

## Fall 2021 BICD 100 – Genetics

**Instructor:** Jessica Rusert (she/her)

**E-mail:** jrusert@ucsd.edu (Include BICD 100 in subject)

**Office hours:** Monday 3-4pm link in Zoom LTI Pro

Thursdays 9:45-10:45 at TATA Hall Rm 3101

**Scheduled Lecture Times:** C00 T/Th 11:00-12:20 pm

D00 T/Th 12:30-1:50 pm

E00 T/Th 3:30-4:50 pm

*\*This is LONG with the goal of addressing any questions you may have. You are responsible for knowing these details, so please READ IT!\**

*\*\*I reserve the right to make changes to this syllabus as needed throughout the course. You will be notified of any changes. **Be sure to allow and check Canvas notifications** regularly so you get these in a timely manner. We continue to be in uncertain times, so I request that you are flexible and patient as the teaching team works to achieve a successful class.\*\**

### Overview of the Curriculum

This course aims to develop concepts of genetics as they apply to how information is stored, utilized, and inherited in life. Fundamental concepts include gene and chromosome structure, genetic aberrations, phenotype, chromosome segregation and recombination, inheritance, how genetic information coded in the DNA is used, simple and complex traits, and the evolution of genes and genomes. We will learn these concepts by studying their roles in biological systems. Then we will apply our understanding of these concepts to explain and predict a wide range of biological and real-life phenomena including human health, biodiversity, and agriculture. Interspersed in the course will be topics from current genetic research such as CRISPR gene editing, GWAS studies, cancer genomics, and possibly epigenetics.

### Overall Philosophy

The teaching team and I know that this pandemic has affected many students in a variety of ways. **We will do our best to support you!** As the quarter progresses, the IAs and I will use your feedback to adjust aspects of the course when possible. This is a first for many of us to teach and learn in-person during this pandemic. The teaching team is doing our best

to prepare and plan a course that encompasses clarity, simplicity, and compassion. Please bear with us as we face this challenge together!

**Learning genetics can be inherently empowering** as it is arguably the basis for all living organisms and the variety we find among these organisms. As such, this coursework should not simply be a means to an end like a certain grade or stepping stone to the next class. The knowledge you learn should also allow you to **understand situations that might arise in your life** and aid you in **helping the people in your family and community thrive**. In practice, what that means is that we will teach you genetics concepts relating to people, other organisms, and populations, but then will we ask you to **go beyond memorization to deeply understand** the material and **apply knowledge to new examples**. For example, when we talk about a complex trait like cancer, we might use the inheritance of risk for skin cancer and somatic mutations that contribute to its development as an example in a problem set, but ask you to apply the concepts to liver cancer on an exam. That way, if someone in your life develops breast cancer, you will ideally already have had practice integrating the fundamental concepts you learned BICD 100 with information about a particular cancer, which will hopefully allow you to better help them understand their complex disease, treatment options, and the potential risk of this cancer to others in their family.

I would like you to think of this class as a **community of geneticists where we are all helping each other grow. We have a rich diversity of students and IAs. Engaging with these individuals in groups, office hours, lectures, and in study groups can capitalize on this diversity can enhance your learning in ways you might not even realize**. Therefore, I have tried to build in places where you will be invited to engage with your fellow students in groups or pairs, meet your fellow students, and set up study groups. Some of you might find such engagement difficult at first and generally this engagement is optional. However, it becomes easier with practice so I encourage you to make the most of these opportunities! Also, if you go on to have a career that involves biology in some way, for example as a researcher, healthcare professional, or drug developer, you will spend a great deal of your time communicating science. By interacting with others verbally and composing your ideas in writing, you can practice the communication and leadership skills you will need in such careers.

### **Contacting Me and Piazza Discussion Boards for Questions:**

Please ensure that all e-mails include BICD 100 in the subject line and if the matter requires immediate attention include URGENT in the subject line as well. Emails directed to me should **focus on personal, tech (but not tech support), or course related issues** (e.g. deadlines listed in the syllabus versus that on the assignment are different, you cannot access the homework, etc.). I will respond to emails usually within 24 hours. I regularly check my email during normal business hours (Weekdays ~8:30 am-4:30 pm) when I'm not teaching or holding office hours, but on weekends you may not hear back from me until Monday morning.

