

**BILD2: Multicellular Life
UC San Diego -Fall 2021**

When and Where

Lecture time: T-TH 8:00am-9:20am

Lecture location: MOS 114

Website: UCSD **Canvas** site for BILD 2, Fall 2022 (go to <https://coursefinder.ucsd.edu/>)

Contact information for the BILD2 Team

Stacey Glasgow

Assistant Professor, Neurobiology

Email: sglasgow@ucsd.edu

Office: Pacific Hall 3213A

Office Hours:

Office hours and contact information: You are encouraged to go to anyone's office hours.

Name	Role	Email	Office hours PDT
Stacey Glasgow	Assistant Professor School of Biological Sciences Neurobiology Department	sglasgow@ucsd.edu	Tuesday 10-11am https://ucsd.zoom.us/j/96848177824 Thursday 12-1p https://ucsd.zoom.us/j/96899264364

IA Office Hours

You are encouraged to attend any IA's office hours. These office hours along with the professor's mean that every weekday, there is someone whom you can talk to!

IA	Day	Time(s)	Email	Location/Zoom Link
Manalo, Zachary	Tues	1-2p	zmanalo@ucsd.edu	https://ucsd.zoom.us/j/98414746672
Goetter, Shannon	Fri	3-4p	sgoetter@ucsd.edu	Galbraith's active study room
Nacayama, Michelle	Weds	9-10a	mnacayam@ucsd.edu	https://ucsd.zoom.us/j/9504773119
Grigorian, Mary	Thurs	9:30-10:30a	mgrigori@ucsd.edu	Goody's (Marshall Study Space)
Nodora, Julieann	Weds	12-1p	jjnodora@ucsd.edu	https://ucsd.zoom.us/j/8831102670

Section times: You must attend the section to which you are assigned.

Section	Day	Time PDT	Location	IA
01	M	8:00a-8:50a	York 3000A	Mary Grigorian
02	M	9:00p-9:50p	York 3000A	Michelle Nacayama
03	F	1:00p-1:50p	York 3000A	Julieann Nodora
04	F	2:00p-2:50p	York 3000A	Shannon Goetter
05	F	3:00p-3:50p	York 3000A	Zachary Manalo
06	F	4:00p-4:50p	York 3000A	Zachary Manalo

Summary of Covid Class Policies

We value your health and wellbeing. To keep everyone safe the campus has outlined policies that we will follow. I have also included a summary of precautions pertaining more directly to this course. While we hope to have a smooth transition into the classroom this Fall, we may experience some bumps in the road. It may become necessary to change aspects of the course based on campus decisions or to make our class more efficient. So, keep in mind that flexibility may be needed during the quarter. We are on this adventure together so we will move forward as best we can.

1. **Masking is required at all times**, regardless of vaccination status. If you decline to wear a mask you will be asked to leave lecture. Please bring your own mask if possible. There may or may not be extra masks available in lecture. If you are non-compliant or frequently need a reminder your professionalism score may negatively affected.
2. No eating or drinking is allowed in classes, regardless of whether the class is indoor or outdoor.
3. Social distancing restrictions have been lifted, but we will minimize physical interaction where possible. Since a component of this course is discussion with your colleagues we will do our best to maintain some space between each other.
4. Accommodations for absences have been built into the syllabus. To get full credit for class and section attendance you have to attend 7 complete weeks. In other words, you can miss up to 3 weeks (6 lectures and 3 sections). Other assignments have different accommodations so please be mindful of assignment due dates. It is to your benefit to complete all assignments. If you become ill and need further accommodations please let me know and contact OSD and Covid accommodations.
5. There will be no make-up work. Instead accommodations for assignments are similar as for absences. Credit for biological journals and quizzes can be achieved for completing 8/10 of each assignment. Exams credit will be best 2 of 3 scores plus the final exam (final cannot be dropped). In general, if you need to miss an assignment it will just be one of the dropped assignments. For exams it will be the exam you drop.
6. Weekly comprehension **quizzes can be taken remotely through Canvas**.
7. **All exams including midterms will be given remotely using Gradescope**. This means that you will not come to the lecture hall for your exam, but instead take it remotely. The exam will be timed. The exam will be open note however you are NOT ALLOWED TO DISCUSS the questions with others. Remember that this course stresses application rather than memorization. You should know the material. You will not complete the exam in time if you are constantly referring to your notes or searching the internet for answers. Academic integrity is very important and exams will be monitored for dishonesty. DO NOT copy or share exam material with others. Keep in mind that we reserve the right to change the format to in person exams should it become necessary. Should they become in person exams, the exam will not be open note.

