**Spring 2022 BICD 100 — Genetics**

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

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

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

**Scheduled Lecture Time:** MWF 12-12:50pm - Pepper Canyon Hall Rm 106 & with podcasts for asynchronous viewing

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

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

## Overview of the Curriculum

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

## Overall Philosophy

The teaching team and I know that this pandemic has affected many students in a variety of ways. **We will do our best to support you**! As the quarter progresses, the IAs and I will use your feedback to adjust aspects of the course when possible to improve your experience. We are excited to be in-person, but this is an adjustment for all of us after being online for so long. The teaching team is doing our best to prepare and plan a course that encompasses clarity, simplicity, and compassion. Please bear with us as we face this challenge together!

**Learning genetics can be inherently empowering** as it is arguably the basis for all living organisms and the variety we find among these organisms. As such, this coursework should not simply be a means to an end like a certain grade or stepping stone to the next class. The knowledge you learn should also allow you to **understand situations that might arise in your life** and aid you in **helping the people in your family and community thrive**. In practice, what that means is that we will teach you genetics concepts relating to people, other organisms, and populations, but then will we ask you to **go beyond**

**memorization** to **deeply understand** the material and **apply knowledge to new examples.** For example, when we talk about a complex trait like cancer, we might use the inheritance of risk for skin cancer and somatic mutations that contribute to its development as an example in a problem set, but ask you to apply the concepts to liver cancer on an exam. That way, if someone in your life develops breast cancer, you will ideally already have had practice integrating the fundamental concepts you learned BICD 100 with information about a particular cancer, which will hopefully allow you to better help them understand their complex disease, treatment options, and the potential risk of this cancer to others in their family.

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

## Contacting Me and Piazza Discussion Boards for Questions:

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

**For ALL OTHER questions** we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, IAs, and myself. I encourage you to answer each other's questions or contribute to a conversation! Rather than emailing content or logistics questions to the someone from the teaching team, please post your questions on Piazza – which you can even do anonymously – by clicking the **Piazza** link in the menu to the left in our Canvas webpage.

**For logistics questions, please ensure you have carefully reviewed the syllabus, FAQ (Frequently Asked Questions), and searched the posts in Piazza before making a new post.** The teaching team will be monitoring posts roughly 1x a day, which ensures you get a response faster than if you email one individual directly. If you have any problems or feedback for the developers, email team@piazza.com

## Lecture Details:

Attending lecture in-person is *optional*, though highly encouraged so you can make full use of the opportunities to engage with the material and ask questions in real time.

Lectures will be podcast and appear in the Media Gallery automatically (with unhelpful titles and the date until I get a chance to change them each time) roughly 2hours after the class is over. So by roughly 3-4pm MWF there should be a podcast posted. I will update the automated title of each podcast as time permits.

Lecture slides will generally be posted in each week's module (on the Home page) the night before, or at the very latest by 10am each lecture day.

## Lectures and Assignments

- **Reading Reflections** are meant to introduce you to vocabulary and concepts for the upcoming week.

- The "Exit Ticket" is a way for you to give anonymous feedback on what is working/not working in the class and particularly in your discussion section. This should be completed after you attend your discussion section each week.

- **HW** will generally cover material from **MWF lectures of that week,** though it will be posted ~Wednesday each week before all of the material on the HW has been covered. They will be due the following Tuesday. This will often help you be more ready to handle the section activities that next week.

- Attend your enrolled **Discussion Section**, participate, and complete the **activity** provided. You will hand it in at the end of section for points.

- The **Syllabus Quiz** will help ensure you know the requirements of the course

| v | Lecture Date | Lecture | Assignments Released (Due Date by 11:59pm; bolded due that week, regular due the following week) |
|---|---|---|---|
| 1 | Mar 28 | Intro to Course | **Week 1 Reading reflection (Tues. 3/29)**<br>**Section Participation**<br>Pre-Class/Week 1 Course Survey (Sun 4/3)<br>Syllabus Quiz (Sun 4/3)<br>Reading Reflection for week 2 (Sun 4/3)<br>Homework 1 DMD activity (Tues 4/5) |
| | Mar 30 | Chromosomes and gene structure | |
| | Apr 1 | Gene structure | |
| 2 | Apr 4 | Genotype-Phenotype | **Section Activity**<br>Week 2 Exit Ticket Survey (Sun 4/10)<br>Reading Reflection for week 3 (Sun 4/10)<br>Homework 2 – F8/F9, dominance (Tues 4/12) |
| | Apr 6 | Mutations, Dominance Relationships, GOF/LOF | |
| | Apr 8 | Phenotypic outcomes. | |
| 3 | Apr 11 | Factors that influence phenotype | **Section Activity**<br>Week 3 Exit Ticket Survey (Sun 4/17)<br>Reading Reflection for week 4 (Sun 4/17)<br>Homework 3 – Mitosis, meiosis (Tues 4/19) |
| | Apr 13 | Mitosis | |
| | Apr 15 | Meiosis | |

