

Welcome and health statement

Students: Welcome to BILD 1! This has been a challenging year for many reasons, including the ongoing COVID-19 pandemic. **As your professor, I value your health, wellbeing, and learning.** Whether you are a first-year student, new to UCSD, or a returning student transitioning back to campus (or being on campus for the first time!), navigating this first quarter back, the rest of college, and beyond successfully will require hard work and a prioritization of your mental and physical health. This quarter I will challenge you in this course to deepen your understanding and to grow as students. However, this is not at the expense of your wellbeing. This is an in-person course and we will follow UCSD's guidelines for everyone's health during this time. I have built in flexibility into the course should you need to complete any coursework or assignments asynchronously. Beyond physical health, I will encourage you throughout the quarter to make time for yourselves to recharge, relax, and rejuvenate yourselves with productive or healthy ways to find joy. Taking time to do so will help you with your studying – we learn best when we are in better states of mind! Additionally, you will see in my grading policies that I drop at least one of each type of assignment, with the goal of your having bandwidth for days when you need them. Finally, while I imagine this quarter may have unique challenges, I will consistently encourage you to celebrate the victories you will have (both large and small!) and to enjoy these moments of college together.

Course Information

Course Description:

BILD 1 is an introduction to the **structure and function of cells**, both in organisms like bacteria and in organisms like us. We will study the biological molecules present in cells, how cells obtain energy, and how these organisms pass information on to the next generation. In other words, we will deepen our understanding of the essential functions of living things by exploring the physical structures and biological principles that underlie the fundamental unit of all living organisms, the cell. There are no prerequisites, but basic high school knowledge of chemistry is helpful.

This course also aspires to support you in developing basic content knowledge and skills necessary to evaluate new discoveries in the life sciences and to continue to expand your knowledge of biology throughout your life. That requires going **beyond memorization of facts** to acquire an understanding of how and why organisms function as they do, and what happens when the components of organisms do not function properly.

I will challenge you in this course with readings and a variety of assignments that are designed to help you grow as students and as biologists. **Each assignment has been selected with your learning in mind.** In addition, the teaching strategies in this course will engage all of you as a community of biologists in the classroom to develop leadership and communication skills as well as support each other in understanding biological concepts. You will have the opportunity to practice applying these skills through in-class activities.

As the quarter progresses, we will use your feedback to adjust the course. Any changes will be to increase flexibility, and will be made with your learning in mind.

Where and when

Lectures: MWF 9:00-9:50 AM, York Hall 2622 (B section); 11:00-11:50 (C section)

- Lectures will be in-person! I use **active learning** in order to better support your learning. This means we will have interactive lectures with click-in questions (graded based on participation), so that we can immediately identify topic areas that need more explanation, and topic areas that you are comfortable. Some days we will have in class activities. All in-class activities can be submitted asynchronously, but we encourage you to attend the class sessions in-person if you can – they are designed to help you practice applying content, but also are an opportunity to get to know the instructional team and your classmates!
- Discussion section information: **See next page for section information, including IA names and emails**

My role is to help you in this course, and I encourage you to stop by student hours! Student hours are a time when we can chat about course content, UCSD, careers in STEM, anything you want! They are especially useful if you have any confusion about a concept from lecture or lab. If you prefer email, I'll try my best to reply within 24 hours - but please write to me from your UCSD email account or through canvas, and make sure the subject is "BILD1". Thanks!



Pronouns:
She/her/hers
From:
Arlington, VA

Recommended schedule

Day	Outside of class
Sunday	<ul style="list-style-type: none"> Preview textbook chapter for Monday's class
Monday (attend class!)	<ul style="list-style-type: none"> Complete Dynamic study module from Monday's class (if applicable) Attend student hours and ask questions
Tuesday	<ul style="list-style-type: none"> Preview chapter for Wednesday's class
Wednesday (attend class!)	<ul style="list-style-type: none"> Attend student hours and ask questions Complete Dynamic study module from Wednesday's class (if applicable)
Thursday	<ul style="list-style-type: none"> Preview chapter for Friday's class
Friday (attend class!)	<ul style="list-style-type: none"> Complete Dynamic study module from Friday's class (if applicable) Complete the weekly assignment

Not included:

- Go to your assigned discussion section or complete the discussion section assignment and submit it for credit
- Attend optional Supplemental instruction session for studying tricky concepts

Student hours and contact information:

- Zoom links are on Canvas under "Zoom LTI Pro"
- Student hours are a time when you can come ask clarifying questions about the course material or about any other topics! I encourage you to attend student hours rather than email the Instructor or the IA's for many reasons: 1) This is how we can form a richer **community** and get to know each other
2) Two, we can **better explain the material** with whiteboards and a conversation. Also, maybe other students have a similar question and we can help each other learn.
3) **You will get a response right away in student hours**, instead of having to wait for emails
- You are encouraged to go to anyone's student hours. As you can see, we have student hours every day at a variety of times! If these times do not work for you, you may also contact us with your availability for a different time.

Name	Role	Email	Student hours
Dr. Claire Meaders	Assistant Teaching Professor	cmeaders@ucsd.edu	MW 2:00-3:00 PM picnic table outside Bonner Hall 3106 by appt - For appts to meet with up to 2 other students and Prof. Meaders: https://calendly.com/cmeaders/bild-1-supplemental-student-hours - For individual appointments: https://calendly.com/cmeaders/bild-1-supplemental-student-hours-individual-meetings TuTh 10:00-11:00 AM on zoom: https://ucsd.zoom.us/j/97246116245

See canvas site for information on IA student hours

Discussion section times:

Sections start on Week 1 (Monday September 27th)

Section	Day, Time, Location	IA	IA email
B01	M 3:00-3:50 PM; WLH 2115	Hannah Caroline Mandias	hmandias@ucsd.edu
B02	M 12:00-12:50 PM; CENTR 217b	Hannah Caroline Mandias	hmandias@ucsd.edu
B03	W 8:00- 8:50 AM; SOLIS 109	Zainab Majeed Butt	zbutt@ucsd.edu
B04	F 12:00-12:50 PM; HSS 1128A	Sehee Oh	seoh@ucsd.edu
B05	F 2:00-2:50 PM; SOLIS 109	Sankalp Nigam	sanigam@ucsd.edu
B06	M 1-1:50; MANDE B-104	Joshua Wei Chiang Teng	jteng@ucsd.edu
C01	M 8:00-8:50 PM; HSS 1305	Allison Grace Kotyuk	akotyuk@ucsd.edu
C02	M 3:00-3:50 PM; TM102 1	Alison Claire Vicary	avicary@ucsd.edu
C03	F 8:00-8:50 AM; CENTR 207	Mia Ryan Trebilcock	mtrebilc@ucsd.edu
C04	F 2:00-2:50 PM; HSS 1315	Alison Claire Vicary	avicary@ucsd.edu
C05	F 3:00-3:50 PM; HSS 1315	Diana Carolina Contreras	dccontre@ucsd.edu
C06	M 2:00-2:50 PM; CENTR 220	Cynthia Zisan He	czhe@ucsd.edu

BILD 1 Supplemental Instruction

What is Supplemental Instruction? Supplemental Instruction (SI) provides an opportunity for students to actively and deeply learn course content by engaging in discussion with peers enrolled in BILD 1. These groups are not meant to be tutoring or review sessions. The Leaders prepare session plans to encourage and guide students in teaching and learning with each other. **It is offered through the Academic Achievement Hub at UC San Diego, and has a separate canvas link.**

The Leader, who has previously taken the course, will provide time and opportunity to work through more complicated concepts and problems that are associated with BILD 1. SG is a peer-led study group program that targets difficult classes. There are several study sessions (per week) outside the lecture. The sessions are designed to help with understanding content and to collaborate with peers who are also taking the course. **Studies have shown that 95% of the students who attended four or more sessions earned a higher grade in their courses and overall GPA.** SI provides you with a session to explain, explore and elaborate what you know. Simultaneously, it allows you to clarify what you might struggle to understand.

Course section	SI leader	Session day	Session time	Location
MWF 9:00-9:50 AM	Michelle He	Friday	2:00-3:20PM	TLC 1505
		Thursday	3:30-4:50PM	Zoom
MWF 11:00-11:50 AM	Ava Bayley	Tuesday	2:00-3:20PM	TLC 1505
		Monday	5:00-6:20PM	Zoom

Course Materials

Required materials: *Campbell Biology* (12th edition ebook) and Mastering Biology. Both the ebook and Mastering Biology are \$55.99 through the bookstore Inclusive Access program.