Required and Optional Materials

Required materials: - iClicker or iClicker2. *It must be registered on **Canvas**. See more details below.*

Optional materials: - *Campbell Biology* (8th, 9th, 10th, or 11th editions).

Lecture slides and all required course readings will be posted on the class website. Many students find the textbook *Campbell Biology* or the associated online resource *Mastering Biology* useful, but they are not mandatory.

Welcome to BILD2

Welcome to BILD 2: Multicellular Life!

BILD 2 is an introduction to the development and the physiological processes of animals and plants. In this course, you will deepen your understanding of multicellular organisms, including yourself, by exploring the role of the molecules, cells, tissues, organs, and organ systems that underlie health and disease.

This course 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.

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 also have the opportunity to practice scientific writing skills through numerous writing assignments and in-class activities.

Prerequisite: BILD 1 or an equivalent course from another college (see <http://web2.assist.org/web-assist/UCSD.html>)

High-Level Learning Goals

We anticipate that you will learn many different things in BILD 2! Because of the way we have designed the course, we anticipate that what you will be able to do by the end of the quarter includes, but is not limited to, the following:

- **Demonstrate an understanding of the physiology and basic regulatory concepts** related to the function of the organ systems discussed in this course and the mechanisms that allow organisms to carry out those functions.
- **Predict how a perturbation** of a molecule, cell, tissue, organ, or organ system (like through a disease or experimental manipulation) **will affect its function** and the function of the organism as a whole.
- **Demonstrate a mechanistic (how) and teleologic (why) understanding** of the physiological processes underlying multicellular organisms.
- **Develop critical thinking skills** to be able to think like a biologist and **solve physiologically-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 exam questions, 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.

How We Teach BILD2 and Why

We have chosen the teaching strategies in this course to **promote everyone's learning**. Extensive educational research has shown that people learn best when they are **actively engaging with the material through thinking, writing, and discussing**.¹ To encourage that engagement, we will use class time to work on applying our knowledge, troubleshooting difficult topics, and practice solving problems. There will be pre-class assignments to prepare you for the material you will engage with in class.

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 material.² 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.

¹ Freeman *et al.* 2014. Active learning increases student performance in science, engineering, and mathematics.

<http://www.pnas.org/content/111/23/8410>

² Smith *et al.* 2009. Why Peer Discussion Improves Student Performance on In-Class Concept Questions.

<http://science.sciencemag.org/content/323/5910/122>

Grading

The activities, requirements, and assignments that comprise this course are designed to promote your learning and facilitate your understanding of biology from different viewpoint and using many different teaching methods. In addition, these assignments (particularly lecture activities and Biologist Journal assignments) give us valuable information that allows me to adjust the course to meet your educational needs.

How your Letter Grade will be Assigned

Grade assignments will be based on the percentage of total points earned. We do not decide your grade, but rather **you as a student do the work to earn your grade**. *Grades will be rounded to the nearest number. Final grades will NOT be curved.*

%	Grade	%	Grade	%	Grade	%	Grade
>97	A+	87-89	B+	77-79	C+	60-69	D
93-97	A	83-86	B	73-76	C	0-59	F
90-92	A-	80-82	B-	70-72	C-		

How your Grade will be Calculated

	Total Points	~% of Grade
Lecture Participation	220	23%
Attendance (14/20) (14@ 2.85 points each)	40	
Pre-lecture Biologist Journals (8 @ 10 points each)	80	
Post-lecture Comprehension Quizzes (8 @ 10 points each)	80	
Final Reflection	20	
Section Participation (7/10 @ 10 points)	70	7%
Exams	680	68%
Highest scoring midterm	165	
Next highest scoring midterm	165	
Final Exam	350	
Professionalism	20	2%
TOTAL	1000	100%

Grades will be posted regularly on Canvas

Re-grading

We are always happy to communicate with you **to discuss your learning**. If you believe that a grading error has been made, please contact your IA with an explanation of the error. If your IA agrees that an error has occurred, email me with an explanation of the error. **If you think your work deserves more points**, please include in your explanation a concise description of how your answer compares to the rubric and why you think it should have earned more points.

