

BIMM 124: Medical Microbiology, Fall 2022

Instructor

Cindy Gustafson-Brown (Dr. Gus)

Office Humanities & Social Sciences 1145F
email cgb@ucsd.edu (Put **BIMM 124** in the subject line!)
office hours Wednesday 2-3 PM, location TBA (starting Sept 28)
During Week 6 only, office hours will be changed Friday, Nov 4, 2-3 PM.

Please present your questions about course material in person during office hours, not by email. I cannot guarantee an answer to your email, unless it is an urgent issue.

Website <https://canvas.ucsd.edu/>

If you are a *concurrent enrollment student* (taking the course through UCSD extension), you can get access to Canvas right away. You must inquire at the Extension office. It is critical to do this as soon as possible!

Podcast

The lectures will be podcast. If you notice that the microphone is not working during lecture, be sure to let Dr. Gus know, as this is required for recording. Sometimes there are other technical problems with the podcast. Please do not contact Dr. Gus about these, because she has no control over them. Instead, you may contact EdTech directly at <https://ucsd servicedesk.service-now.com/its>

Instructional Assistants office hours

Start Oct 3. You may attend the office hours of any IAs!

Name	Day	Time	Location
Krista Gerbino	Tuesday	4-5P	Outside of Center
Jackie Zhao	Thursday	5:10-6:10P	Price Center
Peter Monh	Tuesday	5:30-6:30P	Audrey's Cafe
Claire Chen	Monday	1-1:50P	Outside of Rooftop

Discussion sections starting Sept 27!

Section	Days	Time	Location	TA	Email
A01	Tue	5-5:50 P	CENTR 218	Krista Gerbino	Kgerbino@ucsd.edu
A02	Tue	6-6:50 P	CENTR 218	Jackie Zhao	Jiz065@ucsd.edu
A05	Tue	3-3:50 P	CENTR 218	Krista Gerbino	Kgerbino@ucsd.edu
A06	Tue	8-8:50 P	CENTR 217A	Peter Monh	Pmonh@ucsd.edu

Introduction

The near doubling of lifespan in the past 1-2 centuries has been due mostly to our control of infectious diseases. However, they are threatening to reemerge again. **The main themes we will emphasize in Medical Microbiology are:**

1. How infectious agents can be beneficial or cause disease
2. How our immune system responds. The response can lead to tolerance or to full-fledged biological warfare with counter measures, counter-counter measures...
3. How the scientific method is used to study host-microbe interactions and how this knowledge can be used to prevent and treat disease. Mastering the scientific method will help you outside microbiology too!

This is an active learning class that requires active participation and critical thinking skills and de-emphasizes memorization. *All exams and assignments are open book and notes.* This may require you change the way you think about science and learning. Some of the knowledge we cover in class will be obsolete in a few years — critical thinking never will be. Memorization is a skill that got you this far; it will not get you much further. Waiting to the last minute to study for an exam may have worked before, but it works poorly here. Critical thinking skills have to be developed incrementally *over time*; they cannot be crammed. Today is a new day!

Learning outcomes – At the end of this class you will be more skilled at:

1. knowing how microbes benefit our health
2. knowing how microbes cause disease
3. knowing how the immune system protects us
4. knowing how inappropriate responses of immune system harm us
5. knowing how microbial disease is diagnosed and treated
6. taking charge of your own learning
7. being confident in tackling new questions and challenges
8. reading and understanding primary literature; understanding the scientific method; knowing how the scientist thinks and performs research. These skills will help you learn new things in biology and beyond, empowering you to address challenges in your professional and personal lives.
9. researching and communicating about science, disease, and health. YOU can be a source of knowledge for your family and friends in these issues.

Required materials

1. **Textbook:** *Schaechter's Mechanism of Microbial Disease, 5th Edition*. Note: the exams are open book but closed computer, so **possession of a hard copy of the book is needed**.

We encourage you to delve deeper as your time, curiosity, and necessity permits. To assist you, UCSD has many additional textbooks online that you can access; there are links on the class web site. If you find something confusing in *Schaechter's*, you can turn to another resource, such as *Sherris Medical Microbiology*, *Harrison's Principles of Internal Medicine* or others, available free online via the UCSD library (use a VPN on your personal computer for access).

