

## Welcome and health statement

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

## Course Information

### Course Description:

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

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

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

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

## Where and when

**Lectures: MWF 1:00-1:50 PM, PCYNH 106**

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

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



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

## Recommended schedule

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

*Not included:*

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

## Student hours and contact information:

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

Name	Student hours
Dr. Claire Meaders ( <a href="mailto:cmeaders@ucsd.edu">cmeaders@ucsd.edu</a> )	M 9:00-10:00 AM picnic table outside Bonner Hall 3106 (by appt) - For <b>individual appts to meet with Prof. Meaders</b> <a href="https://calendly.com/cmeaders/15min">https://calendly.com/cmeaders/15min</a> W 4:00-5:00 PM on zoom: <b>student hours with everyone! (no appt necessary)</b>

*See canvas site for information on IA student hours*

## Discussion section times:

Sections start on **Week 1** (Monday March 28<sup>th</sup>)

Section	Day, Time, Location	IA	IA email
B01	M 10:00-10:50 AM; CENTR217B	Sehee Oh	<a href="mailto:seoh@ucsd.edu">seoh@ucsd.edu</a>
B02	M 11:00-11:50 PM; CENTR217B	Jenna Rowe	<a href="mailto:jrowe@ucsd.edu">jrowe@ucsd.edu</a>
B03	M 6:00-6:50 PM; CENTR218	Kim Tran	<a href="mailto:ktt002@ucsd.edu">ktt002@ucsd.edu</a>
B04	T 7:00-7:50 PM; CENTR220	Connor Gilcrest	<a href="mailto:cgilcrest@ucsd.edu">cgilcrest@ucsd.edu</a>
B05	T 8:00-8:50 PM; CENTR220	Saransh Umale	<a href="mailto:sumale@ucsd.edu">sumale@ucsd.edu</a>
B06	M 3:00-3:50 PM; WLH2115	Saransh Umale	<a href="mailto:sumale@ucsd.edu">sumale@ucsd.edu</a>

## BILD 1 Supplemental Instruction

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

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

## Course Materials

**Required materials:** Campbell Biology (12th edition ebook) and Mastering Biology.

*These digital course materials are provided by the UC San Diego Bookstore through Canvas and are free for the first two weeks of classes. **After two weeks, your student account will be automatically charged a special reduced price unless you opt out (see opt-out instructions below).** If you decide to opt out you must complete the process by **April 9th, 2022** and you will be responsible for sourcing the materials elsewhere. (We advise against this since weekly course assignments are through the Mastering Biology platform). For any questions about billing please contact [textbooks@ucsd.edu](mailto:textbooks@ucsd.edu). For any questions about using your eBook please reference [RedShelf Solve](#).*

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

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

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

## Learning Goals:

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

- Analyze how environment interacts with genotypes to produce phenotypes
- Apply the central dogma to explain how genes give rise to the traits we observe in organisms
- Explain mechanisms that lead to genetic diversity including mutation and meiotic recombination
- Explain patterns and mechanisms of inheritance
- Explain how gene expression can be modulated
- Compare & contrast how the structures and elements of prokaryotic cells, eukaryotic cells, and viruses impact how they function
- Explain the relationship between chemical structure & function of molecules such as DNA, RNA, proteins, amino acids, and lipids
- Predict how and when molecules may enter or exit cells through various pathways in the cell membranes
- Explain how cells receive and act on external chemical signals, including the stages of cell signaling and how signals are amplified
- Analyze how energy is produced and used by cells, including process such as cellular respiration and photosynthesis
- Evaluate claims based on scientific evidence and reasoning
- Use feedback from exams and assignments to adjust study strategies

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

## Learning in this course

This course is designed to be an environment for everyone to learn and construct a shared understanding of the material. Educational research has shown that consistent active engagement with material through thinking, writing, and discussing helps improve how people learn<sup>1</sup>. In this course, we will encourage engagement in class by providing opportunities to troubleshoot difficult topics and practice problem solving. There will also be short pre- and post- class assignments to help you check your understanding and practice applying what you have learned.

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

Research has also shown that people generally learn best in **collaborative environments**, where they learn together and construct a shared understanding of the material<sup>2</sup>. While talking and working with your colleagues, you may identify gaps in your own knowledge, exercise the communication skills that are crucial in any career, and gain skills in working with colleagues as they learn to identify their confusions, ask questions, and think critically and skeptically about biology. Therefore, **active participation** both in class and discussion section is crucial. To encourage collaboration, class and section activities will be done in groups, and grades will never be assigned on a curve.