Course Components

With all these assignments, the course may seem like a lot of work, but we believe that each of the course components is important for **supporting your learning** and structuring your studying. If it becomes apparent that this is not the case, we reserve the right to alter the course structure to support you and your learning.

Lecture

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 pre-class Biologist Journal assignments; and completing a Final Reflection at the end of the quarter.

Attendance and in-class Activities, including iClickers

Every day, we will engage in in-class activities and use iClickers. iClicker usage is how we measure lecture participation for points. For your iClicker to correctly be associated with your name, **you must register your clicker on Canvas** (not TritonEd or the iClicker website). You can use a used iClicker or share an iClicker with someone in another class, but not with someone who is also in this class. Please be aware that it is dishonest and does not represent your learning if someone else uses your iClicker in class when you are not there, so in that situation we cannot give you or the person using your iClicker participation points.

We will start counting iClicker participation for points after one week of class. Everyone has different circumstances and life events, and sometimes iClickers are forgotten or run out of batteries. Therefore, to get full Attendance points, you only need to attend and click in during ~70% (10/16) of lectures. This is in place to accommodate 3 weeks of quarantine, etc. ***If you believe that you might have a situation or condition that will cause you to miss 3 weeks (6 days) or more of lectures, please contact us right away, so we can strategize about accommodations.***

Pre-lecture Biologist Journals

To give you further practice, allow you to reflect on your learning, and prepare you for class, before most classes, there will be an assigned activity called a **Biologist Journal posted on Canvas**. This activity may include a reading from online sources or primary literature, but it will always involve writing to a specific prompt. These Journals are not meant to be formal essays or finely polished documents for public view. Instead, they should reflect your own ideas and thought processes and should be as much for your own benefit as ours. As such, we expect that although you will be looking up information in other sources, **you will use your own words when writing these Journals. All assignments will be screened through Turnitin.**

Grades will be awarded for **turning in these Journals on time and meeting the word count** by writing thoughtfully on topic, **not for correctness**. Biologist Journal prompts will be posted on Canvas several days before they are due. **They will be due NO LATER THAN 11:50pm Monday (see class schedule below and canvas).** This is meant to prepare you for the coming weeks lectures.

You can submit 80% of Biologist Journals and other homework (8/10) and still receive full credit, as the lowest two Journal scores are dropped.

Post-lecture comprehension quizzes

At the end of every week, there will be a **post-lecture comprehension quiz posted on Canvas** that covers material covered in the lectures. They are not meant to represent exam-level questions, but rather go over basic material to make sure the lectures made sense to you.

Quizzes will be mostly multiple-choice. Although they will be graded, you will be allowed up to 2 attempts to get full credit. In addition, we may ask one or two open-ended questions that allow you to give feedback to us about your experiences in the course. Completion of at least 80% of quizzes (8/10) will give you a chance at full credit. Quizzes will be due every Sunday night **no later than 11:50pm**.

Final Reflection

A final reflection on your experiences in this course is due at the end of the quarter on the **December 10th at 11:59pm**. The prompt for this reflection will be: “What did you learn in BILD 2 that will continue to influence you for many years to come? How did you learn these things?”

Section Participation

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 the 1st week of class (**week of Sept 26th**). Similar to lecture participation and attendance, attending at least 70% of sections (7/10) will award you full section participation scores.

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, so if a section is full you must choose another one.

Problem Sets

To exercise problem-solving skills on questions that are at the level of exam questions, part of your section attendance score will involve **completing problem sets on Canvas**. **It is to your benefit to do your best to answer the question before section**. The exam questions will be very similar in style to the problem sets.

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. **More information on the format of the exams will be available closer to the time of the first midterm. Keep in mind that rote memorization will not get you very far. You are expected to apply the knowledge you have gained to various biological scenarios.**

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.