- This textbook will be useful for BILD 1, 2, and 3. We recommend **previewing** the relevant chapters before class using **active reading** (reviewing learning objectives and headers and asking questions).
- We will use Mastering Biology for lecture assignments that are designed to help familiarize you with the basic vocabulary we will be covering in class, so that in class we can dedicate time to deepening our understanding of the content and making connections between concepts. These assignments will not be due until the end of the week of the corresponding lecture, giving you flexibility to preview the questions before class.
- We will be using **Learning catalytics** (included in Mastering Biology) for during-class clicker-type questions. These questions will be graded for participation only, and are designed to help you check in with your understanding about the content.

Lecture slides will be posted on canvas after each lecture, within the weekly overview page in weekly modules.

Lecture recordings will be made available after class through <https://podcast.ucsd.edu/> (search for BILD 1). If you cannot attend class, please watch the lecture before the end of the week and complete the corresponding learning catalytics questions.

Learning Goals:

We anticipate that you will learn many things in BILD 1! Our goal is that by the end of the course you should be able to:

- **Demonstrate an understanding of the structure and function of cells** and how information is transmitted from generation to generation.
- **Predict how a change of a molecule, structure, or cell** (like through a disease or experimental manipulation) **will affect its function** and the function of the cell as a whole.
- **Develop critical thinking skills** to be able to think like a biologist and solve biologically-relevant problems.
- **Increase your understanding of your own learning (metacognition)**, including recognizing what topics are easy or difficult for you to learn, learning what study strategies work best for you, and seeking help from instructors and colleagues at appropriate times.

All questions on exams, as well as nearly all questions on homework and in-class and in-section activities, will be tied to at least one of these overall learning outcomes. At the beginning of each unit, we will also provide you with specific biology-related learning outcomes to guide your learning of that material. The problems on the exams will be tied to those specific learning outcomes.

Learning in this course

This course is designed to be an environment for everyone to learn and construct a shared understanding of the material. Educational research has shown that consistent active engagement with material through thinking, writing, and discussing helps improve how people learn¹. In this course, we will encourage engagement in class by providing opportunities to troubleshoot difficult topics and practice problem solving. There will also be short pre- and post- class assignments to help you check your understanding and practice applying what you have learned.

We also want you to be able to apply what you learn about biology in whatever context you find yourself in your future, including in your career and your personal life. Therefore, instead of memorization, we will focus on developing an understanding of fundamental concepts as they apply to different examples. Exams will include questions that are based on solving problems in new contexts.

Research has also shown that people generally learn best in **collaborative environments**, where they learn together and construct a shared understanding of the material². While talking and working with your colleagues, you may identify gaps in your own knowledge, exercise the communication skills that are crucial in any career, and gain skills in working with colleagues as they learn to identify their confusions, ask questions, and think critically and skeptically about biology. Therefore, **active participation** both in class and discussion section is crucial. To encourage collaboration, class and section activities will be done in groups, and grades will never be assigned on a curve.

Course Expectations

What I expect from you	What you can expect from me
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.
Be attuned. Keep up with the lecture videos and lab assignments, as each one builds on the previous one.	Responsiveness. To respond to emails within 24 hours. For those that know me, you know I usually respond faster than this. Emails received on weekends may take longer.
Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego's Principles of Community and Conduct Code .	Timely feedback. To make every effort to return graded assignments within one week of the submission date and to post solutions or code as soon as is reasonably possible after the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's Policy on Integrity of Scholarship . Then, take the integrity pledge!	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Sometimes my schedule gets affected by unavoidable events, necessitating some office hour rescheduling at the last minute.	Reasonable accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.