## Course Expectations

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

## Grading Information

Assignment		Weight
Lecture participation	<ul style="list-style-type: none"> <li>Pre-course surveys (0.5%)</li> <li>Chapter dynamic study module assignments (12%)</li> <li>In-class assignments (Learning catalytics and worksheets): (12%)</li> <li>Final reflection and post-course survey (0.5%)</li> </ul>	25%
Weekly discussion section		13%
Weekly assignment		10%
Exams	<ul style="list-style-type: none"> <li>Highest mid-term (18%)</li> <li>Next highest mid-term (12%)</li> <li>Lowest mid-term (0%)</li> <li>Final exam (20%)</li> </ul>	50%
Professionalism		2%
Total		100%
Extra credit (e.g. other surveys)		1%

The following grading scheme will be used. The course is **not** graded on a curve (i.e. 20% of students getting A, B, C, and such). Thus, the ability to do well in this course is not dependent on others doing poorly.

A+ = 97-100%    A = 94-97%    A- = 90-94%    B+ = 87-90%    B = 84-87%    B- = 80-84%  
C+ = 77-80%    C = 74-77%    C- = 70-74%    D = 60-70%    F = 0-60%

### Lecture participation

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

#### Learning catalytics questions

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

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

For your responses to correctly be associated with your name, **you must register on Learning Catalytics through the Mastering Biology site**. Please be aware that it does not represent your learning if you submit responses for another person, so in that situation we cannot give you or the other person participation points. We appreciate these are challenging times that we are all going through and want to ensure you feel listened to and supported through this process.

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

### Dynamic study modules

For each textbook chapter there will be a dynamic study module assigned. You may make multiple attempts for the questions up until the due date. To receive credit, submit each module before 11:59 PM the Saturday the of the week the chapter was assigned. We will drop two dynamic study modules. **Similarly to other assignments, we know that everyone has different circumstances and life events. Therefore, we will drop three dynamic study module assignments.**

### Other in-class assignments

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

### Final reflection

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

## Section participation and section activities

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

To prepare you for meaningful participation in section, material will be posted for you to complete before you attend section. When you genuinely engage in the exercises before section 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.**

There are university policies regarding the number of students who may be in a room at one time, and so at this time we are requesting that you only attend the section in which you are enrolled.

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

## Weekly assignments

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

Weekly assignments will be due every Saturday evening, no later than 11:59 PM. Completion of at least 9/10 of the weekly assignments can give you full credit, as the lowest score will be dropped.

## Exams

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

## Midterms

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

## Final exam

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

## Professionalism

This portion of the course grade is intended to motivate students to consider the impact of their actions on their own learning and the learning of others in the course. Professional interactions have meaningful benefits to you, your fellow students, and/or the teaching team. Analogously (similar to) in the workplace, being professional to your colleagues or supervisors will only benefit you! For example, you may be invited for new opportunities that you may or may not have been aware of. Professionalism can be demonstrated through individually demonstrating maturity and professionalism, as well as contributing meaningfully to our course community. **By default, every student is assumed to be professionally mature. Hence, this component is awarded to every student at the beginning of the quarter.** During the quarter, based on observations by the teaching team, which includes but is not limited to one-on-one interactions, electronic communication etc. your professionalism credit may be deducted.

### Example interactions with meaningful benefits:

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

### Example interactions that challenge the classroom community:

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

## Extra credit

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

## Late assignments

Assignments must be submitted on time to be eligible for full credit. Due to the gradebook structure we are unable to give late credit for learning catalytics questions – if you miss a session, this will count as one of your three dropped sessions. We are able to provide partial credit for late assignments for dynamic study modules and weekly assignments only. Partial credit will automatically be applied to weekly assignments with late assignments subjected to a 10% deduction per day. **In order to receive partial credit for the dynamic study modules, fill out the “I need an extension” request form on canvas under the getting started module.** We will apply partial credit at the end of the quarter for these assignments.

## Regrades

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

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

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

	As students we will...	As the teaching team we will...
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Honestly demonstrate your knowledge and abilities according to expectations listed in the syllabus or in relation to specific assignments and exams</li> <li>Communicate openly without using deception, including citing appropriate sources</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 syllabus and in relation to assignments and exams</li> </ul>
<b>Responsibility</b>	<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>
<b>Respect</b>	<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 your perspectives even while we challenge you to think more deeply and critically</li> <li>Help facilitate respectful exchange of ideas</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>Contribute fully and equally to collaborative work, so that we are not freeloading off of others</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>Trust-worthiness</b>	<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>
<b>Courage</b>	<ul style="list-style-type: none"> <li>Say or do something when we see actions that undermine any of the above values</li> <li>Accept the consequences of upholding and protecting the above values</li> </ul>	<ul style="list-style-type: none"> <li>Say or do something when we see actions that undermine any of the above values</li> <li>Accept the consequences of upholding and protecting the above values</li> </ul>

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

All course materials are the property of the instructor, the course, and the University of California, San Diego and **may not** be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course. Any suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review and possibly given a score of 0.