Final Exam

Everyone must take the final exam. **If you need to miss the final exam due to a verifiable, unplanned emergency, you must notify us (by phone or e-mail) of the problem as soon as it is reasonable to do so. You must also 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 you to **consider the impact of your actions on your 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 individual (described here) and community efforts (described below). The individual component is to account for you personally demonstrating maturity and professionalism.

By default, everyone is assumed to be professionally mature, so this component is automatically awarded to you at the beginning of the quarter. During the quarter, based on observations by the teaching team, including but not limited to one-on-one interactions, electronic communication, and follow-up conversations on grades, **your professionalism credit may be deducted** in steps of 5pts.

Examples of 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
- Clarifying course material that facilitates deeper learning
- Learning conceptually and meaningfully why full credit was not awarded for an assignment
- Reporting errors or problems in class, on assignments, or other course material

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

- Contributing inequitably to team work in class, in discussion section, or on exams
- Harassing and/or bullying the instructional team or other students
- Ignoring the directions or requests from the instructional team
- Asking for course credit when such credit would conflict with stated course policies (such as the policy on late assignments) or when it would be applied inequitably (such as just for you)
- Being disruptive to fellow students online, in discussion section, or on exams

Extra Credit Opportunities

You have several opportunities for extra credit. Extra credit questions will be offered on each exam to make up for exam points missed. In addition, there are two other opportunities for extra credit:

- 10 points for **meeting with Prof. Glasgow or an IA during office hours** or another meeting. If the office hours times do not work for you, email us and let us know what times work for you!
- 10 points for **community professionalism**. This can be earned by completing course evaluations and related surveys. If 90% or more of all students complete all CAPEs and other course evaluation surveys in a mature and professional fashion (taking them seriously and providing timely and constructive feedback), 10 points will be awarded to everyone in the course.

Other opportunities may occur as necessary. Extra credit opportunities are always available to the entire class, never to individual students.

Late Policy

Because of the size of this class and to prepare you for hard deadlines later in your career, **we cannot award any points for assignments, quizzes, exams, or anything else submitted late.** To help you keep on top of the schedule, Canvas has a feature called “**Syllabus**” on the left side that has links to all the due dates for assignments and quizzes in calendar form.

To mitigate the impact of this policy, in nearly all cases, you can drop one or two assignments without any impact on your score. For example, you can drop 2 Biologist Journals, 2 Section attendance, and 1 Midterm. That means if you happen to miss one or turn it in late, or your life is too busy a certain week, it will not negatively impact your score. Even if you miss the deadline for an assignment, we still highly recommend doing the work to prepare for class and exams.

Exception: **if you have a situation that would require you to miss two or more weeks of assignments, please reach out to us as soon as possible** so we can discuss accommodations.

BILD2 Culture

BILD 2 is a **community of scientists** trying to increase their understanding of the biological world. The classroom culture is designed to engage you in collaborating and thinking like a scientist.

When people collaborate to work towards a common goal, in this case building our learning in BILD 2, we must **establish shared values** so that everyone understands acceptable ways of working together. In organizations, these are commonly called codes of conduct or ethics. In this course, we use the following statement, adapted from the International Center for Academic Integrity and Dr. Tricia Bertram Gallant, to explicitly state our values and describe the behaviors that maintain and protect these values.

	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 Participate fully and contribute to team learning and activities Take ownership of your own learning by using course and outside resources, including the BILD2 team, to clarify confusions and extend your knowledge 	<ul style="list-style-type: none"> Give you timely feedback on your assignments and exams Show up to office hours and class on time and be mentally and physically present Create relevant assessments and class activities Providing selected resources and a helpful environment to help you address your confusions and extend your knowledge

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 on our teams • 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 equitably
Trustworthiness	<ul style="list-style-type: none"> • 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

Class Policies

Students with Disabilities

If you have a disability, including mental health issues, that might affect your attendance or performance in this course, please contact us early in the quarter to work out reasonable accommodations to support your success. To ensure fairness and proper support, anyone who requests accommodations because of a disability must get a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). To contact OSD, use the student portal: <https://academicaffairs.ucsd.edu/sso/osdsp/home>, email the Biology OSD liaison at bioosd@ucsd.edu, or call 858-534-4382. The Office for Students with Disabilities will be open in Spring quarter, particularly by email.