This term we will be using Piazza for class discussion. This is new for me as your instructor so many of us will be learning it together. The system is highly catered to getting you help fast and efficiently from classmates, IAs, and myself. I encourage you to answer each other's questions or contribute to a conversation! Rather than emailing content or logistics questions to the someone from the teaching team, I encourage you to post your questions on Piazza – which you can even do anonymously – by clicking the link in the menu to the left in our Canvas webpage. For logistics questions, please ensure you have carefully reviewed the syllabus and searched the posts in Piazza before making a new post. The teaching team will be monitoring posts roughly 2x a day. If you have any problems or feedback for the developers, email [team@piazza.com](mailto:team@piazza.com)

### **Lecture Details:**

You must attend your enrolled lecture if you attend in-person. Lecture slides will be posted in each week's module by 10am each lecture day. If I can get them up the night before I will!

Lectures are optional to attend in-person, though highly encouraged given the drain from online learning and lack of high quality learning many have experienced this past year. All lecture will be podcast and published to the Canvas site in the Media Gallery **automatically**. Based on our first day of classes, the 3:30 lecture was still not available at 7pm. So it takes more than 2hrs from the end of lecture for them to be published to our Media gallery. Please plan accordingly if you plan to watch lectures online or need to any given week due to illness or quarantining.

There may be some form of student-directed seating chart or seating areas by section to allow for contact tracing should someone test positive in class. Details on that will be given if needed.

We will be using Piazza during lectures for their live chat feature and for polling questions instead of iClickers. Please be patient with any growing pains this causes. Please come prepared to use the Piazza app or website during class so you can participate fully. When you ask questions through Piazza in class, you can do so anonymously, an IA will respond and/or I may address the question to the whole class. You can also upvote other's questions if you have the same question. I am concerned that masks will make it more difficult for you to communicate with me in a large lecture hall, so this will be a work around AND benefits students that are too shy or embarrassed to ask a question. I firmly believe that there are no dumb questions, only questions that go unasked which perpetuates misconceptions and inhibits student learning.

### **Lectures and Assignments**

Week	Lecture Date	Lecture	Assignments Released (Due Date by 11:59pm)
0	Sept. 23	Introduction to the course and genetics (1)	No Sections <b>Reading Reflection 1 (Mon 9/27)</b> <b>Homework 1 Pre-Section Questions (Tues 9/28)</b> Pre-Class/Week 0 Course Survey (Sun 9/26)
1	Sept. 28	Gene structure (2)	<b>Reading Reflection 2 (Mon 10/4)</b> <b>Homework 2 (Tues 10/5)</b> Section points (Fri 10/1 for asynchronous assignment) Week 1 Exit Ticket Survey(Sun 10/3)
	Sept. 30	Mutation & phenotype (3)	
2	Oct. 5	Alleles (genotype) and dominance (4)	<b>Reading Reflection 3 (Mon 10/11)</b> <b>Homework 3 (Tues 10/12)</b> Section points (Fri 10/8 for asynchronous assignment)) Week 2 Exit Ticket Survey(Sun 10/10)
	Oct. 7	Mitosis, Somatic Mosaicism, gene dosage, (& Meiosis?) (5)	
3	Oct. 12	Meiosis, Non-Disjunction, gene dosage (6)	<b>Reading Reflection 4 (Mon 10/18)</b> <b>Homework 4 (Tues 10/19)</b> Section points (Fri 10/15 for asynchronous assignment))
	Oct. 14	Patterns of Simple (Mendelian) inheritance; X-linked Inheritance; Epistasis & Complementation? (7)	
4	Oct. 19	Epistasis & Complementation(8)	<b>Reading Reflection 5 (Wed 10/27)</b> Section points (Fri 10/22 for asynchronous assignment))
	Oct. 21	Genetic Linkage & Homologous Recombination(9)	
5	Oct. 26	<b>Midterm 1 online (covers up through lecture 7)</b>	<b>Reading Reflection 6 (Mon 11/1)</b> <b>Homework 5 (Tues 11/2)</b> Section points (Fri 10/29 for asynchronous assignment)) Week 5 Exit Ticket Survey(Sun 11/1)
	Oct. 28	Linkage & Molecular markers (10)	
6	Nov. 2	Molecular Markers & QTL (11)	<b>Reading Reflection 7 (Mon 11/8)</b> <b>Homework 6 (Tues 11/9)</b> Section points (Fri 11/5 for asynchronous assignment)) Week 6 Exit Ticket Survey(Sun 11/7)
	Nov. 4	GWAS (12)	
7	Nov. 9	QTL (13)	<b>Reading Reflection 8 (Wed. 11/17)</b>