Grading Information

Assignment		Weight
Lecture participation	<ul style="list-style-type: none"> • More about you surveys (0.5%) • Chapter dynamic study module assignments (10.5%) • In-class assignments (Learning catalytics and worksheets): (6.5%) • In-class assignments (worksheets): 4% • Final reflection (0.5%) 	22%
Weekly discussion section		13%
Weekly assignment		13%
Exams	<ul style="list-style-type: none"> • Highest mid-term (18%) • Next highest mid-term (12%) • Lowest mid-term (0%) • Final exam (20%) 	50%
Professionalism		2%
Total		100%
Extra credit (e.g. surveys)		1%

The following grading scheme will be used. The course is **not** graded on a curve (i.e. 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% A = 94-97% A- = 90-94% B+ = 87-90% B = 84-87% B- = 80-84%
C+ = 77-80% C = 74-77% C- = 70-74% D = 60-70% F = 0-60%

Lecture participation

As stated above, active participation in lecture is important for your learning. Participation includes attending class and participating in in-class activities, including using iClickers; completing in-class worksheets; completing homework assignments; and completing a Final Reflection at the end of the quarter. **Each of these assignments (including in-class questions and assignments) can be completed asynchronously if needed.**

Learning catalytics questions

In lecture we will use Learning Catalytics questions for our in-class activities. You may submit responses to questions through any electronic device with internet access. These will be graded **only for participation (complete/incomplete)**. The questions are designed to be self-paced, and can be completed either attending lecture in-person or remotely. Questions for each week's lectures will be due at the end of the week, for greater flexibility.

These questions are designed to help you engage with the lecture material, to help you identify areas to focus your studying on, and to help me identify areas that I need to spend more time on in lecture. Trying to answer the question before you hear the answer will help you check your own knowledge and better remember the material. That is true even if - actually especially if- you realize you do not know the answer.

For your responses to correctly be associated with your name, **you must register on Learning Catalytics through the Mastering Biology site**. Please be aware that it is dishonest and does not represent your learning if you submit responses for another person, so in that situation we cannot give you or the other person participation points.

We will start counting Learning Catalytics participation for points after the first two class sessions, so that there is time to enroll. Additionally, we know that everyone has different circumstances and life events, and sometimes devices are forgotten or run out of batteries. Therefore, we will drop 3 lectures that will have Learning Catalytics questions.

Dynamic study modules

For each textbook chapter there will be a dynamic study module assigned. You may make multiple attempts for the questions up until the due date. To receive credit, submit each module before 9:00 AM the Saturday the of the week the chapter was assigned. We will drop two dynamic study modules.

Other in-class assignments

Some class periods will involve activities such as concept maps, worksheets, or other similar assignments that are designed to promote an in-depth understanding of material. After class you will submit the assignments on canvas. You are not expected to have mastery of the material right after class, and as such these **assignments are graded complete/incomplete** (you will get full credit for submitting your responses). However, we encourage everyone to check in with an IA or your instructor to review the material. We will drop 1 in-class assignment.

Final reflection

A final reflection (**graded complete/incomplete**) on your experiences in this course is due at the end of the quarter on the Thursday night after the final exam at 11:59pm. The prompt for this reflection will be: "What did you learn in BILD 1 that will continue to influence you for many years to come? How did you learn these things?"

Section participation and section activities

Weekly discussion sections are designed to engage you in applying your knowledge and exercising your skills in collaborative problem solving and data analysis. Therefore, part of your score will depend on attendance and participation in section. The first sections will meet during the first full week of classes.

To prepare you for meaningful participation in section, material will be posted for you to complete before you attend section. It is very important that you genuinely attempt the exercises before section so you can meaningfully contribute in section and be awarded full points. These will typically be posted on Canvas several days before section.

You should already be enrolled in a section, **and you must attend the section which you are enrolled to receive credit**. We are not able to change the number of students in a section (and there are campus policies regarding the number of students enrolled per room), so if a section is full you must choose another one.

We acknowledge that there might be extenuating circumstances preventing you from being able to attend section in a given week. Participating in at least 90% of sections (9/10) will award you full section participation scores. Additionally, each week you will have the option of completing the discussion section assignment as well as a written reflection asynchronously for credit. We reserve the right to grade asynchronous assignments for correctness.

Weekly assignments

Each week starting the first full week of classes there will be a weekly assignment posted on Canvas. This will include reflection questions (graded complete/incomplete) as well as a Scientist spotlight assignments: these are short (350 word) assignments with short readings, designed to introduce you to scientists who contribute to work we will be learning about in class. These are also graded complete/incomplete.

Weekly assignments will be due every Saturday morning, no later than 9:00am. Completion of at least 9/10 of the weekly assignments can give you full credit, as the lowest score will be dropped.

