

BICD 110
Spring Quarter 2022
Catalyst 0125
Tu and Th 11:00 am to 12:20 pm

Course Information

Instructor: Matt Flagg, Ph.D.
mflagg@ucsd.edu

Office Hours: Tuesday and Thursday 12:30-1:30 pm **HSS 1145C**
Additional office hours available by appointment

Contacting me: Your first source for help should be the discussion boards on Canvas. We will check them on a regular basis. Otherwise, please try to attend my office hours if you have questions related to course material. It is much easier to explain concepts in person than by email. If you need to send me an email, please include "BICD 110" in the subject line and allow a business day for me to reply. If I have not replied in a business day, please send the email again. I don't respond to email on weekends.

IAs: Songlin Wu: sowu@ucsd.edu
Section B01, M 1:00-1:50 p.m. **HSS 2150**
Office hour: Wed 5-6 pm

Ruben Calderon: ricalder@ucsd.edu
Section B02, M 8:00-8:50 p.m. **WLH 2114**
Section B06, F 8:00-8:50 a.m. **WLH 2112**
Office hour: Fri 9-10 am

Christina Liem: cliem@ucsd.edu
Section B03, W 10:00-10:50 a.m. **WLH 2115**
Section B04, W Noon-12:50 p.m. **WLH 2115**
Office hour: Mon 11-Noon

Hai Castillo: j2castil@ucsd.edu
Section B05, Tu 5:00-5:50 p.m. **WLH 2209**
Office hour: Wed 10-11 am

Maia Kirkegaard: mkirkega@ucsd.edu
Section B07, F 10:00-10:50 a.m. **WLH 2115**
Office hour: Mon 3:30-4:30 pm

Pre-class lectures and readings

Due Tuesdays and Thursdays by 11 a.m. (see Canvas)

Pre-class quizzes

Due Tuesdays and Thursdays by 11 a.m. (see Canvas)

Weekly Discussion Boards

Due Sundays by Midnight (see Canvas)

Midterm

Tuesday, May 3rd from 11 a.m. to 12:20 p.m.

Final exam

Tuesday, June 7th from 11:30 a.m. to 2:30 p.m.

About the Instructor

I'm a postdoctoral fellow in the biosciences department. In the near future, I plan to pursue a second postdoc in academia with a continued focus on mentorship and teaching. I imagine my research will always focus on biology, but I'm also interested in evidence-based learning and how college classes can be made more engaging, thought provoking, and career oriented.

Course Materials and Tools

Textbooks

There are no required texts for this course. However, Albert's *Molecular Biology of The Cell* and Lodish's *Molecular Cell Biology* are both good resources.

Accessing Canvas

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

Login: UC San Diego Active Directory credentials

Technology Requirements

The class will be podcast. Podcasts will be uploaded to the Canvas page.

iClickers will be used each class. Please be sure to bring one.

If you haven't registered you iClicker, please do so ASAP! There is a registration link on our Canvas page, at the bottom of the left-hand-side menu.

All pre-class lectures are available for streaming on Canvas.

All discussion board are on Canvas.

Grading Information

| | | | |
|----------|----|--------|----|
| 97%-100% | A+ | 77-80% | C+ |
| 93-97% | A | 73-77% | C |
| 90-93% | A- | 70-73% | C- |
| 87-90% | B+ | 60-70% | D |
| 83-87% | B | <60% | F |
| 80-83% | B- | | |

| Assignment | Weight |
|-----------------------|-------------|
| Discussion Boards x 5 | 5% |
| Pre-class quizzes | 16% |
| Lecture attendance | 16% |
| Section attendance | 8% |
| Midterm | 26% |
| Final Exam | 30% |
| | 100% |

Grading Procedure

First and foremost, students in this class will NOT—in any way—be competing with one another for grades. I have no quotas for As, Bs, Cs, etc. I reserve the right to adjust the above scale, but any changes will always work in your favor. I will NOT make grading more stringent.

The midterm and final will be graded in a timely fashion. Grades will be posted on Canvas.

