

Endocrinology
BIPN 120, Spring 2022
 Tues and Thurs, 12:30-1:50 pm
 GH 242

Instructor: Dr. James Cooke
 email: j2cooke@ucsd.edu (if you email me, please include “BIPN 120” in the subject)
 Office hours: After class on Tuesdays: 2:30 - 3:30 pm on zoom (check calendar on canvas)
 Location: Galbraith Hall 242. In person. With masks on.

Materials:

- Textbook: Greenspan’s Basic and Clinical Endocrinology, 10th ed. [older editions ok]

Evaluation:	pre-lecture quizzes (due Sundays at 11:59pm)	5%
	Syllabus quiz	1%
	Three Tests, starting Week 3	60%
	Final Exam	34%

Grades will follow the scheme below:

A+	≥ 90%	B-	70-73
A	85 - 89	C+	67-69
A-	80-84	C	64-66
B+	77-79	C-	60-63
B	74-76	D	50-59

No curving, no nonsense, no BS. The grade you receive is the grade you earned.

Podcasts: You can access the podcasts for our class at podcast.ucsd.edu. You’ll need to log in to access them, but they’ll be there after class. Can’t make it to class? No problem - watch the podcast. But I strongly recommend that you take in-class exercises seriously.

Tests: Are in person during class on the dates below. Can’t make it to the test (for any reason)? No problem, we’ve accommodated for that (see “Accommodations for exams” below). Tests will follow the schedule below:

Test #	Test date (Thursday of...)	Material covered
1	Week 3 (Apr 14)	Weeks 1 and 2
2	Week 6 (May 5)	Weeks 3, 4, 5
3	Week 9 (May 26)	Weeks 6, 7, 8.

Accommodations for tests: I will drop the lowest test score of the quarter. So the remaining test scores are worth 30% each. IF your final exam score is higher than your test scores, I will make the tests worth nothing and the final exam worth 94% of your year. If the final exam is higher than ONE two of your tests but not the other two, we will make the final exam worth 64% of your year - counting the 'high score' test (30%) but none of the others. So if you cannot make it to a test (for ANY reason), don't worry about it. Bear in mind: if you do not have a passing grade (because, for example, you have not taken any tests) and cannot take the final exam (eg: you are sick during finals week), you are NOT eligible to receive a grade of "incomplete". This is reserved for folks with passing grades. <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/regulations/500>

Regrades: if you would like any of your tests re-graded, you need to submit a hardcopy request for a regrade to Jim by the last day of class (June 3). Your request should refer to the answers provided on the answer key on canvas, and articulate how your answer compares. Jim will re-grade your tests **after final grades** have been calculated IF: you don't already have a grade of "A" in the course; OR changing your test grade would actually change your letter grade. These re-grades will be processed before your final letter grade is submitted to the registrar's office.

Pre-lecture quizzes: Each week (starting week 2), I will assign some reading from your textbook and there will be a quiz that goes along with the pre-reading. Both the assigned reading and quiz will be located in the "pre-lecture" folder for that particular week on our Canvas site. I will (try to) post the quizzes by midday Friday, and they will be due at 11:59 pm on Sunday. You can take each quiz twice, and I will record the higher of the two grades. I will drop the lowest TWO pre-lecture quizzes of the quarter.

Syllabus quiz: you will have unlimited opportunities to take the syllabus quiz. The highest grade will be recorded. The syllabus quiz will be open from the beginning of class until the first test (12:30 pm, Thursday April 14).

Discussion Sections: are voluntary. You can attend any section you like. However, in the event that the room is at (or over) capacity, preference will be given to students registered for that particular section. Sections are scheduled to be in person, at the location and time provided by the registrar. Sections will begin **week 2**.

Student-centered classroom: it is important to me that our classroom is space where we are able to engage with the material in a meaningful way. There is substantial literature indicating that using class time to answer questions and discuss the content with peers leads to improved outcomes (see: Menekse et al., 2013; Freeman et al., 2014). For that reason, we will spend some time each class answering questions and discussing the content in small groups.

Community Centers at UCSD: The community centers listed below are a great resource for our students to find some comfort and support. Many of them have spaces that you can use to host (for example) group study sessions. I encourage you to visit them in person (when safe!) And feel free to reach out to them at any point. You do not need to identify as a member of these community centers to use them. They are full of wonderful people who want you to succeed!