	Nov. 11	Veteran's Day	Section points (Fri 11/2 for asynchronous assignment))
8	Nov. 16	Midterm 2 online (covers up through lecture 12)	No Reading Reflection Homework 7 (Tues 11/23)
	Nov. 18	Somatic mutations and Cancer (14)	Section points (Fri 11/19 for asynchronous assignment)) Week 8 Exit Ticket Survey(Sun 11/21)
9	Nov. 23	Somatic mutations and Cancer (15)	Reading Reflection 9 (Mon 11/29) Homework 8 (Tues 11/30)
	Nov. 25	Thanksgiving break	No Sections
10	Nov. 30	Ancestral genomes, genome evolution (16 & 17)	Homework 9 Optional as make-up by 12/4 – Not accepted after!!
	Dec. 2		Section points (Fri 12/3 for asynchronous assignment)) Week 10 Course Survey (Sun 12/5)
<b>Final Exam Cumulative online</b>	C00: Wed. 11:30am-2:29pm D00: Fri. 11:30am-2:29pm E00: Mon. 3pm-5:59pm		

### **Instructional Assistants (IAs) Contact and Office Hours:**

Dr. Rusert's office hours: Monday 3-4pm link will be in Zoom LTI Pro  
Also potentially from 2:30-3:20pm Thursdays in-person.

IA info will be updated soon.

### **Discussion Sections:**

Discussion sections will be a time to briefly review concepts, but especially practice applying your knowledge on specific topics. You will work in small groups on activities that will be handed in for credit at the end of each section. The content will vary from meeting to meeting, however, active engagement with the material in each section is critical to developing your understanding of the lecture material. A portion of your in-person grade will be based on active participation in section. You are required to attend/participate in your enrolled discussion time to ensure equal student:IA ratio among the sections and ensure proper contact tracing should someone in class test positive.

If you experience extenuating circumstances that prohibit you from attending your enrolled section, such as illness or transportation problems, or you are uncomfortable attending in person, please complete the Asynchronous Discussion Section Activity in Canvas to earn the points for your discussion section instead. Each asynchronous activity is meant to be completed while following along with the podcast in the Media Gallery from sections D01 or D02 as if you were attending in person, but can be completed anytime between Wednesday and the due date. The asynchronous activity will have additional parts to complete beyond

the worksheet questions handed out in section. The podcasts will be published by roughly 11am and 12pm each Wednesday respectively, unless they take longer to show up for me to publish. The Asynchronous Discussion Section Activities are due by Friday at 11:59pm each week.

You will get points for either in-person participation from your IA after you hand in your worksheet OR the Asynchronous Discussion Section Activity when you submit your answers to the assignment. There are "assignments" set up for both options each week, so one of these will have a 0. This is fine as Canvas will drop whichever one has the 0 at the end of the quarter. They may not drop properly in the Gradebook until you have enough submissions at the end of the quarter. Check out the "What if" option in Grades to help you determine where you stand as needed.

### **Weekly Reading Guides, Optional Textbook, and Reading Reflections:**

Each Wednesday a Weekly Reading Guide will be posted to introduce you to topics for the following week. Readings will be suggested from free online sources, though you can use any genetics textbook to supplement much of the material. Use the guide to decide what you need to read based on your current knowledge using whatever resources you choose. The questions are meant to **guide** your reading.

Klug et al. Essentials of Genetics is optional if you prefer reading from one source and available through the bookstore, but it is *not required*. You may also use older editions of the Klug textbook. **You can find the relevant topics in the textbook by using the index and table of contents** when chapters/sections are not noted in the guide. There is also a "Study Area" if you purchase the "Mastering" level of the Klug, et al. text that includes practice questions, vocabulary study tools, video tutorials, and more.