2. **Papers** assigned for lecture will be posted in the "Lecture materials" module on CANVAS. Check this module regularly. You will need to print out all assigned papers and bring them with you to

class, *and to your exams*. Also, the **supplement** to each paper is usually posted. You are NOT required to read the supplement in detail; however, you will often find useful information there. For example, details of the methods may help you understand the paper. And sometimes a supplemental figure will be of interest. Occasionally in class you will be directed to information in the supplement.

3. **Clickers** (basic iClicker is fine) are **required for this class**. Register your clicker on the BIMM 124 website on CANVAS. Look for “iClicker Registration” in the left margin of the home page.

How we will achieve the aims of this class:

1. **Readings** are mandatory and must be completed *before* each lecture.

a. Textbook: The first lecture on each pathogen will be an introduction to the infection. Your textbook provides foundational information, *e.g.* information about the immune system, disease symptoms, mechanisms of pathogenesis and protection. Prior reading of the textbook **before** lecture **is required** in this class. Unlike some other classes you have taken, the instructor will not focus primarily on restating what was in the textbook readings. Rather the readings will serve as a starting point for discussions in class, where we will delve into interesting and applied topics. If you have not done the reading, you will not be able to follow the lectures or participate in the discussions. *We recommend that you do your readings in groups.*

Remember, the exams are open-book. Read in order to comprehend the background for class. Although you do not have to memorize, you still must *have a working knowledge* of what is in the readings in order to benefit from the lectures and, perhaps more importantly, to complete the exams. “Read before to soar.” This is an opportunity to take charge of your own success!

b. Primary literature: The second lecture, in the case of several pathogens, will focus on primary literature relevant to that pathogen, *e.g.* how it causes disease, interactions with the immune system, or animal models of disease. Virtually everything we know about immunology and microbial pathogenesis is based on published research. This takes you right to the “font of scientific knowledge.” Further, by delving into primary literature, your **critical thinking skills** will grow like on steroids! This is one of the most important skills we can teach you—a skill you can apply long after UCSD, in professions such as medicine, research, pharmacy, industry, law, journalism, politics, economics... It will enrich your life in many ways.

Each week, you will have 1-2 research papers to study and discuss in lecture and/or sections. As with textbook readings, lecture papers must be read **before** lecture. This preparation is essential for the paper to make sense and for you to learn how to read, think about, and work with research literature. Knowing how to do this affects a significant part of your grade: you will use these tools on the exams and your “Final Paper.” We want to give you ample opportunity to practice and succeed. “Read before to soar.” This is another opportunity to take charge of your own success. *We urge you to do your readings in groups.*

WHY DO WE REQUIRE READINGS BEFOREHAND? AND WHY WILL DR. GUS NOT SIMPLY BE LECTURING FROM THE READINGS AS IN MANY OTHER CLASSES? We assume you are here to learn. Just like athletic training for your body, learning requires **effort**. If the lecture simply rehashes the readings, we will be spoon-feeding you, robbing you of the valuable opportunity to develop your learning and critical thinking skills. For a college junior or senior, preparing for imminent entry into the real world, this would be a disservice. Did you know that focusing on

higher level learning skills results in physical brain development? Research shows this! BIMM 124 is a weight-lifting class for your brain. No one else can do the exercising for you. If you do it, your “thinking muscles” will grow and so will your success in life. Our goal is your success. We are equipping you to change the world!!!

2. Clicker quizzes on reading. Each class will begin with a 3-question, multiple-choice, clicker quiz. The goal of this quiz is to give you added incentive to do the reading ahead of time. The quiz will assess your understanding of the readings. If you plan ahead, **you can probably anticipate what the questions will be!**

- Quizzes on the **textbook** reading focus on the most important facts regarding the type of pathogen, transmission, entry, spread/multiplication, damage, diagnosis, treatment and prevention (categories repeated in every chapter).
- Quizzes on the **research papers** focus on the purpose, hypothesis, basic methods (not too detailed), models used (tissue culture, mice, etc), most significant results, importance, take-home message, application, *etc.*

The expectation is that >70% of the class will usually get the answers right, provided they have done the readings (and, of course, that is the key!). These questions will be shown on slides framed by an **orange** box. (See below for grading.)