Whenever possible, we strive to use universal designs that are inclusive. If you have feedback on how to make the class more accessible and inclusive, please get in touch!

Podcasts and Lecture Recordings

Whenever possible, **classes will be recorded and made available online** as a resource for learning (<http://podcast.ucsd.edu>). However, remember that active participation and contribution are highly encouraged, and many important concepts and ideas will be developed collaboratively by doing in-class activities that cannot be replicated by watching a video.

Academic Integrity and Originality

Integrity of scholarship and learning is fundamental to creating our classroom community and the academic community at large. The University expects that both students and faculty will honor this principle and in so doing protect the validity of University intellectual work.

For you, this means that all academic work you submit for this course should be **your own new original work**. We emphasize this for several reasons. First, **using your own thoughts and putting things in your own words helps you learn**. There is no better way to discover quickly what you understand and what you don't than to explain a concept to someone else. Second, in professional settings, trying to hide dishonest behavior or pass someone else's words off as your own can lead to trouble. To encourage original thought and writing in this class, we take precautions. For example, Canvas uses Turnitin to scan Biologist Journals for plagiarized materials. **Our goal is not to catch anyone** (although we can't give credit for dishonest work or plagiarized material), **but to help everyone make a habit of using their own thoughts and voice**.

In addition, part of being a good member of a community is *not facilitating dishonest behavior by others*. No course materials, particularly homework and exams, may be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course.

To hold everyone accountable for their actions, any serious suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review. For more information on academic integrity, please visit <https://students.ucsd.edu/academics/academic-integrity/index.html>.

[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**

[Class Calendar Overview](#)

More specific information will be provided weekly on Canvas. We may adjust the schedule, assignments, and readings as necessary while still focusing on the foundational concepts listed below.

	Date	Guiding Questions	All assignments due at 11:50pm
Week 0	Class #1 Th Sept 22	Welcome! What will we do together in BILD 2? How do I think like a biologist? What are the benefits and challenges of multicellular life? (Surface Area to Volume Ratio)	
Week1	Class #2 T Sept 27	What are the basic principles of regulation underlying multicellular life? (Feedback Loops) What are the basic principles of regulation underlying multicellular life? (Homeostasis)	Biologist Journal Week 1 due Monday night
	Class #3 Th Sept 27	How do cells in a multicellular organism communicate through hormones? (Endocrine)	
Week2	Class #4 T Oct 4	How do multicellular organisms reproduce themselves? (Reproduction)	Biologist Journal Week 2 due Monday night
	Class #5 Th Oct 6	Midterm 1 (up to lecture 3)	
Week3	Class #6 T Oct 11	How do multicellular organisms reproduce themselves? (Reproduction)	Biologist Journal Week 3 due Monday night
	Class #7 Th Oct 13	How do multicellular organisms get food energy to all of their cells? (Nutrition and digestion)	(Please be aware that class #7 <u>may</u> be moved to a recording.)
Week4	Class #8 T Oct 18	How do multicellular organisms get fluids and nutrients to all of their cells? (Circulation)	Biologist Journal Week 4 due Monday night
	Class #9 Th Oct 20	How do multicellular organisms get oxygen to all of their cells? (Respiration-gas exchange)	
Week5	Class#10 T Oct 25	Midterm 2 (up to lecture 8)	Biologist Journal Week 5 due Monday night
	Class #11 Th Oct 27	How do multicellular organisms maintain a stable environment around all their cells? (Renal function)	***This class will be pre-recorded and posted on Canvas. NO in person class this day***
Week6	Class #12 T Nov1	How do multicellular organisms maintain a stable environment around all their cells? (Renal function)	Biologist Journal Week 6 due Monday night
	Class #13 Th Nov3	How do cells in a multicellular organism communicate through electrical signals? (Nervous system)	
Week7	Class #14 T Nov8	How do cells in a multicellular organism communicate through electrical signals? (Nervous system)	Biologist Journal Week 7 due Monday night
	Class #15 Th Nov 10	How do multicellular organisms detect stimuli? (Sensory and motor systems)	
Week8	Class #16 T Nov 15	Midterm 3 (up to lecture 14)	Biologist Journal Week 8 due Monday night
	Class # 17 Th Nov 17	How do multicellular organisms respond to stimuli? (Motor system and behavior)	
Week9	Class #18 T Nov 22	Cancer	Biologist Journal Week 9 due Monday night
	Nov 25-26	Thanksgiving Holiday	No class

