

Remote Learning

In this course, we want to expand on a few principles and values given this unprecedented global situation. The following course statement of values are adapted from Dr. Brandon Bayne at the University of North Carolina – Chapel Hill.

1. Nobody signed up for this, and we are all in this together
 - Not for social distancing, not for the sudden end of our collective lives on campus
 - Not for a remote course, not for learning from home, not for teaching online
 - Not for mastering new technologies, not for varied access to learning materials
2. The humane option is the best option
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online
 - Some expectations are no longer reasonable
 - Some assignments are no longer possible
 - But we will continue to engage intellectually in ways that make sense given the circumstances
4. We will foster intellectual nourishment, social connection, and personal accommodation
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - Highly encouraged synchronous classes and sections to learn together and combat isolation
 - Discussions on Canvas to create a collaborative learning community
5. We will remain flexible and adjust to the situation
 - Nobody knows where this is going and what we will need to adapt
 - We will adjust along the way with everyone's best interests in mind
 - Everybody needs support and understanding in this unprecedented moment

Return to Learn | Website: <https://returntolearn.ucsd.edu/return-to-campus/fall-2020-plan/index.html>

Campus will continue to monitor the spread of COVID-19, working closely with local, state, and national officials. For the latest updates to the campus community, visit the Current Campus Status page: <https://returntolearn.ucsd.edu/news-and-updates/status/index.html>

Virtual Campus | Website: <https://vcsa.ucsd.edu/student-success/virtual-resources.html>

- In need of access to laptop? Students may be able to request a loaner laptop: <https://eforms.ucsd.edu/view.php?id=490887>
- Some computer labs are open: <https://lablookup.ucsd.edu/>
- Guidance on technology for students, including Canvas and Zoom, trouble-shooting, and resources for internet access: <https://digitallearning.ucsd.edu/learners/learning-remotely/tools.html>

Additional Resources

Academic Support	
Academic integrity	Policy and strategies to excel with integrity
Geisel Library	Research tools and eReserves
Learning strategies	Metacognitive support to address learning challenges
Library guide	Starting point for navigating campus library resources
REAL Portal	Internships and other hands-on experiential learning opportunities
Student Success Coaching	Peer mentor program with information, resources, and support
Technical support	Assistance with accounts, network, and technical issues
Writing Hub	Peer writing mentors and support to improve writing skills

Student resources	
Basic needs	Access to food, housing, and financial resources
Counseling and Psychological Services (CAPS)	Confidential counseling, consultations for psychiatric services, and mental health programming
Community centers	Programs for students and resources toward a socially just campus
Equity, diversity, and inclusion	Toward a campus climate of respect, fairness, and cooperation
Office for Students with Disabilities (OSD)	Support for students with disabilities, including accessibility resources and reasonable accommodations
Triton Concern Line	Support for students of concern at (858) 246-1111

Welcome to BICD 102 Genetic Inquiry!

We will interact with primary literature in genetics through reading, writing, and discussions. The focus will be to learn to analyze research data and develop critical thinking skills, while applying concepts in genetics to understand scientific discoveries. Topics may vary from quarter to quarter; examples include but are not limited to genetic basis of complex human traits or genetics and evolution of form and function in organisms.

Learning goals

- Collaborate with students and the instructional team to develop and deepen understanding of genetics
- Apply concepts in genetics to analyze data, explain biological phenomena, and solve problems
- Learn to draw conclusions and construct scientific arguments based on evidence and reasoning
- Develop skills in reading, understanding, and analyzing primary literature

Learning in this course

BICD 102 is designed to be a collaborative environment for everyone to learn together and construct a shared understanding of the material. Active participation and contribution both in class and in discussion section are essential because many ideas that will be developed in these activities cannot be easily captured otherwise. Being able to communicate understanding and articulate confusion is both useful for learning (Smith 2009) and critical to success in any discipline. To encourage collaboration and community building, many activities and assignments will be done in teams, and grades will not be assigned on a curve.