Exams

To facilitate developing useful knowledge and skills for the long term, tests in this course will focus on applying knowledge to assess and solve novel problems. Questions will be multiple choice and short answer. Any material covered in or closely related to each lesson's learning objectives may be tested. For each exam, you will have the opportunity to earn up a percentage of your individual exam score back for filling out a post-exam reflection

Midterms

There will be 3 midterms in this course. Your lowest midterm grade will be dropped. If you miss one of the midterms, that will be the midterm dropped. We will also weight your exams differently based on your performance, with whichever midterm is your highest score being 18% of your final grade and your next highest midterm worth 12% of your grade.

Final exam

Everyone must take the final exam. We understand that given the nature of this quarter, you might not be able to take the exam during its scheduled time. If you need to miss the final exam due to a verifiable, unplanned emergency, you must notify us about the problem as soon as it is reasonable to do so. You must provide adequate documentation (doctor's note, copy of death certificate etc). We will discuss your best options given your circumstances.

Professionalism

This portion of the course grade is intended to motivate students to consider 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 to you, your fellow students, and/or the teaching team. Analogously in the workplace, being unprofessional to your colleagues or supervisors will only discount you. When you are discounted, you will not be invited for new opportunities that you may or may not be aware of. Professionalism can be demonstrated through individually demonstrating maturity and professionalism, as well as contributing meaningfully to our lab community (1 point described here). **By default, every student is assumed to be professionally mature. Hence, this component is awarded to every student at the beginning of the quarter.** During the quarter, based on observations by the teaching team, which includes but is not limited to one-on-one interactions, electronic communication etc. your professionalism credit may be deducted.

Example interactions with meaningful benefits:

- Developing deeper insight into course material, concepts, biology, and/or society in general
- Working collaboratively to improve in skill building and future opportunities
- Contributing to an inclusive learning environment
- Learning conceptually and meaningfully why full credit was not awarded for an assignment
- Clarifying course material that facilitates deeper learning
- Reporting errors or problems in class, on assignments, or for other course material
- Arriving on-time to discussion sessions and being prepared to work

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

- Contributing inequitably to team work
- Harassing and/or bullying the instructional team or other students, either in person or online
- Ignoring the directions or requests from the instructional team

Extra credit

You have several opportunities for extra credit. After each mid-term there will be a short canvas assignment consisting of an exam reflection where you are able to make up for exam points missed. In addition, 1% of course extra credit can be earned by accumulating points through: attending student hours with Professor Meaders or the instructional team; coffee or dining with a Prof; completing course evaluations and/or completing related surveys which aim to improve the course and the educational experiences of your future peers. There are no other opportunities for extra credit beyond what is assigned by the course instructor.

Late assignments and quizzes

Assignments must be submitted on time to be eligible for full credit. In order to provide some flexibility, you are allowed three late assignments (this does not apply to exams) without late penalties (late penalties will be removed at the end of the quarter). After three late assignments, late penalties will be applied to subsequent late assignments. Except in the case of medical or family emergencies, late assignments will be subjected to a 10% deduction per day. Assignments not submitted within 10 days of the due date will receive a 0.

Regrades

If a grading error has been made, you should submit a re-grade request via email to your Instructional Assistant or Dr. Meaders. Students who submit items for re-grading understand that we may re-grade the entire item and the score may go up or down.

Academic Integrity <https://students.ucsd.edu/academics/academic-integrity/index.html>

Integrity of scholarship is essential for an academic community. The University expects that both students and faculty will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual(s) to whom it is assigned, without unauthorized aid of any kind. In this course, we need to establish a set of shared values. Following are values* adopted from the [International Center for Academic Integrity](#), which serves as the foundation for academic integrity.