3. Interactive lectures with additional clicker questions. These form the “meat” of each class. Dr. Gus will pick a few topics from the readings and present multiple-choice questions that require deeper thinking/cognitive analyses. You will independently click in to vote on an answer, based upon your initial impression. Many of these questions you will not get right the first time around. Then, you will work in assigned groups to discuss the question for a few minutes, followed by a second opportunity to click in, based upon your group’s consensus. The slides with these questions will be framed by a **green** box. (See grading below.) From here, we will have in-class discussions as to what the right answer is and why. The goal of these sessions is to prompt you to think about complex concepts, to actively engage you in YOUR learning process. Our goal is to help you develop your mind and thinking capabilities, so that you will be academically and professionally successful. Our goal is your empowerment!

If you do not do the reading before coming to lecture, you will be bored, because you will have nothing to do. Further, you will have let down your group members, who depend on one another to come to class ready to work together.

Note on clickers: The primary impetus for using clickers is not to force attendance. Rather, the goal is to promote participation in class, reading ahead of time, and your success and learning.

4. Sections. Sections are mandatory and play a significant role in reinforcing and strengthening your analytical skills. You will receive participation points in section. This is also where your “Section Papers” are discussed and graded. You must be present to receive a grade on your Section Papers, which can help your course grade. Section papers are excellent practice for classroom discussions, for your exams, and for your Final Paper ... another opportunity to take charge of your success! On days when there is no Section Paper, you will have the opportunity to practice exam questions (a VERY helpful activity) and to clarify concepts from the readings and lecture.

5. Multimedia. There are two films, 1-2 TED talks, and one podcast required for this class:

- The 1-hour film, *Hunting the Nightmare bacteria*, is assigned on Oct 26. There is no in-person lecture that day. The film is available online; there is a link on course web site. It will be covered on the **midterm**.
- The 35 minute podcast, *Threat of a Post-antibiotic Era*, is assigned on Oct 26. There is no in-person lecture that day. The podcast is linked on course web site. It will be covered on the **midterm**.
- A TED talk by Steffanie Strathdee on bacteriophage therapy, as well as another video TBA, is assigned on Nov 23. There is no in-person lecture that day. The video is linked on course web site. It will be covered on the **final exam**.
- The 1-hour film, *The Great Fever*, is to be watched on your own time. It will be covered on the **final exam**.

How to study the films: The midterm and final exam will test you on material from the films. You should take notes when you watch them, and review your notes before the exams. Do NOT worry about exact dates, numbers statistics, or names of characters in the films. Instead, focus on the stories, history (major events and general time frame), arguments of different stake-holders, policy issues, causes of controversies, impact of the situations described on individuals and society, appropriate and inappropriate responses, biological bases for understanding the situations, etc. For each part, or chapter, of the film you should be able to say something intelligent about what the message was. *Do NOT wait to the last minute to watch the films, in case there is a technical glitch.*

I have made additional interesting films available to you, which are not required for the course. See the links on Canvas. Some link directly to the publishers' web sites, and some link to library reserves. When using UCSD library reserves, you *must* access the films from within the UCSD protected network or use a VPN if you are not in the UCSD protected network.

How you will be evaluated

1. **Clickers, 10%** of your grade:

a. **Orange box (quiz) questions = 5%** of your grade.

- Get **70%** of these questions correct to get full credit for the quarter.
- Get **45%** of these questions correct to get half credit for the quarter.
- These are the only possibilities.

b. **Green box questions = 5%** of your grade.

- It does not matter whether you get these right or wrong.
- Participating in **75%** of these questions during **75%** of the lectures gives you full credit.
- No partial credit.

Most students will have a legitimate excuse for a couple of unavoidable absences during the quarter. This is already factored into the grading scheme for clicker points, and it is why you do NOT have to be there every day to get full credit. DO NOT ASK TO MAKE UP CLICKER POINTS IF YOU ARE ABSENT, EVEN IF YOU ARE ABSENT FOR A GOOD REASON. If you are not in class, you do not get points. And that is OKAY.