Instead of memorization, we will focus on developing an understanding of fundamental concepts as they apply to different examples. Assessments will include questions that are based on solving problems in new contexts. We will use class time to construct and apply our knowledge, troubleshoot challenging topics, practice problem solving, and develop skills in critical thinking. There will often be pre-class assignments to prepare for the more challenging material in class.

Course logistics

The core learning components in this course are comprised of collaborative activities, in addition to independent and team work on studying and completing assignments. A substantial portion of learning will be from primary research articles, and assignments will be designed to support this more complex level of learning. Course materials, announcements, and other important details will be available on the Canvas (<https://canvas.ucsd.edu/>). Please check the course website and your @ucsd email regularly for updates.

We will meet synchronously for both class sessions and discussion sections for collaborative activities. If you are in a time zone that would preclude you from joining us in real time, there will be asynchronously assignments in lieu of synchronous participation and contribution. To be part of the course, you should already be enrolled in a discussion section along with the lecture section. You should attend the discussion section that you are enrolled in, in consideration of the workload of individual instructional assistants. We are also not able to change the maximum number of enrolled students in a section.

References

Smith et al (2009) *Science* 323: 122–124. <http://science.sciencemag.org/content/323/5910/122.short>

Academic integrity | Website: <https://academicintegrity.ucsd.edu/>

Integrity of scholarship is essential for an academic learning community. In this course and at the university, we expect that both students and the instructional team will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The instructional team will exercise care in planning and collaborating with students on academic work.

When people collaborate to work toward a common goal, shared values must be established so that everyone understands the acceptable ways for working together. In this course, we are using a statement of values to describe the behaviors for maintaining and protecting these values. The statement is open to discussions and possible alterations based on mutual agreements among all students and the instructional team. In collaborative work, each team should discuss these values and agree on mutual expectations.

The following course statement of values is adapted from the Academic Integrity Office:

	As students, we will ...	As the instructional team, we will ...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate knowledge and abilities according to expectations Communicate without using deception, e.g. citing appropriate sources 	<ul style="list-style-type: none"> Give honest feedback Communicate honestly about expectations and standards through the syllabus and course materials
Responsibility	<ul style="list-style-type: none"> Complete assignments on time Be on time and fully contribute to team learning and activities 	<ul style="list-style-type: none"> Give timely feedback Be on time and mentally present Create relevant activities for learning
Respect	<ul style="list-style-type: none"> Speak openly with one another while respecting diverse perspectives Provide sufficient space for others 	<ul style="list-style-type: none"> Respect different perspectives Help facilitate respectful exchanges
Fairness	<ul style="list-style-type: none"> Contribute fully and equally to collaborative work Not seek unfair advantage 	<ul style="list-style-type: none"> Create fair assignments and exams and grade them in a fair and timely manner Treat all students and teams equally
Trustworthiness	<ul style="list-style-type: none"> Focus on relevant work while in class Not distribute course materials to others in an unauthorized fashion 	<ul style="list-style-type: none"> Be available to all students when we say we will be Follow through on our promises
Courage	<ul style="list-style-type: none"> Say or do something when we see actions that undermine these values Accept consequences for upholding and protecting the above values 	<ul style="list-style-type: none"> Say or do something when we see actions that undermine these values Accept consequences for upholding and protecting the above values

All course materials are the property of the instructor, the course, and University of California San Diego and may not be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course. Any suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review.

Principles of community | Website: <https://ucsd.edu/about/principles.html>

Our campus is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. Faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, we strive to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. Faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

Accessibility and inclusion | Website: <http://disabilities.ucsd.edu> | Contact: osd@ucsd.edu

Any student with a disability is welcome to contact us early in the quarter to work out reasonable accommodations to support their academic success. 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). Students are required to discuss accommodation arrangements with the instructor and OSD liaisons in the program in advance of any exams or assignments.