	As students we will...	As the teaching team we will...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate your knowledge and abilities according to expectations listed in the syllabus or in relation to specific assignments and exams Communicate openly without using deception, including citing appropriate sources 	<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 in relation to assignments and exams
Responsibility	<ul style="list-style-type: none"> Complete assignments on time and in full preparation for class Show up to class on time and be mentally and physically present Participate fully and contribute to team learning and activities 	<ul style="list-style-type: none"> Give you timely feedback on your assignments and exams Show up to class on time and be mentally and physically present Create relevant assessments and class activities
Respect	<ul style="list-style-type: none"> Speak openly with one another while respecting diverse viewpoints and perspectives Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> Respect your perspectives even while we challenge you to think more deeply and critically Help facilitate respectful exchange of ideas
Fairness	<ul style="list-style-type: none"> Contribute fully and equally to collaborative work, so that we are not freeloading off of others Not seek unfair advantage over fellow students in the course 	<ul style="list-style-type: none"> Create fair assignments and exams and grade them in a fair and timely manner Treat all students and collaborative teams equally
Trust-worthiness	<ul style="list-style-type: none"> Not engage in personal affairs while on class time Be open and transparent about what we are doing 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 Not modify the expectations or standards without communicating with everyone in the course
Courage	<ul style="list-style-type: none"> Say or do something when we see actions that undermine any of the above values Accept the consequences of upholding and protecting the above values 	<ul style="list-style-type: none"> Say or do something when we see actions that undermine any of the above values Accept the consequences of upholding and protecting the above values

* This class statement of values is adapted with permission from Tricia Bertram Gallant Ph.D.

All course materials are the property of the instructor, the course, and the 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 and possibly given a score of 0.

Student Resources for Support and Learning

Academic support

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning Commons	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support
Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
Technical Support	Assistance with accounts, network, and technical issues

Student resources

Basic Needs	Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their academic performance, is encouraged to contact: foodpantry@ucsd.edu , basicneeds@ucsd.edu , or call 858-246-2632.
Triton Food Pantry	Emergency food relief program to provide food for students and fight food insecurity. You can get canned food, pasta, beans, and rice as well as fruit and vegetables at the pantry. foodpantry@ucsd.edu
Counseling and Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
Community Centers	As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
Counseling and Psychological Services	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
Office for Students with Disabilities	Documents students disabilities, provides accessibility resources, and reasonable accommodations
Triton Concern Line	Report students of concern at (858) 246-1111

Blackline	Call and text support, focused on support for Black, Black LGBTQI, Brown, Native and Muslim communities for those in crisis and for reporting anti-Black encounters with police and vigilantes.
It is also helpful to find support and resources for your specific needs. Some of the resources here at UCSD include: APIMEDA programs and services (apimeda.ucsd.edu), the Black Resource Center (brc.ucsd.edu), the Cross-Cultural Center (ccc.ucsd.edu), the LGBT Resource Center (lgbt.ucsd.edu), the Raza Resource Centro(raza.ucsd.edu), the Student-Parents Resource page (students.ucsd.edu/well-being/wellness-resources/student-parents), the Student Veterans Resource Center (students.ucsd.edu/sponsor/veterans), the Undocumented Student Services Center (uss.ucsd.edu), the Women’s Center (women.ucsd.edu), and the Triton Transfer Hub (transferstudents.ucsd.edu/transfer-hub/index.html)	

Accessibility

<http://disabilities.ucsd.edu> | osd@ucsd.edu | 858-534-4382

Any student with a disability is welcome to contact me early in the quarter to work out accommodations to support their success in this course. Students requesting accommodations for this course due to a disability should work through the Office for Students with Disabilities (OSD). Instructors will receive Authorization for Accommodations Letters from the OSD online portal. Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any exams or assignments. Whenever possible, we will use universal designs that are inclusive. If you have feedback on how to make the class more accessible, please get in touch!

Inclusion

<https://diversity.ucsd.edu/> | diversity@ucsd.edu | 858.822.3542

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

It is our goal to create a learning environment that supports diversity of thought, perspective, experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me during office hours or by appointment. I want to be a resource for you.
- You can also submit anonymous feedback at <https://forms.gle/XiGiP8gbJzCDoYHh9> (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Equity, Diversity and Inclusion (diversity@ucsd.edu) is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

We encourage all of you to participate in discussion and contribute from your perspectives. As a participant in course discussions and as part of a lab team, you should also strive to honor the diversity of your classmates. If you have feedback on how to make the class more inclusive, please get in touch!

