fri 9/27	Introduction, genes, and chromosomes
Wk 1	Mon 9/30	Cell Division: Mitosis Part I
	Wed 10/2	Cell Division: Mitosis Part II, start Meiosis
	Fri 10/4	Cell Division: Meiosis Part II
Wk 2	Mon 10/7	Gametogenesis, Introduction to Mendelian genetics
	Wed 10/9	Mendelian genetics II
	Fri 10/11	Modification of Mendelian ratios
Wk 3	Mon 10/14	Modification of Mendelian ratios II
	Wed 10/16	Modification of Mendelian ratios III and X-linkage
	Fri 10/18	Sex-determination and sex chromosomes
Wk 4	Mon 10/21	Chromosome mutations
	Wed 10/23	Chromosome mutations II
	Fri 10/25	Genetic linkage and mapping I
Wk 5	Mon 10/28	Review for midterm
	Wed 10/30	Midterm
	Fri 11/1	Genetic linkage and mapping II
Wk 6	Mon 11/4	Genetic linkage and mapping III
	Wed 11/6	Bacterial genetics
	Fri 11/8	Genetic engineering
Wk 7	Mon 11/11	Veteran's Day Holiday - No class
	Wed 11/13	Regulation of gene expression I
	Fri 11/15	Regulation of gene expression II
Wk 8	Mon 11/18	Quantitative traits and heritability
	Wed 11/20	Artificial selection and population genetics
	Fri 11/22	Cancer genetics I
Wk 9	Mon 11/25	Cancer genetics II
	Wed 11/27	Cancer genetics III
	Fri 11/29	Thanksgiving Holiday - No class
Wk 10	Mon 12/2	Developmental genetics I
	Wed 12/4	Developmental genetics II
	Fri 12/6	Review for final
Final	Tues 12/10	Final 3 - 6p, Location TBA

Important Dates to Remember

Drop Deadline (without W): Fri, October 25th 2019
 Mid – Term Examination: Wed, October 30th 2019
 Withdrawal Deadline: Fri, November 8th 2019
 Final Examination: Tuesday, December 10th 2019

A note about your optional course materials:

- They are provided by the UC San Diego Bookstore in a digital format through TritonEd and are free for the first two weeks of classes.
- If you decide to opt out, you'll need to click the Redshelf link inside TritonEd, click View Course Materials, scroll to click the grey opt out button and follow the prompts. You must opt out by 10/11/2019.

Potentially Useful Resources (listed alphabetically):

Black Resource Center: The Black Resource Center is a Campus Community Center that serves everyone at UC San Diego while emphasizing the Black experience. We promote scholarship, foster leadership, and cultivate community for students through the committed, collaborative effort and support of faculty, staff, and the broader UC San Diego community.

<http://brc.ucsd.edu/> (website)

Counseling And Psychological Services (CAPS): CAPS provides FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums.

<http://caps.ucsd.edu/> (website)

Cross-Cultural Center: The Cross-Cultural Center strives for meaningful dialogues and context across all cultures, particularly those of underrepresented or underprivileged backgrounds. We offer supportive and educational services through art, social and educational programs, workshops, and outreach. We welcome creative venues for enhancing social consciousness and equity.

<http://ccc.ucsd.edu/> (website)

Inter-Tribal Resource Center: We are focused on supporting Native American students and promoting educational access in our tribal communities.

<https://itrc.ucsd.edu/> (website)

LGBT Resource Center: The Lesbian Gay Bisexual Transgender Resource Center at UC San Diego provides a visible presence on campus and enhances a sense of connection and community among LGBT faculty, staff, students, alumni and the UC San Diego Community.

<http://lgbt.ucsd.edu/> (website)

Office for Students with Disabilities (OSD): The Office for Students with Disabilities (OSD) at UC San Diego works with undergraduate, graduate, and professional school students with documented disabilities, reviewing documentation and determining reasonable accommodations.

<https://disabilities.ucsd.edu/about/index.html> (website)

Raza Resource Centro: The Raza Resource Centro team is committed to our student's success and we work collectively to meet the needs of our students. The Centro is a lively space where students study, meet, write, get tutoring, and most importantly are in community. It is a space where Latina/o Chicana/o organizations hold meetings, events and where culture, arte, and academics interconnect.

<http://raza.ucsd.edu/> (website)

Student Veterans Resource Center: The Student Veterans Resource Center (SVRC) is committed to ensuring that military affiliated students successfully make the transition from the military environment to campus life, and are assisted in their progress toward completing their academic degree. The Center also provides opportunities for peer-to-peer support, mentoring and social networking.

<https://students.ucsd.edu/sponsor/veterans/> (website)

Women's Center: The Women's Center serves as a resource for the entire campus community while placing the experiences of diverse women at the center through the resources we provide, the programming and learning opportunities we facilitate, and the dynamic community space that we create.

<https://women.ucsd.edu/> (website)

There are many other resources available to you on campus, and if you wish to know more about where you can go for support – please let me know and we can find it together. If you would like me to include resources other than those I have listed above, let me know as well! I want to know what is important for everyone!