Whenever possible, we will use universal designs that are inclusive. For example, colors used in this syllabus are distinguishable by most colorblind and non-colorblind people, and this font is designed to be dyslexic friendly. If you have feedback on how to make the course more accessible and inclusive, please get in touch!

Discrimination and harassment | Website: <http://ophd.ucsd.edu> | Contact: ophd@ucsd.edu

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. Our mission is to educate the entire UC San Diego community about these issues and to assist with the prevention and resolution of these issues in a fair and responsible manner. In collaboration with other UC San Diego resources, OPHD promotes an environment in which all members of the UC San Diego community can work, learn and live in an atmosphere free from all forms of bias, harassment and discrimination.

Students may feel more comfortable discussing their particular concern with a trusted employee, such as a student affairs staff member, faculty member, department chair, 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. Our campus is committed to upholding policies regarding discrimination and harassment.

Grading

Our course has the following grading components: contribution (10%), writing assignments (28%), quizzes (28%), final project (28%), professionalism (2%), and extra credit (0.1%). Because different people may excel in different aspects of the course, the highest component among writing assignments, exams, and the final project for each individual will be scaled from 28% to 32%, bringing the total to 100%. There are no opportunities for extra credit beyond what is assigned.

The general grading scheme is as follows, although it may be adjusted to improve everyone's grades if necessary. Exact boundaries will be determined based on final grade distributions: Because course assessments are not perfectly precise, grade cutoffs will be identified by large gaps in between individual scores. However, our course is not graded on a curve, e.g. 20% of students getting A, B, C, and such. Thus, the ability to do well in this course is not dependent on others doing poorly.

A+	97–100%	B+	87–89.33%	C+	77–79.99%	D	60–69.99%
A	93–96.99%	B	83–86.99%	C	73–76.99%	F	0–59.99%
A–	90–92.99%	B–	80–82.99%	C–	70–72.99%		

Contribution: Active contribution both in class and in discussion section are essential to learning in this course. Contribution is different from attendance or participation. Attendance means that you are physically present. Participation means that you have completed the required activities. Contribution involves attendance, participation, and active mental engagement that ultimately results in learning for yourself and your classmates, e.g. thinking through (and not just memorizing) the material on your own, collaborating meaningfully with your classmates, asking questions, etc.

There will be many contribution items, including pre-class assignments and activities in class and in discussion section. Contributions will be graded for thoughtful completion on a scale 0, 0.5, and 1. Because individuals may have different competing schedules, completing 90% or more of all contribution items will earn the full contribution grade. For example, if there are 40 contribution items, completing 36 or more items will result in 40/40; completing 35 items will result in 35/40.

For most classes, there will be reading and associated assignments to be completed before class. These pre-class assignments are designed to (1) engage students in exploring new ideas and concepts, so we are prepared for productive discussions in class and (2) help the instructional team know what material students are struggling with, so we can adjust accordingly to use our class time as efficiently as possible. In class, there collaborative discussions and writing activities on a regular basis.

In discussion section, we will engage in collaborative work, analyze research data from primary literature, construct scientific arguments based on data and reasoning, and practice solving problems in preparation for quizzes and the final project. The discussion sections also provide opportunities to build relationships with fellow students and instructional assistants. Writing activities in discussion sections are structured so that we will get practice for the graded writing assignments.

The best way to learn how to solve problems and deepen our understanding of the course material is to work through the section activities and discuss them with fellow classmates and the instructional assistants. The instructional assistants are there to facilitate students discovering and constructing an understanding for themselves instead of directly providing the answers to the problems.

Writing assignments: The writing assignments will focus on understanding and analyzing research data from primary literature articles, as well as drawing conclusions and constructing scientific arguments based on evidence and reasoning. Details of these assignments will be made available in class and on Canvas.