Nondiscrimination and harassment

The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age,

sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, <https://ophd.ucsd.edu/>, or <http://ophd.ucsd.edu/report-bias/index.html>

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

CARE at the Sexual Assault Resource Center: 858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>
Counseling and Psychological Services (CAPS): 858.534.3755 | <https://caps.ucsd.edu>

Letters of recommendation

If you think you may want me to write you a letter of recommendation (or any other instructor), please consider what a good letter would contain and how your actions in the course demonstrate the qualities you will want highlighted in a good letter. When students ask me for a letter of recommendation, I ask them to write to me about how they demonstrated critical thinking, leadership, collaboration, and professionalism. I will be specifically looking for examples of these qualities that I could have noticed during lab and office hours. Be sure to actively participate in the discussions, talk to me during the lab and my office hours: ask questions, offer your own ideas and interpretations of your results, bring interesting facts/papers that are connected to the material we are studying. If you don't actively show the qualities that are needed to write a good letter, it will be hard for me to write a letter that is meaningful and useful.

If you would like to request a letter, please fill out the letter request survey at this link:
<https://forms.gle/JfiutS9CcuQA1rBf7>.

Subject to change policy

The information contained in the course syllabus, other than the grade and absence policies, may be – under certain circumstances (e.g. to enhance student learning) – subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Technical support

For help with accounts, network, and technical issues: <https://acms.ucsd.edu/contact/index.html>
For help connecting to electronic library resources such as eReserves and e-journals:
<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

Campus Safety Requirements and Expectations

Keeping our campus healthy takes all of us. You are expected to follow the [campus safety requirements](#) and pursue personal protection practices to protect yourself and the others around you. These include:

- **Participate in the university's daily screening process.**
Everyone must complete a [Daily Symptom Survey](#) to access a university-controlled facility.
- **Participate in the university's testing program.**
All students are required to participate in the [COVID-19 Testing program](#) as required by their vaccination status:
 - Unvaccinated students with approved exceptions must complete a COVID-19 test twice a week.
 - Students who are fully vaccinated must complete a COVID-19 test once a week, for the first four weeks of the quarter.
- **Wear a well-fitted face covering that covers your nose and mouth at all times.**
Everyone is required to [wear face coverings indoors](#) regardless of vaccination status. If you see someone not wearing a face covering or wearing it incorrectly, then kindly ask them to mask up.
- **Monitor the daily potential exposure report.**
Every day the university will update the potential exposure report with building and some classroom information and the dates of exposure. Download the [CA COVID Notify app](#) to your phone to receive an alert if you have been potentially exposed to COVID-19.
- **Assist in the contact tracing process.**
If you're contacted by a case investigator, it means you have been identified as [close contact](#), please respond promptly. You must assist with identifying other individuals who might have some degree of risk due to close contact with individuals who have been diagnosed with COVID-19.
- **Contact the instructional team if you are impacted by COVID-19**

Elements of this syllabus were adapted from a Winter 2021 BILD 1 syllabus provided by Dr. Melinda Owens, from the UCSD Teaching and Learning Commons.

Course Schedule

Below is the planned course schedule, although this is subject to some change. I will announce any changes in advance.

All material will be covered on the final exam

	Date	Topic	Class assignments	Weekly assignments
Week 0	Class 1: September 24 th (Friday)	Welcome to BILD 1! Nuts and bolts of the course; meeting the instructional team		Pre-course survey
Week 1	Class 2: September 27 th (Mon)	Themes of biology and scientific inquiry, principles of life	<ul style="list-style-type: none"> Preview Chapter 1 sections 1.1, 1.3, 1.4 Dynamic study module 1 	Discussion section activity
	Class 3: September 29 th (Weds)	Size and scale, introduction to matter	<ul style="list-style-type: none"> Preview Chapter 2.1, 2.2, 2.3 Dynamic study module 2 	Weekly Assignment #1
	Class 4: October 1 st (Fri)	<i>Chemical bonds</i>	<ul style="list-style-type: none"> Preview Chapter 2.4 Complete two PBS tutorials 	
Week 2	Class 5: October 4 th (Mon)	Water and life, introduction to macromolecules (DNA and RNA)	<ul style="list-style-type: none"> Preview Chapter 3.1, 3.2 and Chapter 4 Dynamic study modules 3 and 4 	Discussion section activity
	Class 6: October 6 th (Weds)	Macromolecules (proteins)	<ul style="list-style-type: none"> Preview Chapter 5.1, 5.4, 5.5 Dynamic study module 5 	Weekly assignment #2
	Class 7: October 8 th (Fri)	Macromolecules (carbohydrates and lipids)	<ul style="list-style-type: none"> Preview Chapter 5.2, 5.3 	
Week 3	Class 8: October 11 th (Mon)	Cell structure and organization	<ul style="list-style-type: none"> Preview Chapter 6.2-6.8 Optional: Worksheet (goes with Chapter 6) Dynamic study module 6 	Discussion section activity
	Class 9: October 13 th (Weds)	FIRST MID-TERM EXAM (Remote exam) Covers material from classes <u>1-7</u>		Weekly assignment #3
	Class 10: October 15 th (Fri)	Membrane structure and function	<ul style="list-style-type: none"> Preview Chapter 7 Dynamic study module 7 	
Week 4	Class 11: October 18 th (Mon)	Intro to metabolism	<ul style="list-style-type: none"> Preview Chapter 8.1, 8.2, 8.3 	Discussion section activity