Further, most students have a day when they forget their clicker, the batteries die, or the wifi is not connecting (for using the clicker program on their phone). This policy applies to those situations as well. Solving all these problems for every student during a quarter would be a huge administrative headache. Instead, we just build some margin into the system, to allow for missing days and/or questions.

Clicker scores will not be posted on Canvas. The answers to the quiz questions (**orange** box questions) are announced during lecture, which is podcast. If you want to keep track of your performance on quiz questions you should keep a record of your answers in your notes. The slides are posted after each lecture on Canvas. You may also keep track of your responses to the **green** box questions and compare them to the total number of questions asked. Again, you will find the questions among the slides on posted on Canvas.

2. **Section participation, 5% of your grade:**

You will receive these points for attending and *participating* in your sections each week. Participation in nine sections (out of ten possible weeks) yields full credit. You may earn partial credit for each section attended. (This is not “all or nothing”)

3. **Section Papers, optionally 10% of your grade:** There are three optional write-ups on primary literature due in Discussion Section. Instructions will be given with each paper, posted one week before the due date. You can read and discuss these research papers in groups, but you must then write up your own answers **individually**. It is critical that your responses be formulated in your own words, that you NOT copy sentences or phrases from the published paper. Your paper will be submitted in two ways (both):

- online on Canvas, so Turnitin can check for plagiarism
- also a hard copy must be brought, in person, to discussion section

The **hard copy** will be discussed and graded in section. You must be present in section to get credit for your Section Paper and you must have a hard copy – **no exceptions**.

The questions in these assignments will be similar to those on the exams and Final Paper. They are, therefore, *good, low-stress practice for both*. However, the material in these research papers will NOT be covered on the exams (because they are “optional”).

For each Section Paper, you may receive:

- “S” (satisfactory) 1 full point
- “I” (improvement needed) ½ point
- “N” (no credit) 0 points

At the end of the quarter, if your Section Paper total score is:

- ≥2 points, then 10% of your final grade is an A (100%)
- 1.0 or 1.5 point, then 5% of your final grade is an A (100%). The other 5% of credit will transfer to your final exam score.
- <1 point, all of the 10% of credit will transfer to your final exam score.

4. **Exams.** There are two exams in this class:

- **midterm** on Thursday, Oct 27, 8-9:20 PM (*outside regular lecture time!*)
- **final exam** on Thursday, Dec 8, 11:30 AM - 2:30 PM

Both exams are cumulative, *open book, and open notes*. Bring:

- the textbook (or photocopies of the relevant chapters)
- print-copies of the research papers (in color, or with notes on the figures)
- your personal notes from the course
- a pen or pencil
- your photo ID

No electronic media (cell phones, computers, calculators, etc...) are allowed.

Your handwriting must be legible; we will disregard answers which cannot be deciphered.

IA's will conduct **review sessions** before each exam. Details will be posted on Canvas.

Exams emphasize problem-solving skills and being able to analyze and extrapolate information from readings and data. The information in the section papers is not included on the exams (because they are "optional"), but the research article for the Final Paper **WILL** be covered on the final exam (because it is "required"). You will have opportunities to practice sample exam questions in weekly discussion sections.

The **midterm** is worth **15%** of your grade, but that 15% will be *replaced* with your final exam score if you do better on the final (most students do). The midterm is a low pressure opportunity to practice for the final. If you miss the midterm (for ANY reason, including illness), the credit rolls over to the final exam.

The **final exam** is worth **40-50%** of your grade **depending on whether you get credit for section papers**.

The exam scores will be normalized, against the top 12 grades in the class. In other words, your grade will be your score as a percentage of the average of the top 12 scores. For example, let's say the average of the top 12 scores is 90 out of 100 points, and your raw score is 75 points. Your normalized score will be $75/90 = 83\%$.

There is **no re-grading** of the exams, except for incorrect addition of points.