The graded writing assignments will complement writing activities in class and in discussion section. The skills developed in these writing assignments will also be tested on quizzes, where you will be challenged to analyze data and construct scientific arguments that answer specific research questions.

Quizzes: Questions on quizzes will challenge us to apply our understanding in new contexts by solving problems and constructing scientific arguments with evidence and reasoning. Therefore, it will be open book, open notes, and open resources (e.g. Internet resources). However, quizzes should be your individual work without consultations with any other person(s). This should also not be taken as an opportunity not to study or prepare for quizzes. If you need to look up everything on the quizzes, you will likely run out of time. Quizzes will be cumulative but will focus on the most recent material.

Project: Our project will involve further analyzing primary literature and will be done collaboratively in teams. The final project is due at the designated exam time of the course. Please see Canvas throughout the quarter for more details.

Professionalism: This portion of the course grade is intended to engage everyone in considering the impact of their actions on their own learning and the learning of others in the course. Unprofessional interactions consume time yet have no meaningful benefits.

Professionalism can be demonstrated through individual (described in this section) and community efforts (extra credit described in the section below). The individual component is to account for demonstrating maturity and professionalism. By default, everyone is assumed to be professionally mature. Hence, this component is awarded at the beginning of the quarter. During the quarter, based on observations by the instructional team, which includes but is not limited to one-on-one interactions, electronic communication, and follow-up conversations on different correspondence, professionalism credit may be deducted.

Example interactions with meaningful benefits that:

- Developing deeper insight into course material, concepts, biology, and/or society in general
- Working collaboratively to improve in skill building and future opportunities
- Learning conceptually and meaningfully why full credit was not awarded for an assignment
- Clarifying course material that facilitates deeper learning
- Carrying out procedures safely and paying attention to waste disposal in the laboratory

Example interactions that have no meaningful benefits and thus should be avoided:

- Contributing inequitably to team work in class, in discussion section, or on quizzes
- Being disruptive to fellow students in class, in discussion section, or on quizzes
- Harassing and/or bullying other students or the instructional team, either in person or online
- Ignoring the directions or requests from the instructional team, especially in relation to safety
- Neglecting safety in the laboratory and not paying attention to waste disposal in the laboratory

Extra credit: The 0.1% extra credit is based on community professionalism, which can be earned by completing course evaluations and related surveys that are aimed to improve the course and the educational experiences of your future peers. If 90% or more of all students complete CAPEs, instructional assistant evaluations, and other course-based evaluation surveys in a mature and professional fashion (i.e. taking them seriously and providing timely and constructive feedback), the extra credit will be added to everyone in the course. Other than the community professionalism component, there are no other opportunities for extra credit beyond what is already assigned as part of the course by the instructor.

Late or missing assignments: In general, we are unable to accept late or missing assignments because of the size of the course. This means that no late contribution items will be accepted; completing 90% of contribution items will earn the full contribution grade. However, we acknowledge that emergencies do occur. For missed quizzes, writing assignments, or project due to documented short-term illness or serious family emergency, please contact the course instructor as soon as possible or reasonable to do so. We are here to help you succeed in the course!

Regrades: If a grading error has been made, please submit a regrade request to the course instructor within one week of the assignments being returned. Send a message to the instructor with a concise description or explanation for the regrade request. Regrades are submitted with the understanding that the instructional team may: (1) regrade the entire assignment, and (2) compare the submitted paper to a copy of the original assignment. As a result, the overall grade may go up or down or remain the same after the regrade.

Team work: A major goal of the course is to learn to collaborate with others. Unfortunately, despite best efforts and intentions, teams do not always function optimally. Dealing with these challenges is a natural part of the learning experience. Everyone is expected to contribute fully and equitably to team work as part of the university learning community. Please see the [Syllabus: Integrity](#) document for more information.