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|---|---|---|---|
| **4** | Apr 18 | Patterns of Simple (Mendelian) inheritance (multiple genes); | **Section Activity**<br>*Reading Reflection for week 5 (***DUE Tues. 4/26***)* |
| | Apr 20 | sex chromosome inheritance | |
| | Apr 22 | Epistasis & Complementation | |
| **5** | Apr 25 | Midterm 1 online (covers up through meiosis lecture & HW3) | **Section Activity (do in sections, submit by Friday 2/4)**<br>Reading Reflection for week 6 (Sun 5/1)<br>Homework 4 – Mendelian inheritance, sex chromosomes, epistasis/complementation (Tues 5/3) |
| | Apr 27 | Epistasis & Complementation | |
| | Apr 29 | Epistasis & Complementation | |
| **6** | May 2 | Gene Linkage and Homologous recombination | **Section Activity**<br>Week 6 Exit Survey (Sun 5/8)<br>Reading Reflection for week 7 (Sun 5/8)<br>Homework 5 - linkage (Tues 5/10) |
| | May 4 | Linkage & Molecular markers | |
| | May 6 | Linkage & Molecular markers | |
| **7** | May 9 | GWAS | **Section Activity**<br>*Reading Reflection for week 8 (***DUE Tues. 5/17***)* |
| | May 11 | GWAS & QTL | |
| | May 13 | QTL | |
| **8** | May 16 | Midterm 2 online (cumulative though favors new material up through May 6 lecture & HW5) | **Section Activity**<br>Week 8 Exit Ticket Survey(Sun 5/22)<br>Reading Reflection for week 9 (Sun 5/22)<br>Homework 6 – GWAS, QTL, some cancer (Tues 5/24) |
| | May 18 | Somatic mutation and cancer | |
| | May 20 | Somatic mutation and cancer | |
| **9** | May 23 | Somatic mutation and cancer | **Section Activity**<br>Reading Reflection for week 10 (Sun 5/29)<br>Homework 7 – Somatic mutations and cancer, comparative genomics (Tues 5/31) |
| | May 25 | Ancestral genomes, genome evolution | |
| | May 27 | Ancestral genomes, genome evolution | |
| **10** | May 30 | Memorial Day Holiday | **Section Activity**<br>Week 10 Course Survey (Sun 6/5)<br>CAPEs for extra credit if participation reaches 88% (deadline 8am 6/4) |
| | June 1 | Ancestral genomes, genome evolution | |
| | Jun 3 | Q&A time – via Zoom. You must come with Questions! | |
| | **June 8** | **Final (Cumulative) 11:30am – 2:29pm** | **Roughly 50% on Lectures Week 7-9, 50% older material** |

**Instructional Assistants (IAs) Sections, Office Hours (OH), and emails:**

First week Office Hours will only be held Wednesday-Friday. You will get extra credit the first time you attend ANY office hours during the first 5 weeks of class to encourage you to seek help and engage with the material.

| Section | Location | Day & Time | IA | Office Hour | OH Location | Email |
|---|---|---|---|---|---|---|
| D01 | HSS 2154 | W 10am | | | | |
| D02 | HSS 2154 | W 11am | | | | |
| D03 | WLH 2112 | Th 6pm | | | | |
| D04 | CENTER 217A | F 8am | Sowmya Kolluru | Monday 7-8pm | Zoom | skolluru@ucsd.edu |
| D05 | HSS 1128A | F 2pm | | | | |
| D06 | WLH 2115 | T 10am | | | | |
| | | | | | | |

**Discussion Sections:**

Discussion sections will be used to practice applying your knowledge on specific topics and help you understand how to answer free response questions on exams. The content will vary from week to week, however, active engagement with the material in each section is critical to developing your understanding of the lecture material. **A portion of your grade will be based on active participation in section**. You will work in small groups on activities that will be handed in for credit at the end of each section. This is also a great way to connect with fellow students and form study groups.

You are required to attend/participate in your enrolled discussion time to ensure equal student:IA ratio among the sections AND prevent participation and grading from becoming too complicated for the IAs. **However, if you need to attend a different discussion one week due to a scheduling conflict, please contact your IA and the IA for the discussion you plan to attend so they can ensure you get appropriate credit.** If you are ever not given credit when you should have, please reach out to your IA.