*We realize you may have many finals. Please **look at your finals week schedule now**. If the timing of this final conflicts with other finals, then you need to drop one of the conflicting courses.* Writing a fair exam for this class takes a lot of time and effort. Therefore I can write only one version of the exam. To be fair to everyone, I regret I can only offer the final at the time scheduled, except under extraordinary, documented circumstances (*e.g.* documented illness that requires hospitalization), and I must be notified of that extraordinary circumstance *prior* to the final exam (unless you are unconscious!).

Please note that as of this writing (9/20/2022), UCSD's policy is that "Vaccinated students who have been exposed [to COVID-19] are allowed to attend class and move about campus masked" which includes attending in-person exams. **This does not include people who have COVID symptoms or a positive test result.** You can find an up-to-date policy and more details here:

<https://returntolearn.ucsd.edu/return-to-campus/exposure-contact-tracing/index.html>

5. The **Final Paper** is an analysis of a primary research article. The **hard copy** must be turned in (in-person) at the START of lecture on **Monday, Nov 28**, and is worth **20%** of your grade. In addition to turning in a hard copy, you must ALSO submit the paper **on Canvas** for evaluation by Turnitin. We use Turnitin to detect plagiarism, which will be treated as a breach of academic integrity.

The format of this paper and what will be expected from the students will be made explicitly clear when the paper is assigned (2 weeks before the due date). The prompt will be similar to the section paper assignments leading up to this. *You are to work on this individually, not in groups*, and are expected to do your own thinking and writing.

The material in this research paper WILL be fair game on the final exam (because this is “required” work).

To get full credit you *must* hand in your assignment on time (at the START of lecture). If you submit it late, there will be several unavoidable consequences. One is, we may not be able to find time to grade it (which would result in a zero), because we have staff with limited time to grade these. The second is your peers will justly complain that it is unfair you got more time. The third is your peace of mind will probably suffer since you will be piling on your workload before/during finals week. If, for some reason *outside your control*, you cannot meet this deadline, email Dr. Gus before the due date. There are no re-grades of the Final Paper.

Grades

The class will be graded on a standard scale (not on a curve) so that everyone has the opportunity to achieve a high grade. There will be pluses and minuses.

Course grades will be assigned as follows:

A	89-100%
B	80-88%
C	68-79%
D	55-67%.

Note that the vast majority of students do better on the final exam than they do on the midterm. In this scenario, your final exam grade will replace your midterm score!

Academic Integrity

Academic dishonesty undermines the hard work of all students in the class who take responsibility for their learning. Academic dishonesty is incompatible with science and the search for truth. We do not tolerate it. Out of respect and appreciation for your own efforts, nor should you. We encourage you to talk with any of the BIMM 124 teaching team if you learn of any incidents of academic dishonesty. If we suspect cheating, the case WILL be referred to the Office of Academic Integrity, who will contact the offending student’s college dean.

Academic dishonesty includes:

- clicking in for another student, or having someone click in for you
- copying from or getting answers from another student
- copying from any published source (including patchwriting)
- cheating on an exam

The Office of Academic Integrity has compiled a useful list of tips here:

<https://academicintegrity.ucsd.edu/take-action/covid-19-students.html>

Each student is responsible for knowing and abiding by

- UCSD's policies on Academic Dishonesty
 - <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/appendices/2>
- A description of cheating at UCSD can be found here
 - [Cheating: The Arch Nemesis of Integrity](#)
- Office of Academic integrity FAQ
 - <https://academicintegrity.ucsd.edu/faq/index.html>
- There is also a link to the Office of Academic Integrity on the left side of the CANVAS class web site.

All students are expected to read the **BIMM 124 plagiarism policy** (posted on Canvas) prior to the first discussion section. All students are expected to attend the training presented in the first discussion section.

Any student violating UCSD's Academic Dishonesty or Student Conduct policies will earn an 'F' in the course and will be reported to their college Dean for administrative processing. Committing acts that violate Student Conduct policies, resulting in course disruption, may be cause for suspension or dismissal from UCSD. Use of two or more clickers in the class (*i.e.* clicking in for someone else or having someone click in for you), plagiarism, and cheating on exams will be treated as violations Student Conduct Policies.