Pre-class reading assignments and Reading Reflections are designed to 1) introduce some relevant background material so you are more prepared for class; 2) introduce some relevant primary literature; 3) get you started on connecting vocabulary, engaging with the material, and applying concepts. Being able to communicate your ideas well through writing is a vital skill that takes practice. Reading Reflections in particular, are meant to help you synthesize information into **your own** written explanations and descriptions. Practice doing this will help you when writing short answers on exam in this and future science courses. You should plan to spend at least 30 minutes on the Reading Reflections each week. These are graded on effort and completeness.

### **Homework:**

Weekly homework will be posted by Wednesday and is due by the following Tuesday by 11:59pm in Gradescope. There will be no homework due the weeks of exams. Homework due the week after the exam may be slightly longer as it will cover 3 lectures instead of 2. Homework is graded on completeness and effort. Partial credit will be given for



incomplete work. Answers will be posted Thursday mornings before 11am. You will drop the lowest score of the 9, OR plan to drop the 9- "optional" homework if you complete the first 8 and earn full credit.

I encourage you to work together in study groups to discuss the questions as they are meant to be higher level application. Working with others often helps you better understand the material *even if you are the one explaining the answer*. When working in groups, try not to make the mistake of simply accepting another student's answer and thinking you understand it but writing down what they tell you (or worse, copying what's on a shared google doc as that is not using your own words, but instead plagiarism!). You should attempt the problem set prior to going over it with your group. You will always learn more if you have gone through the problem-solving process on your own first.

### **Exams:**

The exams will be held online in Gradescope **during your enrolled lecture time (all enrolled students will show C00 as their lecture in Gradescope, because you are all in the same Canvas course, but a specific exam will be set up for each lecture time)**. The dates below will not be changed, so plan your quarter accordingly. NO MAKE-UP MIDTERMS will be given even for extenuating circumstances (***unless you have an OSD exemption***).

**Midterm 1 - Tuesday, October 26- covers up through Lecture 7**

**Midterm 2 - Tuesday, November 16- covers up through Lecture 12**

**Final Exam cumulative - C00 Wed. 11:30am-2:29pm cumulative**

**- D00 Fri. 11:30am-2:29pm cumulative**

**- E00 Mon. 3pm-5:59pm**

There are 2 grading scheme options below in "Grades" (in **yellow** versus **green**). Whichever gives you the highest final grade will be used to determine your grade. This can only be done in Excel, not in Canvas, at the end of the quarter. If you wish to determine your grade before that, you will have to calculate your own potential grades using the "What if" option in Grades or by doing the algebra yourself. By building in the flexibility of the below grading scheme, if you must miss one of the midterms the weight will be shifted to the other midterm and the final. You do not need to email me to let me know why you cannot take a midterm. For extenuating circumstances that interfere with your ability to take the final (i.e. hospitalization), please contact me to discuss your circumstances and options.

Exams will be a mix of multiple choice, select all, and short answer. They will be open book (including the resources below) and open note (both can be paper copies or digital), **NOT open internet or with the help of others**, from class or online. However, **the exam is written to test your knowledge and your ability to apply that knowledge, not your ability to look up the information**. If you need to look up a lot of information throughout

the exam, you will run out of time. Drafts of the exams will be given to the IAs to take as if they were a student. Adjustments will be made to wording, so the questions are clear, and length. You will have roughly double the time it takes the IAs to complete the exam unless you have an OSD extension.

You will record yourself in Zoom taking each exam, showing both yourself and sharing your *desktop (entire screen and anything you do on that screen)* until your exam is submitted. Think of this as having a Zoom meeting with just yourself while you take the exam. You must show a picture ID at the beginning of each exam. You may not use a phone, iPad, Tablet, or second screen during the exam as these will not be visible in your recording. **Failure to follow these directions will result in a zero for that exam.** Don't worry!! One assignment will allow you to practice this by submitting a short recording of yourself as a text entry to ensure you know how to carry this out correctly prior to the first exam. After each exam, videos will be selected at random for review by the teaching team. If cheating is suspected based on what we see or your answers, the video will be fully reviewed. Also understand that by recording yourself taking the exam, it protects you from any tech issues you may have with your answer submissions in Gradescope.