Exam Regrades

All requests for exam regrades will be taken under consideration. Regrades should be submitted **within a week of the test being handed back**. The request should include an explanation of why additional points should be awarded and should be emailed to me. I will personally evaluate regrades and reply to them in timely fashion.

Attendance and Participation

This is an in-person course, and as you may have noticed, attendance accounts for 24% of your final grade. These are basically “free” points, but I hope they make my emphasis clear. There are hundreds of YouTube videos and online courses about biology. Our classroom and your peers are the most valuable part of this course. I think that should be reflected in the grading.

While attendance and participation are two of my highest priorities, life still happens. People have jobs, get sick, etc. So, **two absences from lecture and one absence from section will be excused without question, and lecture attendance is not required on syllabus day, March 29th. Absences from lecture and section cannot be substituted for one another. After you’ve used your excused absences, all additional absences will result in the loss of 1% of your overall grade.** Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable.

Students are required to attend the discussion sections they are enrolled in. There can’t be any exceptions, and students who are not enrolled in a section will be turned away by the IAs. This is a matter of physical space: the rooms we’ve been assigned do not have enough seats for extra attendees.

Meaningful participation on the discussion boards is required each week. You should do one of the following:

- 1) Ask a meaningful question.
- 2) Respond to a classmate’s question in a meaningful way.
- 3) Present something interesting and meaningful about the week’s topic.

Extra Credit

1% extra credit will be given to the entire class if 90% of the class fills out their CAPES.

Late or Missing Assignments

Online quizzes and discussion boards will be due at the same time every week. Those due dates are listed clearly on Canvas, so barring technical issues, late or missing quizzes or posts will be counted as a zero.

Course Format

While this is primarily an in-person course, class days begin with online, asynchronous work. That “pre-class” work will usually be around fifteen minutes of reading and pre-recorded lecture material followed by a short quiz. The idea is for everyone to arrive at lecture relatively prepared to tackle advanced concepts.

Class time will include a little bit of review, but my main interest is for you to apply the concepts from the pre-class work. Whenever possible, you’ll do this in conversation with your peers. We’re trying to “flip” this course together, and we’ll have honest conversation about how to do that.

General Course Schedule

| Approx Week | Topics |
|-------------|--|
| 1 | Molecular foundations |
| 2 | Membranes, membrane proteins, and transporters |
| 3 | Protein localization |
| 4 | Signal transduction |
| 5 | Midterm |
| 5-6 | Cytoskeleton |
| 7-8 | Cell division |
| 8-9 | Cell death |
| 9-10 | Cell-cell communication |

Student Resources for Support and Learning

Library Help

For questions about eReserves and research tools:

<https://library.ucsd.edu/ask-us/triton-ed.html>

Learning Resources

[Writing Hub](#)

[Supplemental Instruction](#)

[Tutoring](#)

[Mental Health Services](#)

Community Centers

Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community.

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

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information: <https://disabilities.ucsd.edu/>.
osd@ucsd.edu | 858. 534.4382

Inclusion

I am committed to creating a learning environment that supports diversity of thought, perspective, experience, and identity. This will be key to our success. Science is all about pooling insight and seeing problems from as many perspectives as possible. So, please share your thoughts.

I am also open to anonymous feedback am fully willing to facilitate it.

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

Basic Needs

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 performance in this course, is encouraged to contact:

foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858)246-2632

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/>

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:

<https://blink.ucsd.edu/technology/file-sharing/zoom/index.html>

UC San Diego Academic Policies

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.

(Source: Bertram Gallant, T. (2017). Teaching for integrity. UC San Diego Academic Integrity Office.)

Refer to:

[UCSD Student Conduct Code](https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf)

(https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf)

[Principles of Community](https://ucsd.edu/about/principles.html)

(<https://ucsd.edu/about/principles.html>)

Religious Accommodation

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

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, ophd@ucsd.edu, or reportbias.ucsd.edu.

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 | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS)

858.534.3755 | <https://caps.ucsd.edu>

Subject to Change Policy

The information contained in this course syllabus, other than the grade and absence policies, may be—under certain circumstances such as mutual agreement to enhance student learning—subject to change with reasonable advance notice.