Classroom etiquette

Please have respect for your classmates and the instructor by silencing cell phones and other electronic devices, not talking, and minimizing other distracting activities in class.

Come on time. Be present. Turn cell phones off. Focus your laptop on class material.

Texting, social media, internet surfing, *etc...* are disruptive to the students around you.

How to succeed in Medical Microbiology

1. Spend the 8 hours/week reading and studying outside of class, as is **expected** for a four-unit course.
2. Come to class prepared, having done the assigned readings prior to the lecture. "Read before to soar." Students who do the work and come prepared to class do better. Period.
3. When reading, look up and learn words that you did not know previously.
4. Click in during lecture. Participate. We have run the statistics. Students that participate in lecture and in section statistically do better than those that do not.
5. Attend sections and *participate*! This is an easy way to boost your grade!
6. Ask questions whenever something is not clear, before/during/after class, and in sections
7. Come to Dr. Gus' office hours. Office hours are a time to ask questions, ask for help or advice, or just hang out and chat! Even if you don't have questions prepared in advance, do come! If you are struggling or you don't know where to start, do come! I'm happy to tutor you. Even if you want to talk about other things, like grad school or career options, do come! I also make appointments for private in-person meetings and zoom calls.

8. In addition, the IAs have office hours throughout the week. Often, there are not many students at IA office hours, so you may get one-on-one tutoring! That's a great deal!
9. Do all the Section Papers. Whether you get "S" or not, you will learn a lot and grow your skills in the process. Even if you have already gotten credit for two papers, doing a third paper, just for the practice, will further strengthen your analytical skills and empower you to excel on the final exam and final paper.
10. **Study in groups.** Read the textbook in groups. Read the papers in groups. Reading primary literature by yourself is challenging to say the least. It is better in groups. Be a groupie! You learn more from your peers than from instructors. To help, we will arrange assigned groups in section.
11. Talk with Dr. Gus and/or your IA's about any challenges you are having with assignments, with understanding the material, with reading primary literature, with problem-solving techniques. We know this is not easy. Let us know right away how we can help you learn.
12. If you are having personal difficulties, do not hesitate to seek help at Counseling and Psychological Services. They can help you get over many types of hurdles. <http://caps.ucsd.edu/> Their self-help library of resources covers many relevant topics, and can be accessed at <http://caps.ucsd.edu/selfhelp.html>

Accessibility

<http://disabilities.ucsd.edu> | osd@ucsd.edu | 858-534-4382 (UCSD campus contact)

<https://biology.ucsd.edu/education/undergrad/osd.html> | bioosd@ucsd.edu (UCSD Biology)

Any student with a disability is welcome to contact me early in the quarter to work out reasonable accommodations to support their success in this course. Students requesting accommodations should provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. Instructors will receive Authorization for Accommodations Letters from the OSD online portal. Instructors are unable to provide accommodations unless they are first authorized by OSD.

Inclusion

If you have feedback on how to make the class more inclusive, please get in touch!

Office of Equity, Diversity, and Inclusion:

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

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

Discrimination 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.

Student resources

[Click here](#) for a video tour of student services and cultural centers across campus. This is a great place to start, for an excellent overview!

Academic support

Content Tutoring at the Academic Achievement Hub	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction at the Academic Achievement Hub	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services at the Academic Achievement Hub	Improve writing skills and connect with a peer writing mentor
Learning Strategies tutoring at the Academic Achievement Hub	Support in developing skills as learners. Through one-on-one appointments, group workshops, and a Canvas resource site, students gain strategies for managing university-level learning, achieve greater insight into how they best learn, and develop a growth mindset, which research shows improve students' knowledge, skills, and abilities for success.
OASIS	Academic and personal development support through individual tutoring and group workshops.
Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals

Personal support

Basic Needs	Provides access to food, housing, and financial resources
Basic needs assistance forms	Assistance forms for a variety of services
Financial Aid and Scholarships	Answers to questions about financial aid and scholarships. Virtual counseling is available.
Financial Wellness	Access to emergency loans, appeals to increase financial aid, and financial literacy resources.
Counseling and Psychological Services (CAPS)	Provides confidential counseling, consultations, and workshops for psychiatric services and mental health programming
CAPS Crisis and Emergency Services	CAPS provides crisis and urgent counseling to students as well as emergency services.
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
Office for Students with Disabilities	Documents students disabilities, provides accessibility resources, and reasonable accommodations
Student Affairs Case Management Services Get help at (858) 246-1111	Triages and addresses student distress by ensuring that students are connected to appropriate resources. Inclusive, comprehensive support services that empower UCSD students to address all aspects of their health and well-being.
CARE at the Sexual Assault Resource Center	Support for victims of sexual assault 858.534.5793

Technical support

UCSD Technical Support	Assistance with accounts, network, and technical issues (not MindTap)
Connect from Off-Campus	Help connecting to electronic library resources such as eReserves and e-journals
Computer labs	Find the locations of computer labs in different areas of campus.
Tech Lending Program	Circulates technology items to currently enrolled UCSD students to ensure that users have the technological means to complete coursework as efficiently as possible. TLP inventory consists mostly of frequently-requested items like device chargers, adapters (e.g., mini-HDMI to HDMI), flash drives, and headsets.

Technology Lending Request Form	Fill out this form for requests.
Tools for Remote Learning	Guidance on technology for students, including Zoom and Canvas , troubleshooting and resources for internet access

Class schedule – on next page

red text indicates research articles (posted on Canvas in “lecture materials”)

days shaded yellow have guest speakers

days shaded green are not in-person lectures (stay home!)

the days shaded peach are a holidays

You can click on the guest speaker names to see their web pages

Note the **FINAL PAPER DUE IN CLASS** on Nov 28

Sections	Monday lecture	Wednesday lecture	Friday lecture
			Sept 23 Intro and course logistics
Set up groups; Prepare for writing papers	Sept 26 Finish intro to course Innate Immunity pg 66 – top of 85	Sept 28 Innate Immunity pg 85-90, 2 nd column of pg 184 (survival of ...)	Sept 30 Innate Immunity Brinkmann 2004
Section paper #1	Oct 3 Adaptive Immunity pg 91- top of 110	Oct 5 Adaptive Immunity pg 110-116	Oct 7 Bacteria intro pp 18 to top of 26 (before “Cytoplasmic membrane”) & pp 29 (“Capsules, Flagella...”), pp 31, box on pg 172
Review; Exam prep	Oct 10 Staphylococcus Chpt 11	Oct 12 Staphylococcus Inoshima 2011	Oct 14 Staphylococcus (cont) Inoshima 2011
Section paper #2	Oct 17 Syphilis Chpt 24	Oct 19 Secretory diarrhea Chpt 16	Oct 21 Microbiota - Chpt 2 Rob Knight
Review; Exam prep	Oct 24 Secretory diarrhea Kamada 2012	Oct 26 Film: Hunting the Nightmare Bacteria Podcast: Threat of a post- antibiotic era	Oct 28 Schistosoma, malaria, Trypanosoma cruzi - pp 506-512, 517- 519, 546-548 Jim McKerrow
Review; Exam prep	Oct 31 Microbiota Villarino 2016	Nov 2 Mycobacteria - Chpt 23 Timothy Rodwell ON ZOOM!!!	Nov 4 Virus intro Chpt 31
Section paper #3	Nov 7 SARS CoV-2 reading TBA	Nov 9 Monkeypox reading TBA	Nov 11 HOLIDAY
Review; Exam prep	Nov 14 HIV/AIDS Chpt 38	Nov 16 HIV/AIDS Hatzioannou 2009	Nov 18 HIV/AIDS (cont) Hatzioannou 2009
Review; Exam prep	Nov 21 Intestinal helminths Chpt 54	Nov 23 Bacteriophage therapy	Nov 25 HOLIDAY
Review; Exam prep	Nov 28 Clinical diagnostics Ana Dowey FINAL PAPER DUE IN CLASS!!!	Nov 30 GI protozoa - Chpt 53 Sharon Reed	Dec 2 Vaccines Chpt 45