Exams are a way to assess your progress in the class and the class as a whole. Assessments help us understand where students are struggling so that we can address these issues and add in extra support/review. We want this work to be authentic and a fair measure of each student's learning.

Online resources that will often be used in the Reading Guides that are allowed during the exams:

1. Nature Scitable Essential Genetics e-book: <http://www.nature.com/scitable/ebooks/essentials-of-genetics-8/contents>(Links to an external site.) (Links to an external site.)
2. Nature Scitable, search for topics and definitions: <http://www.nature.com/scitable>(Links to an external site.) (Links to an external site.)
3. Search the NCBI Bookshelf for specific topics: <http://www.ncbi.nlm.nih.gov/books/>(Links to an external site.) (Links to an external site.)
4. Free Biology Textbook, contains some basic genetics: <https://openstaxcollege.org/textbooks/biology>(Links to an external site.) (Links to an external site.)

### **Practice Exam Questions:**

You will have access to practice exam questions from previous classes. These will be posted on the Canvas website. Answers will be posted before each exam, BUT it is important that you attempt the questions before reviewing the answers to truly learn and understand the problems. In addition, there are many good questions in text books and various sources online that are helpful in mastering each topic.



### Course Surveys:

There will be a handful of surveys throughout the quarter that allow the teaching team to gather helpful information about you and feedback on the course. These are worth 1% of your grade and will often take less than 5 minutes. The course surveys are designed to help us understand what is going well for you and what is not working. The teaching team is very open to constructive feedback as we want to foster a positive learning environment and ensure the course is effective in helping you learn, especially given this pandemic-induced, variable learning environment. Understand however, that sometimes the most successful, evidence-based teaching strategies are not necessarily those that all students enjoy from the start. Learning new material is seldom easy and challenging tasks are not always initially enjoyable. My number one priority is your learning, but I do hope you have some fun or feel some fulfillment as you grow along the way!

### Grading:

There will be no curve. Consequently, you are not in competition with anyone for a grade. Grades will be based on your percentage in the course.

Please do not email me to ask for ways to increase your grade or meet a cut-off at the end of the quarter. There will not be opportunities to receive extra credit or bump up your grade beyond what is offered in the course. This would not be ethical or fair to your fellow students. Do the work, read through **“How to Study for This Course,” “Learn How to Study Using Retrieval Practice,” and “Creating Study Guides,”** set aside **study time**, and commit to **finding effective** and **efficient study methods** that work for you to learn the material. Please talk with me if you have concerns as soon as possible.

Course Surveys	1% Drop the lowest 2 scores of 7
Discussion Section Activities & Participation	10% Drop the lowest score of 9
Reading Reflections	10% Drop lowest score of 9
Homework	9% Drop the lowest score of 9
Midterms 1, 2, & Final Exam	22% Mt1, 22% Mt2, Final 26%

OR

Midterms 1, 2, & Final Exam	0% Mt1 or Mt2, 34% Mt1 or Mt2, Final 36%
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Total 100%

99-100% A+

93-98.9% A

89-92.9% A-

85-88.9% B+

81-84.9% B

77-80.9% B-

73-76.9% C+

68-73.9% C

65-67.9% C-

58-64.9% D

<58 F

### **Regrades:**

Regrades are meant as a safeguard against human error, not to argue how the rubric should be adjusted or to try to gain more points by further explaining your answer. Your answers must stand on their own and will be graded as such. Any issues with grading on an exam must be submitted through Gradescope within one week of grades being posted. I reserve the right to make changes to the regrades policy if I find that students are abusing/mis-using this option.

### **Late Work Policy:**

All assignments in this class, excluding exams, can be submitted within 24 hours of the due date for 25% reduction in total credit possible. Beyond 24hrs you will no longer be able to submit your work. The lowest score (or 2) from each assignment type will be dropped. Therefore, if you miss a submission entirely, for any reason, this will be used as your dropped assignment. No additional extensions or dropped scores will be offered to individuals as I must be fair and equitable to all students in the course. For extenuating circumstances that interfere with your ability to participate in this course, even with these allowances, please reach out to me to discuss your options.

### **Disability Access:**

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 in advance so that accommodations may be arranged.

