

## Welcome to BILD 4 Spring 2023

### General

Instructor: Dr. Stephanie Mel [smel@ucsd.edu](mailto:smel@ucsd.edu)  
 Mel Office Hours: Wednesdays 12:30 - 1:30 Art of Espresso Coffee Cart, Mandeville auditorium

### Instructional Assistants

Noah Gaitan	<a href="mailto:ngaitan@ucsd.edu">ngaitan@ucsd.edu</a>	Sections A01 and A05
Megan Mattson	<a href="mailto:mkmattso@ucsd.edu">mkmattso@ucsd.edu</a>	Sections A01 and A05
Vanessa Lin	<a href="mailto:tzi001@ucsd.edu">tzi001@ucsd.edu</a>	Sections A02 and A06
Max Gruber	<a href="mailto:mgruber@ucsd.edu">mgruber@ucsd.edu</a>	Sections A02 and A06
Min Nam	<a href="mailto:senam@ucsd.edu">senam@ucsd.edu</a>	Sections A03 and A07
Celina Abushawish	<a href="mailto:cabushaw@ucsd.edu">cabushaw@ucsd.edu</a>	Sections A03 and A07
		Students in A04 and A08 will be placed in other sections

### Learning in this course

BILD 4 aims to develop an understanding for research in the biology. Specifically, we will:

- Collaborate with one another to learn foundation biological concepts and skills
- Engage in research and learn to construct scientific arguments: conclusions with evidence and reasoning
- Learn about research opportunities and other resources on campus

BILD 4 is designed to be a collaborative environment for everyone to learn together and construct a shared understanding of the material. Instead of memorization, we will focus on developing an understanding of fundamental concepts and skills as they apply to different examples and learn to draw conclusions based on evidence and reasoning. We will utilize class and laboratory time to construct and apply our knowledge, troubleshoot challenging topics, practice problem solving, and develop skills in critical thinking. Assignments will challenge us to think critically about data and experiments.

### Course logistics

The core learning components in this course are comprised of independent and team work on studying and completing assignments. Course materials, announcements, and other important details will be available on the Canvas. Please check the course website and your @ucsd email regularly.

**Course schedule** - Posted Separately on Canvas.

**Mel Office hours - Wednesdays from 12:30 - 1:30 at Art of Espresso Coffee Cart at Mandeville Auditorium, or by appointment**

### Grading

Our course grade has the following components: contribution (15%), writing assignments (25%), final project (30%), quizzes (30%).

The general grading scheme is as follows, although it may be adjusted to improve everyone's grades if necessary. Exact boundaries will be determined based on final grade distributions: Because course assessments are not perfectly precise, grade cutoffs will be identified by large gaps in between individual scores. However, our 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%	B+	87-90%	C+	77-80%	D	60-70%
A	93-97%	B	83-87%	C	73-77%	F	0-60%
A-	90-93%	B-	80-83%	C-	70-73%		

**Contribution:** Active intellectual engagement and contribution throughout the quarter is essential to learning in this course. There will be a number of contribution items including pre-assignments, laboratory activities, research notebooks, shared data sheets, attendance/participation in lecture and lab, pre-lab quizzes, etc. The contribution items are low-stake assignments designed to engage everyone in thinking about the course materials. Contributions will be graded on a scale 0, 0.5, and 1 for thoughtful completion and not accuracy. Completing 90% or more of all contribution items will earn the full contribution grade. For example, if there are 20 contribution items, completing 18 or more items will result in 20/20; completing 17 items will result in 17/20. Contribution points can be deducted for lack of professional behavior - for example, arriving late to lab consistently, not following directions in lab, etc.

The best way to learn how to solve problems and deepen our understanding is to work through the course materials and discuss them with fellow classmates and the instructional team. To do so, we will discover and construct an understanding together instead of directly giving answers to the problems.

**Writing assignments:** These assignments will focus on analyzing research data in the biological sciences, generating figures, and drawing conclusions that are supported by evidence and reasoning in the form of scientific arguments. Please see Canvas throughout the quarter for more details.

**Quizzes:** There will be 4 quizzes in lecture. Quizzes 1 - 3 will be during weeks 4, 6 and 8. Your lowest quiz score of quizzes 1 - 3 will be dropped. Quiz 4, during week 10 of lecture is a cumulative double quiz - this score can't be dropped. Please see Canvas throughout the quarter for more details.

**Group work:** A major goal of the course is to learn to collaborate with others. Unfortunately, despite best efforts and intentions, groups do not always function optimally. Dealing with these challenges is a natural part of the learning experience. Everyone is expected to contribute fully and equitably to group work as part of the university learning community. If significant disputes occur over the relative contribution of individual members of the group, students can submit an appeal. Please contact Dr. Mel for more information.

**Absences and late or missing assignments:** We understand that unforeseen events (family emergencies, documented illness, etc) may interfere with getting assignments in on time or may cause you to miss lab. For missed quizzes or writing assignments due to *documented* illness or serious family emergency, please contact the course instructor as soon as possible, and you will be given the opportunity to complete a makeup assignment. If you have unexcused absences from lab you will not have the opportunity to complete a makeup assignment. If you miss more than 2 labs with unexcused absences your grade will drop by 10% for each missed lab.