If significant disputes occur over the relative contribution of individual members of the team, students can submit an appeal. In such cases, the team grade will be multiplied by the number of members in the team, and the points can be divided among individuals based on what each team member agrees that they deserve from their individual efforts. To submit an appeal, all members of the team need to get together and provide the following information in a document: clear and detailed descriptions of each member's contribution, calculations and explanations for how the points should be divided among the members, and signatures from each member with a statement attesting to the fact that everyone in the team has agreed to all information in the appeal document. Please submit the appeal to the course instructor within one week of the assignments being returned.

Meeting times

Please note that dates are listed in US format of month/day; for example, 1/2 means January 2nd. All times are listed in California or Pacific time zone.

Class	Day	Time	Location	Instructor	Email
A00	Mon, Wed	5:00–6:20p	Zoom	Lo, Stanley	smlo@ucsd.edu

Section	Day	Time	Location	Instructional assistant	Email
A01	Friday	10:00–10:50a	Zoom	Faizi, Kian	kfaizi@ucsd.edu
A02	Friday	11:00–11:50a	Zoom	Zhu, Jenny	jrzhu@ucsd.edu

Exam	Day	Time	Location
12/17	Thursday	7:00p–9:59p	Project due on Canvas

Office hours

Consider office hours to be more like study sessions or free-formed fireside chats, where we can talk about anything related to your academic and general experiences on campus. Stop by for just a few minutes or stay for the entire duration – your choice! Join us with your own questions or come and see what other students have questions about. Dr. Lo's office hours are on a rotating schedule, so that more people can have an opportunity to come to office hours without scheduling conflicts. Please feel free to email and set up a separate appointment if the following times do not work for you.

Week	Day	Date	Time	Location
0	---	---	---	---
1	Thursday	10/8	4:00–4:50p	Zoom
2	Thursday	10/15	5:00–5:50p	Zoom
3	Thursday	10/22	6:00–6:50p	Zoom
4	Thursday	10/29	4:00–4:50p	Zoom
5	Thursday	11/5	5:00–5:50p	Zoom
6	Thursday	11/12	6:00–6:50p	Zoom
7	Thursday	11/19	4:00–4:50p	Zoom
8	---	---	---	---
9	Thursday	12/3	5:00–5:50p	Zoom
10	Thursday	12/10	6:00–6:50p	Zoom

Dine or Coffee with a Prof Program

Campus has a Dine-With-a-Prof or the Coffee-With-a-Prof program in the undergraduate colleges (<https://students.ucsd.edu/academics/advising/academic-success/dine-with-a-prof.html>). Unfortunately, in accordance with campus guidelines, these programs will not be available until further notice. However, Dr. Lo is still more than happy to have virtual coffee (or tea)! Please feel free to email and set up a time. We can also meet for virtual coffee-with-a-prof in small groups with multiple students.

Calendar

A general outline for the course is provide below. More specific details for each week will be provided on Canvas and in class. We may also adjust the schedule as necessary, while still focusing on learning the important concepts and laboratory skills intended for this course.

Week	Module on Canvas	Majors assignments
0	---	---
1	Golden phenotype in zebrafish	---
2	Golden phenotype in zebrafish	Quiz #1 due Sunday 10/18 at 11:59 pm
3	Golden phenotype in zebrafish	Writing #1 due Sunday 10/25 at 11: 59 pm
4	Golden phenotype in zebrafish	Quiz #2 due Sunday 11/1 at 11:59 pm
5	Golden phenotype in zebrafish	Writing #2 due Sunday 11/8 at 11: 59 pm
6	Human skin and eye pigmentation	Quiz #3 due Sunday 11/15 at 11:59 pm
7	Human skin and eye pigmentation	Writing #3 due Sunday 11/22 at 11: 59 pm
8	Human skin and eye pigmentation	---
9	Human skin and eye pigmentation	Project draft due Sunday 12/6 at 11: 59 pm
10	Human skin and eye pigmentation	Quiz #4 due Sunday 12/13 at 11: 59 pm
Exam	---	Project due Thursday 12/17 at 9:59 pm