	Class 12: October 20 th (Weds)	Enzymes	<ul style="list-style-type: none"> Preview Chapter 8.4, 8.5 Dynamic study module 8 	Weekly assignment #4
	Class 13: October 22 nd (Fri)	Photosynthesis part 1 Learning strategies lecture	<ul style="list-style-type: none"> Watch pre-recorded video before class 	
Week 5	Class 14: October 25 th (Mon)	Photosynthesis part 2	<ul style="list-style-type: none"> Preview Chapter 10.2, 10.3, 10.4 Dynamic study module 10 	Discussion section activity
	Class 15: October 27 th (Weds)	Cellular respiration part 1	<ul style="list-style-type: none"> Preview Chapter 9 Dynamic study module 9 	
	Class 16: October 29 th (Fri)	SECOND MID-TERM EXAM (Remote exam) Covers material from classes 8-14		
Week 6	Class 17: November 1 st (Mon)	Cellular respiration part 2	<ul style="list-style-type: none"> Cellular respiration activity 	Discussion section activity
	Class 18 November 3 rd (Weds)	Cell Signaling	<ul style="list-style-type: none"> Preview Chapter 11 Dynamic study module 11 	
	Class 19: November 5 th (Fri)	Cell cycle and mitosis	<ul style="list-style-type: none"> Preview Chapter 12 Dynamic study module 12 	
Week 7	Class 20: November 8 th (Mon)	Meiosis	<ul style="list-style-type: none"> Preview chapter 13 Dynamic study module 13 	Discussion section activity
	Class 21: November 10 th (Weds)	Mutations and Cancer		
	Class 22: November 12 th (Fri)	Mendel and the gene idea	<ul style="list-style-type: none"> Preview Chapter 14 	
Week 8	Class 23: November 15 th (Mon)	THIRD MID-TERM EXAM (Remote exam) Covers material from classes 15-21		Discussion section activity
	Class 24: November 17 th (Weds)	Mendel and the gene idea	<ul style="list-style-type: none"> Dynamic study module 14 Case study 	

	Class 25: November 19 th (Fri)	Genes and the environment		
Week 9	Class 26: November 22nd (Mon)	The chromosomal basis of inheritance	<ul style="list-style-type: none"> Preview Chapter 15 Dynamic study module 15 	Discussion section activity
	Class 27: November 24th (Weds)	The molecular basis of inheritance	<ul style="list-style-type: none"> Preview Chapter 16 Dynamic study module 16 	Weekly assignment #9
	NO CLASS (Enjoy your break!!)			
Week 10	Class 28: November 29 th (Mon)	Gene expression	<ul style="list-style-type: none"> Preview chapter 17 Dynamic study module 17 	Discussion section activity
	Class 29: December 1st (Weds)	Regulation of gene expression	<ul style="list-style-type: none"> Preview chapter 18 Dynamic study module 18 	Weekly assignment #10
	Class 30: December 3 rd (Fri)	Viruses	<ul style="list-style-type: none"> Preview chapter 19 Dynamic study module 19 	
Finals	Final exam: 9:00 Section: Weds December 8 th , 8-11 AM, location TBD 11:00 Section: Tues December 7 th , 11:30 AM-2:30PM, location TBD			