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

Roughly each Wednesday a Weekly Reading Guide will be posted to *introduce* you to topics for the following week, which will then help you apply the concepts in class. Readings will be suggested from free online resources and pages in the Klug et al 10th edition textbook detailed below, though you can use any genetics textbook to supplement much of the material. **Use the guide to decide what you need to read about based on your current knowledge**. The questions are meant to ***guide*** your reading and some students find it helpful to fill these out. The point is, all of the suggested reading are not required but meant to prepare you to follow along with lectures and further supplement your learning after lectures **as needed if you struggle to understand something after we cover it in lecture**.

Some of the links in the Reading Guide seem to not work for everyone, even though I check them each quarter. This frustrates me and will likely frustrate some of you, though I do not want to make you buy a textbook!! If you find that a link does not work for you try these suggestions:

1) go to the website itself and search the topic

2) post on Piazza that a link isn't working for you (fellow students are often quick to offer help or alternative websites - thank you!)

3) Look at other links in the Reading Guide for that topic instead, if offered

4) Find another resource yourself from these options:

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

5) Check out the Helpful Animations and Videos which include lectures on Youtube

6) email me that a link isn't working for you (though if you post it in Piazza others can benefit from alternatives offered AND I will see it there.)

Klug et al. Essentials of Genetics 10th edition is **optional** if you prefer reading from one source and is available through the bookstore, but it is ***not required***. You may also use older editions of the Klug textbook. Relevant pages for introduction will be listed in the Reading Guide for the 10th edition. However, **SOME WEEKS the textbook is less helpful** and does not cover the material we will cover in class well, especially week 1. Other weeks it does a fantastic job covering the concepts. Use the online resources as needed. There is also a "Study Area" if you purchase the "Mastering" level of the Klug. et al. text that includes practice questions, vocabulary study tools, video tutorials, and more. If you want additional practice questions and help this quarterf or much of the course's content, get the Mastering level.

You will complete a Reading Guide Reflection by Sunday before the lectures each week, and by TUESDAY on exam weeks. Being able to communicate your ideas well through writing is a vital skill that takes practice. **Reading Reflections in particular, are meant to help you synthesize information into your own written explanations and descriptions. Practice doing this will help you when writing short answers on exam in this and future science courses.** You should plan to spend at least 30minutes on the Reading Reflections each week. These are graded on effort and completeness **but will be checked for plagiarism. I care more about the answers being authentic and in your own words, as this supports your learning, than how polished or professional they sound.**

**Homework:**

Weekly homework will be posted by Wednesday and is due by the following Tuesday at 11:59pm in Gradescope. **It will often cover MWF lectures that week EVEN THOUGH it is posted on Wednesday.** You only need to complete 80% of the homework throughout the quarter in total for 100% credit. This can be either by not submitting one of the assignments (1 out of 7), by not completing all of the questions during any given week, or sometimes by completing all questions late and submitting them within 24hours of the due date. For instance, some weeks you can complete all of the questions and other weeks you can complete say 60% of the questions and you could still end up with 100% credit at the end of the quarter. It is your responsibility to keep track of this if you worry about earning full credit but are not completing at least 80% of the questions each week. At the end of the quarter I will adjust the scale based on the % you have such that 80% will become 100%. This means you will have MORE questions given to you than you are required to complete.

There will be no homework due the weeks of midterms. Homework due the week after the exam may be slightly longer as it will cover ~3 lectures instead of 2. Homework is graded on completeness and effort. Answers will be posted Thursdays mornings.

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

**A quote from a student from the fall quarter to help you think about the work you will do in this class and how it will help you if you put in the effort:** "I found that when I had the hardest time doing homework was when I ended up learning the most. Similarly in discussion section activities, the times when these were the hardest was when it challenged us to further analyze the information we were given. These served as great study guides/practice for the exams."

**Exams:**

The Midterms 1 & 2 will be held in-person during lecture time. The dates below will not be changed, so plan your quarter accordingly. NO MAKE-UP MIDTERMS will be given (***unless you have an OSD exemption***).

**Midterm 1 - Monday, April 25 covers up through April 15th Meiosis and HW#3**

**Midterm 2 - Monday May 16th, covers up through May 6th Linkage and HW #5 (cumulative though will favor new material)**

**Final Exam - Wednesday June 8th 11:30am-2:29pm (cumulative; ~50% new material and 50% old material, though this is a *rough* estimate)**

Exams will be a mix of multiple choice, select all, and short answer. You will be allowed one U.S. letter size page of paper, front and back with notes during the exam.