Center	Contact		Center	Contact
ASIAN PACIFIC ISLANDER MIDDLE EASTERN DESI AMERICAN PROGRAMS &	https:// apimeda.ucsd.edu/ index.html		LGBT RESOURCE CENTER	https://lgbt.ucsd.edu/
BLACK RESOURCE CENTER	https:// brc.ucsd.edu/		RAZA RESOURCE CENTRO	https://raza.ucsd.edu/ index.html
CROSS CULTURAL CENTER	https:// ccc.ucsd.edu/		WOMEN'S CENTER	https:// women.ucsd.edu/
INTERTRIBAL RESOURCE CENTER	https:// itrc.ucsd.edu/		STUDENT VETERANS RESOURCE CENTER	https://svrc.ucsd.edu/

Accommodations: I am happy to make any/all accommodations possible to help students succeed in this course. Please let me know as soon as possible about any accommodations you may require.

Values

I want our classroom to be a place where we are free to explore the material in a manner that is respectful and engaging. We should feel free to make mistakes and ask challenging questions of each other. To that end, I've included a table below that outlines what students can expect from the teaching team, and what we should be able to expect from them.

	It is expected that students will:	The students can expect that we will:
Honesty	<ul style="list-style-type: none"> demonstrate your knowledge and abilities without outside aids or looking at the answers of others during exams. 	<ul style="list-style-type: none"> evaluate your knowledge of course concepts objectively and honestly. admit if a mistake has been made, and correct the mistake.
Responsibility	<ul style="list-style-type: none"> show up to class on time, ready to think critically about, and engage meaningfully with, course material. 	<ul style="list-style-type: none"> use student-centered approaches in the classroom that have been shown to increase retention of course material, improve grades, and lower failure rates for all students, especially first-generation students and under-represented minorities (Eddy and Hogan, 2014).
Respect	<ul style="list-style-type: none"> use language in the classroom that is inclusive and respectful of myself and your peers. 	<ul style="list-style-type: none"> help facilitate respectful dialogue amongst students. engage with students in a respectful
Fairness	<ul style="list-style-type: none"> contribute meaningfully to group discussions, so as not to take advantage of others. 	<ul style="list-style-type: none"> Create and grade assessments in a manner that is objective and reasonable. Treat all groups equally.
Trustworthiness	<ul style="list-style-type: none"> not post any of our course content (slides, practice problems, pre-reading quiz problems) on the internet 	<ul style="list-style-type: none"> respond to emails in a timely fashion, IF the answer to any question is not in the syllabus
Courage	<ul style="list-style-type: none"> say or do something when you see actions that undermine the above values. 	<ul style="list-style-type: none"> happily receive constructive criticism about our teaching at any time. say or do something when we see actions that undermine the above values.

modified with permission from Dr. Tricia Bertram Gallant.

Please see the UCSD rules on Academic Integrity and Standards (academicintegrity.ucsd.edu). When in doubt, just ask a member of the teaching team. The teaching team and I are obligated to report all incidents of cheating to the Academic Integrity Office.

Teaching Team, Sections and Office Hours

Who	email	What	Where	When
Melissa Johnson	m5robert@ucsd.edu	Section	HSS 1315	Mon 2 - 3
			HSS 1315	Mon 3 - 4
		Office hour		
Kian Falah	kfalah@ucsd.edu	Sections	HSS 2154	Mon 6 - 7 p
			HSS 2154	Mon 7 - 8 p
		Office hour		
Sophia Juarez	saj049@ucsd.edu	Section	HSS 1305	Thu 6 - 7 p
			HSS 1305	Thu 7 - 8 p
		Office hour		
Jazmin Rio	jrio@ucsd.edu	Section	Center 218	Wed 8 - 9 am
			HSS 2154	Wed 2 - 3
		Office hour		
Michelle He	m3he@ucsd.edu	Section	HSS 1315	Mon 1 - 2
		Office hour		
Giselle Santiago	gisantia@ucsd.edu	Section	HSS 2154	Wed 6 - 7 p
		Office hour		

Tentative Schedule BIPN 120, Spring 2022

Week	Date	Topic
1	Mar 29, 31	Receptors and Hormones: Nuclear, membrane-bound and enzyme-linked; Steroids, peptides, eicosanoids
2	Apr 5 - 7	Feedback control theory Hypothalamus - anterior pituitary
3	Apr 12 - 14	Posterior pituitary Growth Hormone Test #1, covering Weeks 1 & 2 material
4	Apr 19 - 21	Thyroid
5	Apr 26 - 28	Reproduction: testicle-having folks Reproduction: ovary-having folks
6	May 3 - 5	Menstrual cycle pregnancy Test #2, covering Weeks 3, 4, 5 material
7	May 10 - 12	Calcium homeostasis
8	May 17 - 19	Metabolism: pancreatic hormones, diabetes, hypoglycemia, lipoproteins, cholesterol
9	May 24 - 26	Adrenal cortex Test #3, Thursday, covering Weeks 6, 7, 8 material
10	May 31 - June 2	Adrenal medulla
	June 6, 11:30-2:30 pm	Final exam: Comprehensive