## Student Resources for Support and Learning

### Academic support

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

### Student resources

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

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

### Accessibility

<http://disabilities.ucsd.edu> | [osd@ucsd.edu](mailto:osd@ucsd.edu) | 858-534-4382

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

### Inclusion

<https://diversity.ucsd.edu/> | [diversity@ucsd.edu](mailto:diversity@ucsd.edu) | 858.822.3542

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

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

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

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

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

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

### Nondiscrimination and harassment

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

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

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

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

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

### **Letters of recommendation**

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

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

### **Subject to change policy**

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

### **Technical support**

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

## Campus Safety Requirements and Expectations

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

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

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

## Course Schedule

Below is the planned course schedule of topics, although this is subject to some change. I will announce any changes in advance. Each Sunday please check the “Week # overview” page for details of which weekly assignments will be due, and which sections of textbook chapters to read.

All material will be covered on the final exam

	Date	Topic	Textbook chapters <i>*check weekly overview pages for specific sections to read</i>
Week 1	Class 1: Monday March 28 <sup>th</sup> (Mon)	Welcome to BILD 1! Nuts and bolts of the course; themes of biology and scientific inquiry, principles of life	
	Class 2: March 30 <sup>th</sup> (Weds)	Size and scale, introduction to matter	Chapter 2.1, 2.2
	Class 3: April 1 <sup>st</sup> (Fri)	Chemical bonds	Chapter 2.3, 2.4
Week 2	Class 4: April 4 <sup>th</sup> (Mon)	Water and life, introduction to macromolecules (DNA and RNA)	Chapter 4
	Class 5: April 6 <sup>th</sup> (Weds)	Macromolecules (proteins)	Chapter 5.1, 5.4, 5.5
	Class 6: April 8 <sup>th</sup> (Fri)	Macromolecules (carbohydrates and lipids)	Chapter 5.2, 5.3
Week 3	Class 7: April 11 <sup>th</sup> (Mon)	Cell structure and organization	Chapter 6.2-6.8
	Class 8: April 13 <sup>th</sup> (Weds)	FIRST MID-TERM EXAM Covers material from classes <u>1-6</u>	
	Class 9: April 15 <sup>th</sup> (Fri)	Membrane structure and function	Chapter 7
Week 4	Class 10: April 18 <sup>th</sup> (Mon)	Intro to metabolism	Chapter 8.1, 8.2, 8.3
	Class 11: April 20 <sup>th</sup> (Weds)	Enzymes	Chapter 8.4, 8.5
	Class 12: April 22 <sup>nd</sup> (Fri)	Photosynthesis part 1; Learning strategies	
Week 5	Class 13: April 25 <sup>th</sup> (Mon)	Photosynthesis part 2	Chapter 10
	Class 14: April 27 <sup>th</sup> (Weds)	Cellular respiration part 1	Chapter 9
	Class 15: April 29 <sup>th</sup> (Fri)	SECOND MID-TERM EXAM Covers material from classes <u>7-13</u>	
Week 6	Class 16: May 2 <sup>nd</sup> (Mon)	Cellular respiration part 2	
	Class 17 May 4 <sup>th</sup> (Weds)	Cell Signaling	Chapter 11
	Class 18: May 6 <sup>th</sup> (Fri)	Cell cycle and mitosis	Chapter 12
Week 7	Class 19: May 9 <sup>th</sup> (Mon)	Meiosis	Chapter 13
	Class 20: May 11 <sup>th</sup> (Weds)	Mutations and Cancer	

	Class 21: May 13 <sup>th</sup> (Fri)	Mendel and the gene idea	Chapter 14
Week 8	Class 22: May 16 <sup>th</sup> (Mon)	THIRD MID-TERM EXAM Covers material from classes 14-20	
	Class 23: May 18 <sup>th</sup> Weds)	Mendel and the gene idea	
	Class 24: May 20 <sup>th</sup> (Fri)	Genes and the environment	
Week 9	Class 25 May 23 <sup>rd</sup> (Mon)	The chromosomal basis of inheritance	Chapter 15
	Class 26: May 24 <sup>th</sup> (Weds)	The molecular basis of inheritance	Chapter 16
	Class 27: May 27 <sup>th</sup> (Fri)	Gene expression	Chapter 17
Week 10	Class 28: May 30 <sup>th</sup> (Mon)		NO CLASS: holiday
	Class 29: June 1st (Weds)	Regulation of gene expression	Chapter 18
	Class 30: June 2 <sup>rd</sup> (Fri)	Viruses	Chapter 29
Finals		Final exam: Thursday 6/9/22 11:30 AM – 2:30 PM	