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

Exams are a way to assess your progress in the class and the class as a whole. Assessments help us understand where students are struggling so that we can address these issues and add in extra support/review. We want this work to be authentic and a fair measure of each student's learning, which is why I have chose to switch to in-person exams over remote exams. Exams grades will not be curved, but instead normalized to the top 5% of the class if the exam was challenging for everyone (students scores in the class go up to 95% only for instance instead of 100%).

There are 2 grading scheme options below in "Grades" (in yellow versus green). Whichever gives you the highest final grade will be used to determine you grade. This can only be done in Excel, not in Canvas, at the end of the quarter. If you wish to determine your grade before that, you will have to calculate your own potential grades using the "What if" option in Grades or by doing the algebra yourself (See the FAQ (Frequently Asked Questions) page for help with this). By building in the flexibility of the below grading scheme, if you must miss one of the midterms the weight will be shifted to the other midterm and the final. You do not need to email me to let me know why you cannot take a midterm. You will get a 0 on a missed midterm, but this will be dropped when calculating your final grade in favor of the green grading scheme below. For extenuating circumstances that interfere with your ability to take the final (i.e. hospitalization), please contact me to discuss your circumstances and options.

**Practice Exam Questions:**

You will have access to 2 sets of practice exam questions for each exam. These will be posted on the Canvas website the week before each exam. Answers to the 1st set for each midterm (not the final) will be posted Sunday mornings before each Midterm exam so that you can submit your answers for extra credit by Saturday at 11:59pm before the exam. Answers to the 2nd set and each set for the final will be posted at the same time as the practice questions are posted, BUT it is important that you attempt the questions before reviewing the answers to truly learn and understand the problems. **If you attempt the questions without your notes, even better as this is true retrieval practice! This is a proven study technique that will enhance your understanding and will help you be faster on exams.** In addition, there are many good questions in text books and various sources online that are helpful in mastering each topic.

Many student request extra practice problems beyond what is provided. I recommend that you alter homework and lecture questions and write your own questions from scratch as this is has been shown to be an extremely effective method for improving your understanding and ability to apply the concepts, which you will have to do on exams. Do this with study partners and share them even! However, if you prefer to have a resource of questions for much of the content, consider purchasing the Mastering level of the textbook. You can find Genetics textbooks in the library as well, which will also have additional questions for you to practice from though I am unsure if you can find an answer key. I do not have knowledge of a free online resource with practice questions and answers. **This does not mean these do not exist** so google away and **please share it with me** if you find one!!

**Course Surveys:**

There will be a handful of surveys throughout the quarter, roughly every other week, that allow the teaching team to gather helpful information about you and feedback on the course. These are worth 1% of your grade, will generally take less than 5 minutes, and are due by Sunday at 11:59pm. Surveys are often called an "Exit Ticket." The course surveys are designed to help us get to know the class as a whole and understand what is going well for you and what is not working.

The teaching team is very open to constructive feedback as we want to foster a positive learning environment and ensure the course is effective in helping you learn, especially given this pandemic-induced, return to in-person instruction adjustment and the reduced learning that has been observed throughout the pandemic for some students. Understand however, that sometimes the most successful, evidence-based teaching strategies are not necessarily those that all students enjoy from the start AND students have wildly different opinions on lecture style and preferences. Learning new material is seldom easy and challenging tasks are not always initially enjoyable. My number one priority is your learning, but I do hope you have some fun or feel some fulfillment as you grow along the way!

**Grading:**

There will be no curve at the end of the term. Consequently, you are not in competition with anyone for a grade, so work together! The activities and assignments from which you will earn your grade are designed to **promote your learning and the behaviors that tend to lead to learning**.

Grades will be based on your percentage in the course and assigned a grade by Canvas based on the grading scheme below. There will not be opportunities to receive extra credit or bump up your grade beyond what is offered during the course. This would not be ethical or fair to your fellow students. Do the work, read through **"How to Study for This Course," "Learn How to Study Using Retrieval Practice," and "Creating Study Guides,"** set aside **study time,** and commit to **finding effective** and **efficient study methods** that work for you to learn the material. Please talk with me if you have concerns as soon as possible.

| | |
|---|---|
| Course Surveys | 1% Drop the lowest 1 score of 6 |
| Syllabus Quiz | .5% |
| Discussion Section Activities & Participation | 10% Drop the lowest 2 scores of 10 |
| Reading Reflections | 9.5% Drop lowest 2 scores of 9 |
| Homework | 9% (80% completion needed for 100%) |
| Midterms 1, 2, & Final Exam | 22% Mt1, 22% Mt2, Final 26% |