Contact the OSD for further information: <https://osd.ucsd.edu/Links to an external site.>

### **Academic Integrity:**

Academic integrity means having the courage to uphold honesty, fairness, responsibility, respect & trust even when difficult. Creating work with integrity is important because otherwise we are misrepresenting our knowledge and abilities and the University is falsely certifying our accomplishments. And when this happens, the UCSD degree loses its value and we've all wasted our time and talents!

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity. Cheating, including plagiarism and submitting the same answers on assignments as another student, will not be tolerated. I will report any student caught engaging in academic dishonesty. **Any student caught cheating on an exam will receive a failing grade for the course. They may also be suspended from UCSD.** Any student caught cheating on assignments, which includes all forms of plagiarism or copying answers, will receive a 0 on that assignment and be turned in to the Office of Academic Integrity.

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### **Title IX Compliance:**

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a member of this community, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you want to speak confidentially you may contact the Counseling Center.

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. 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 CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or 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 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.

### CLASS STATEMENT OF VALUES

Below are the values I expect each student in this class, IAs, and myself to uphold throughout the quarter. Acting according to these values ensure we will foster a collaborative and supportive learning environment.

VALUES	Upholding this value means that STUDENTS will...	Upholding this value means that the INSTRUCTIONAL TEAM will...
<b>Courage</b> – “the mastery of fear, to do what is right”	<ul style="list-style-type: none"> <li>- Take action when we see something that undermines the values below</li> <li>- Make honest ethical choices even when at personal cost</li> </ul>	<ul style="list-style-type: none"> <li>- Take action when we see something that undermines the below values</li> <li>- make honest ethical choices even when at personal cost</li> </ul>
<b>Fairness</b> “Justice cannot be for one side alone, but must be for both.  ~Eleanor Roosevelt”	<ul style="list-style-type: none"> <li>- Contribute fully and equally to collaborative work, so that we are not freeloading off of others on our teams</li> <li>- Not seek unfair advantage over fellow students in the course</li> </ul>	<ul style="list-style-type: none"> <li>- Create fair assignments and exams and grade them in a fair and timely manner</li> <li>- Treat all students and collaborative teams equally</li> </ul>
<b>Honesty</b> “Honesty is the first chapter in the book of wisdom.	<ul style="list-style-type: none"> <li>- Advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.</li> </ul>	<ul style="list-style-type: none"> <li>- Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams</li> <li>- Communicate openly and honestly about the expectations and standards of the course through the</li> </ul>

<p>~Thomas Jefferson”</p> <p>“When honesty is established as a value it allows for and encourages the development of trust”</p>	<ul style="list-style-type: none"> <li>- Communicate openly without using deception, including citing appropriate sources</li> </ul>	<p>syllabus and in relation to assignments and exams</p>
<p><b>Respect</b></p> <p>“Without feelings of respect, what is there to distinguish men from beasts?”</p> <p>~Confucius”</p>	<ul style="list-style-type: none"> <li>- Speak openly with one another while respecting diverse viewpoints and perspectives</li> <li>- Provide sufficient space for others to voice their ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Respect students’ perspectives even while we challenge you to think more deeply and critically</li> <li>- Help facilitate respectful exchange of ideas</li> </ul>
<p><b>Responsibility</b></p> <p>“Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research.”</p>	<ul style="list-style-type: none"> <li>- Complete assignments on time and in full preparation for class</li> <li>- Show up to class on time and be mentally and physically present</li> <li>- Participate fully and contribute to team learning and activities</li> </ul>	<ul style="list-style-type: none"> <li>- Give you timely feedback on your assignments and exams</li> <li>- Show up to class on time and be mentally and physically present</li> <li>- Create relevant assessments and class activities</li> </ul>
<p><b>Trustworthiness</b></p> <p>“Trust enables us to collaborate, to share information, and to circulate new ideas freely, without fear that our work will be stolen, our careers stunted, or our reputations diminished.”</p>	<ul style="list-style-type: none"> <li>- Not engage in personal affairs while on class time</li> <li>- Be open and transparent about what we are doing in class</li> <li>- Not distribute course materials to others in an unauthorized fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Be available to all students when we say we will be</li> <li>- Follow through on our promises</li> <li>- Not modify the expectations or standards without communicating with everyone in the course</li> </ul>