Week10	Class #19 T Nov 30	How do multicellular organisms respond to microbial threats? (Immune system)	Biologist Journal Week 10 due Monday night
	Class #20 Th Dec 2	How do multicellular organisms respond to microbial threats? (Immune system) What have we learned in BILD 2?	
Finals week	Tues Dec 6th	Final Exam, 8-11am	
	Thurs Dec 8th	Final Reflection due at 11:59pm	

Helpful Resources at UCSD

If you are experiencing anxiety, depression, or worse, you are not alone. On top of facing the normal stresses of college, many college students are in their late teens or early twenties, which is when many mental illnesses emerge for the first time because of brain maturation. In addition, you may be experiencing the effects of trauma or violence. Or, you might be one of the 19% of UC students who report not being able to access adequate food³ or who do not have a safe, stable place to live.

Whatever your situation, whether your problems feel big or small, we encourage you to seek help and support, either from us or from professional resources on campus. Some are listed below. **These will all be open in some form (mostly online) in Fall quarter.**

<i>Help and Resources</i>		
Academic Support	Psychology & Physical Safety*	Basic Needs
<p>OASIS (http://oasis.ucsd.edu) The Office of Academic Support & Instructional Services (OASIS) offers math and science tutorial Programs for everyone. They also have services and scholarships for those of you who have overcome significant obstacles to become successful (like being first in your families to go to college).</p> <p>Teaching + Learning Commons (http://commons.ucsd.edu) The Teaching + Learning Commons offers tutoring, consultations, and workshops on learning strategies as well as assistance with writing in the Writing + Critical Expression Hub.</p>	<p>CAPS (http://caps.ucsd.edu) CAPS offers free, confidential counseling. They can help with urgent crises, such as an assault or thoughts of self-harm. They can also talk if you are worried about a friend or classmate.</p> <p>CARE at SARC http://care.ucsd.edu Campus Advocacy, Resources, and Education at the Sexual Assault Resource Center (CARE at SARC) offers support for those of you who have experienced sexual violence or violence from a partner. They have free confidential counseling, including on nights and weekends.</p>	<p>Triton Food Pantry http://basicneeds.ucsd.edu/triton-food-pantry/ The Triton Food Pantry discreetly offers food for current UCSD students to ensure each of you has enough nutrition to get through the day.</p> <p>The Hub https://basicneeds.ucsd.edu The Hub serves those of you who have trouble accessing basic needs, including food or stable housing, or who have financial emergencies. They can help you connect with a variety of on- and off-campus programs, including the Food Pantry, CalFresh, emergency loans, emergency housing, or changes to your financial aid.</p>

It is also important to find a community of like-minded people around you. You may be interested in the following resources: 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 Women’s Center (women.ucsd.edu).

³ Martinez *et al.* 2016. University of California Global Food Initiative: Student Food Access and Security Study. <https://www.ucop.edu/global-food-initiative/best-practices/food-access-security/student-food-access-and-security-study.pdf>

*Please note that while we on the instructional team are here to support you, instructors are obligated by law to notify UCSD’s Title IX coordinator if a student (or any person at UCSD) discloses to us a personal experience of sexual harassment, sex or gender discrimination, domestic violence, or stalking. This is so that the University can properly

address the issue. If you do not want your experiences to be reported, please contact CAPS or CARE, which can talk to you confidentially.