OR

| | |
|---|---|
| Midterms 1, 2, & Final Exam | 0% Mt1 or Mt2, 34% Mt1 or Mt2, Final 36% |

| | |
|---|---|
| Total | 100% |

98-100% A+

92-97.9% A

88-91.9% A-

85-87.9% B+

81-84.9% B

77-80.9% B-

73-76.9% C+

68-72.9% C

65-67.9% C-

58-64.9% D

<58 F

**Regrades:**

If you feel an exam question is INCORRECTLY graded based on the rubric, a regrade request can be submitted through Gradescope within 5 days of grades being posted. The exact protocol will be explained in more detail after the first exam scores are posted. I reserve the right to make changes to the regrades policy if I find that students are abusing/mis-using the option, such as arguing for points that are not part of the rubric. I encourage you to **discuss your questions about the exam answers during any office hours a**fter all students have taken the exam.

**Late Work Policy:**

Assignments in this class can be submitted within 24 hours of the due date for 25% reduction in total credit possible. Beyond 24hrs you will no longer be able to submit your work. The lowest score (or 2) from each assignment type will be dropped (see "grades" above). Therefore, if you miss a submission entirely, for any reason, this will be used as your dropped assignment (which Canvas will do automatically) and it will show up as a 0. No additional extensions or dropped scores will be offered to individuals as I must be fair and equitable to all students in the course. For extenuating circumstances that interfere with your ability to participate in this course, even with these allowances, please reach out to me to discuss your options.

**Disability Access:**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty] and to the OSD Liaison in the department in advance so that accommodations may be arranged. Generally, OSD emails me a letter with the provided accommodations and you will be cc'd on that email. That is sufficient for me to be informed, however, accommodations for extended time on in-person exams will be coordinated by you with the OSD liaison in the biology department.

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

**Academic Integrity:**

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

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity. **Any student caught cheating on an exam will receive a failing grade for the course. They may also be suspended from UCSD.**

**Title IX Compliance:**

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

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or http://ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858)

534-5793, sarc@ucsd.edu or http://care.ucsd.edu or Counseling and Psychological Services (CAPS) at (858) 534-3755 or http://caps.ucsd.edu.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help.

## CLASS STATEMENT OF VALUES

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

| VALUES | Upholding this value means that STUDENTS will… | Upholding this value means that the INSTRUCTIONAL TEAM will… |
|---|---|---|
| **Courage** – "the mastery of fear, to do what is right" | - Take action when we see something that undermines the values below | - Take action when we see something that undermines the below values |
| | - Make honest ethical choices even when at personal cost | - make honest ethical choices even when at personal cost |
| **Fairness "**Justice cannot be for one side alone, but must be for both.<br>~Eleanor Roosevelt" | - Contribute fully and equally to collaborative work, so that we are not freeloading off of others on our teams | - Create fair assignments and exams and grade them in a fair and timely manner |
| | - Not seek unfair advantage over fellow students in the course | - Treat all students and collaborative teams equally |
| **Honesty** "Honesty is the first chapter in the book of wisdom.<br>~Thomas Jefferson" | - Advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service. | - Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams |

| | | |
|---|---|---|
| "When honesty is established as a value it allows for and encourages the development of trust" | - Communicate openly without using deception, including citing appropriate sources | - Communicate openly and honestly about the expectations and standards of the course through the syllabus and in relation to assignments and exams |
| **Respect "**Without feelings of respect, what is there to distinguish men from beasts?<br><br>~Confucius" | - Speak openly with one another while respecting diverse viewpoints and perspectives | - Respect students' perspectives even while we challenge you to think more deeply and critically |
| | - Provide sufficient space for others to voice their ideas | - Help facilitate respectful exchange of ideas |
| **Responsibility "**Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research." | - Complete assignments on time and in full preparation for class | - Give you timely feedback on your assignments and exams |
| | - Show up to class on time and be mentally and physically present | - Show up to class on time and be mentally and physically present |
| | - Participate fully and contribute to team learning and activities | - Create relevant assessments and class activities |
| **Trustworthiness** "Trust enables us to collaborate, to share information, and to circulate new ideas freely, without fear that our work will be stolen, our careers stunted, or our reputations diminished." | - Not engage in personal affairs while on class time | - Be available to all students when we say we will be |
| | - Be open and transparent about what we are doing in class | - Follow through on our promises |
| | - Not distribute course materials to others in an unauthorized fashion | - Not modify the expectations or standards without communicating with everyone in the course |