**Regrades:** If a grading error has been made, please submit a regrade request to the course instructor within one week of the assignments being returned. In the request, please include a concise description or explanation for the regrade request. Regrades are submitted with the understanding that the instructional team may: (1) regrade the entire assignment, and (2) compare the submitted paper to a copy of the original assignment. As a result, the overall grade may go up or down or remain the same after the regrade.

## Academic integrity

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

Integrity of scholarship is essential for an academic learning community. In this course and at the university, we expect that both students and the instructional team will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to

whom it is assigned, without unauthorized aid of any kind. The instructional team will exercise care in planning and collaborating with students on academic work.

When people collaborate to work toward a common goal, shared values must be established so that everyone understands the acceptable ways for working together. In this course, we are using a statement of values to describe the behaviors for maintaining and protecting these values. The statement is open to discussions and possible alterations based on mutual agreements among all students and the instructional team. In collaborative work, each team should discuss these values and agree on mutual expectations.

The following course statement of values is adapted from the Academic Integrity Office:

	As students, we will ...	As the instructional team, we will ...
Honesty	<ul style="list-style-type: none"> <li>Honestly demonstrate knowledge and abilities according to expectations</li> <li>Communicate without using deception, e.g. citing appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>Give honest feedback</li> <li>Communicate honestly about expectations and standards through the syllabus and course materials</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Complete assignments on time</li> <li>Be on time and fully contribute to team learning and activities</li> </ul>	<ul style="list-style-type: none"> <li>Give timely feedback</li> <li>Be on time and mentally present</li> <li>Create relevant activities for learning</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Speak openly with one another while respecting diverse perspectives</li> <li>Provide sufficient space for others</li> </ul>	<ul style="list-style-type: none"> <li>Respect different perspectives</li> <li>Help facilitate respectful exchanges</li> </ul>
Fairness	<ul style="list-style-type: none"> <li>Contribute fully and equally to collaborative work</li> <li>Not seek unfair advantage</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 teams equally</li> </ul>
Trustworthiness	<ul style="list-style-type: none"> <li>Focus on relevant work while 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> </ul>
Courage	<ul style="list-style-type: none"> <li>Say or do something when we see actions that undermine these values</li> <li>Accept consequences for 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 these values</li> <li>Accept consequences for upholding and protecting the above values</li> </ul>

All course materials are the property of the instructor, the course, and 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.

**Principles of community** | Website: <https://ucsd.edu/about/principles.html>

Our campus is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. Faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, we strive to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. Faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

**Accessibility and inclusion** | Website: <http://disabilities.ucsd.edu> | Contact: [osd@ucsd.edu](mailto:osd@ucsd.edu)

Any student with a disability is welcome to contact us early in the quarter to work out reasonable accommodations to support their academic success. 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). Students are required to discuss accommodation arrangements with the instructor and OSD liaisons in the program in advance of any exams or assignments.

Whenever possible, we will use universal designs that are inclusive. For example, colors used in this syllabus are distinguishable by most colorblind and non-colorblind people, and this font is designed to be dyslexic friendly. If you have feedback on how to make the course more accessible and inclusive, please get in touch!

**Discrimination and harassment** | Website: <http://ophd.ucsd.edu> | Contact: [ophd@ucsd.edu](mailto:ophd@ucsd.edu)

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. The mission of OPHD is to educate the entire UC San Diego community about these issues and to assist with the prevention and resolution of these issues in a fair and responsible manner. In collaboration with other UC San Diego resources, OPHD promotes an environment in which all members of the UC San Diego community can work, learn and live in an atmosphere free from all forms of bias, harassment and discrimination.

Students may feel more comfortable discussing their particular concern with a trusted employee, such as a student affairs staff member, faculty member, department chair, 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. Our campus is committed to upholding policies regarding discrimination and harassment.

## Campus Resources

### Academic support

<a href="#">Academic integrity</a>	Policy and strategies to excel with integrity
<a href="#">Geisel Library</a>	Research tools and eReserves
<a href="#">Learning strategies</a>	Metacognitive support to address learning challenges
<a href="#">Library guide for BILD 4</a>	Starting point for navigating campus library resources
<a href="#">OASIS</a>	Support for intellectual and personal development
<a href="#">REAL Portal</a>	Internships and other hands-on experiential learning opportunities
<a href="#">Remote learning</a>	Preparing to learn remotely
<a href="#">Student Success Coaching</a>	Peer mentor program with information, resources, and support
<a href="#">Technical support</a>	Assistance with accounts, network, and technical issues
<a href="#">Writing Hub</a>	Peer writing mentors and support to improve writing skills

### Student resources

<a href="#">Basic needs</a>	Access to food, housing, and financial resources
<a href="#">Counseling and Psychological Services (CAPS)</a>	Confidential counseling, consultations for psychiatric services, and mental health programming
<a href="#">Community centers</a>	Programs for students and resources toward a socially just campus
<a href="#">Equity, diversity, and inclusion</a>	Toward a campus climate of respect, fairness, and cooperation
<a href="#">Office for Students with Disabilities (OSD)</a>	Support for students with disabilities, including accessibility resources and reasonable accommodations
<a href="#">Triton Concern Line</a>	Support for students of concern at (858) 246-1111