Virtual Campus, general links for students (and faculty) to resources: <https://vcsa.ucsd.edu/student-success/virtual-resources.html>

Technology

- Student in need of access to laptop? Students can 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 Zoom and Canvas, trouble-shooting and resources for internet access: <https://digitallearning.ucsd.edu/learners/learning-remotely/tools.html>

Learning Support

- Student struggling finding strategies to learn remotely? <https://digitallearning.ucsd.edu/learners/learning-remotely/strategies.html#Stay-engaged>
- Students needing extra content support in specific courses?
 - Content tutoring, for students needing extra support in specific course, including BIBC 102, BILD 1 and 3, BIMM 100.: <https://aah.ucsd.edu/content-tutoring/online-tutoring.html>
 - Supplemental Instruction and Study Groups, including BILD 1, BILD 2, and BIMM 100: <https://aah.ucsd.edu/supplemental-instruction-study-group/index.html>
- Students struggling with writing? Writing Support for undergraduate students <https://writinghub.ucsd.edu/for-undergrads/index.html> and for graduate students <https://writinghub.ucsd.edu/for-grad-students/index.html>
- Students who

Student Mental Health

- Student counseling and mental health resources? <https://wellness.ucsd.edu/CAPS/Pages/default.aspx>
- Faculty concerned about the well-being of a student? <https://wellness.ucsd.edu/CAPS/crisis/Pages/default.aspx>

Financial Guidance

- Student in need of financial guidance or have questions about their financial aid? <https://fas.ucsd.edu/>

Email questions to finaid@ucsd.edu.

Virtual Counseling for students Monday through Friday 9AM TO 2PM, and Tuesday and Thursday 4:30PM to 6:30PM via Zoom at UCSD.ZOOM.US/MY/FASZOOM1.

- Students in need of emergency loan? <https://basicneeds.ucsd.edu/financial-wellness/index.html>

Resources for students experiencing housing and/or food insecurity

- Students struggling meeting basic needs, such as food, hygiene products, or housing insecurity? <https://basicneeds.ucsd.edu/>
- Application forms for Calfresh and Basic Needs Assistance: <https://basicneeds.ucsd.edu/forms/index.html>

Other Resources

- Office for the Prevention of Harassment & Discrimination (OPHD): provides assistance to students with concerns about bias, harassment, and discrimination. UCSD is committed to upholding policies regarding nondiscrimination, sexual violence and sexual harassment. Students have options for reporting incidents of sexual violence (e.g. sexual assault, dating violence, domestic violence, and stalking) and sexual harassment. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu, or <http://ophd.ucsd.edu>. Students may also receive confidential assistance at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu, or <http://care.ucsd.edu>.
- Office for Students with Disabilities (OSD) works with students who have documented disabilities to provide reasonable accommodations. See <https://disabilities.ucsd.edu/about/index.html>; call 858.534.4382 and/or email osd@ucsd.edu. Students in need of disability accommodations for a UCSD course must provide their instructor with a current Authorization for Accommodation (AFA) letter issued by OSD.
- OASIS: Office of Academic Support and Instructional Services also offers tutoring, writing and mentoring – see <https://oasis.ucsd.edu/>
- Black Resource Center: a campus community center that serves everyone at UC San Diego while emphasizing the Black experience. Promotes scholarship, fosters leadership, and cultivates community through the committed, collaborative effort and support of faculty, staff, and the broader UC San Diego community. <http://brc.ucsd.edu/>
- Cross-Cultural Center: strives for meaningful dialogues and context across all cultures, particularly those of underrepresented or underprivileged backgrounds. Offers supportive and educational services through art, social and educational programs, workshops, and outreach. Welcomes creative venues for enhancing social consciousness and equity. <http://ccc.ucsd.edu/>
- LGBT Resource Center: provides a visible presence on campus and enhances a sense of connection and community among LGBT faculty, staff, students, alumni and the UC San Diego Community. <http://lgbt.ucsd.edu/>
- Raza Resource Centro: a lively space where students study, meet, write, get tutoring, and most importantly are in community. It is a space where Latina/Chicano organizations hold meetings, events and where culture, arte, and academics interconnect. <http://raza.ucsd.edu/>
- Student Veterans Resource Center (SVRC): supports military-affiliated students in making the transition to campus life and facilitating their progress toward degree completion. The Center also provides opportunities for peer-to-peer support, mentoring and social networking. See <https://students.ucsd.edu/sponsor/veterans/>
- Women’s Center: serves as a resource for the entire campus community while placing the experiences of diverse women at the center through the resources provided, the programming and learning opportunities facilitated, and the dynamic community space created. <https://women.ucsd.edu/>

