

# Microbiology Laboratory

**BIMM 121**

**Spring 2023**

**INSTRUCTOR:** Cindy Gustafson-Brown, Ph.D. (Dr. Gus)

**office location:** Humanities and Social Sciences 1145F

**office hours:** Wed, 12:45-1:45 PM (starting during week 2), location TBA

**email:** [cgb@ucsd.edu](mailto:cgb@ucsd.edu)

IF YOU EMAIL, PUT **BIMM 121** IN THE SUBJECT LINE.

IN YOUR EMAIL, INCLUDE YOUR:

- FIRST AND LAST NAME
- PID
- SECTION NUMBER
- IA NAME

Please present your questions about course material in person during office hours or in lab, not by email. I cannot guarantee an answer to your email, unless it is an urgent issue.

**LECTURE:** Tu/Th 12:30-1:50 PM, in Center 109, Lectures will be podcast.

## **LABS**

Section	Time	location	IA	email
B01	Tu/Th 2-4:50	TATA Hall 2101	Kloy Ocampo	<a href="mailto:k1ocampo@ucsd.edu">k1ocampo@ucsd.edu</a>
B02	Tu/Th 2-4:50	TATA Hall 2102	Eesha Rangani	<a href="mailto:erangani@ucsd.edu">erangani@ucsd.edu</a>
B03	We/Fr 2-4:50	TATA Hall 2101	Emily Karapetian	<a href="mailto:emkarape@ucsd.edu">emkarape@ucsd.edu</a>
B04	We/Fr 2-4:50	TATA Hall 2102	Emily Yang	<a href="mailto:yoy004@ucsd.edu">yoy004@ucsd.edu</a>

## **COURSE STRUCTURE**

This course is designed to illustrate processes central to microbiology and familiarize students with skills required for handling and characterizing different microorganisms. Emphasis will be on microbial ecology, microbial genetics, microbial physiology, and microbial evolution.

Through inquiry-based experiments, students will be able to appreciate microbes' involvement in health, industry, the environment, and everyday life. Throughout the course, students will learn how to work with live microbes at the bench, as well as scientific reasoning, scientific writing, and analysis microbial genomes via bioinformatics.

## **TEXTBOOK**

BIMM 121 Lab Manual, author Katherine Petrie. Available at the UCSD Bookstore.

## **REQUIRED EQUIPMENT**

For this lab you will need to bring:

### **1. To lecture**

- a. an iClicker (Your iClicker **MUST** be registered on Canvas in order for your responses to be assigned to you.)
- b. a calculator

### **2. To lab**

- a. a calculator
- b. eye protection
  - i. Standard prescription eye glasses are **NOT** sufficient.
  - ii. You may wear either safety glasses or goggles, although goggles tend to fog.
  - iii. You must be able to look through a microscope while wearing the safety glasses, so they should not bulge outward.
- c. long pants (not leggings, not anything tight-fitting, not cropped)
- d. closed-toe shoes (no sandals, flip-flops, or other open footwear)
- e. something to tie back long hair
- f. a laptop computer would be helpful on certain days (There are some Apple computers in the lab, but not enough for every student.)

## **LAB SAFETY TRAINING**

Enrolled and waitlisted students **MUST** successfully complete the Biology Lab Safety Training and Assessment by the second lab:

<https://biolabclass-safetyquiz.ucsd.edu/introduction>

## **BEFORE YOU START THIS COURSE**

BILD 1 is a prerequisite for this course. It is assumed that you already have a basic (BILD 1-level) knowledge of the topics listed below. These foundational concepts are the bread and butter of a biology major. **If these are fuzzy, or fading in your memory, you should review them before class.**

- the metric system
- general categories of microbes and their definitions and characteristics
  - eukaryotic organisms, prokaryotic organisms
- basic cell structure
- basic biochemistry (glycolysis, TCA cycle, electron transport chain, photosynthesis)
- central dogma of biology

## **COURSE WEBSITE**

This course is on Canvas (<https://coursefinder.ucsd.edu>) and should automatically appear on your Canvas account when you register for the class. We will use Canvas to post information on experiments, homework, quizzes, schedules, readings and practice material, experimental data, report guidelines, etc. This website will also be used to post any announcements that pertain to the class. Please check the site regularly and update yourself on the information provided.

**Adjust your Canvas settings to push BIMM 121 announcements to your email!**

## **ATTENDANCE AND ABSENCES**

1. All students are expected to attend **lecture** regularly. There will be clicker points during lecture which will contribute to your grade. It is assumed that all students will have a couple of absences, for which you do NOT need to get approval. Please do not come to class sick. It is fine to miss a couple days. If you miss more than that, it will start to eat into your clicker points.
2. Your attendance is required at **EVERY lab**. You may only leave lab after you *and your team* have finished the experiments for the day and finished cleaning up.
3. Absences due to **scheduling conflicts** (e.g. other classes, exams, scheduled meetings, etc) will not be excused. If you are likely to have interviews for graduate school, please schedule them on non-lab days.
4. If you are **ill or have an emergency** on a day or when there is a lab, exam or assignment due, email as soon as you are able. It is not sufficient to contact your IA alone as your IA does not have the authority to excuse your absence. All absences without **PRIOR** approval of the instructor (not the IA) will be considered unauthorized, unless an emergency prevents you from notifying us. If an emergency prevents you from contacting us prior to the lab, you must contact Dr. Gus within 24 hours to explain.
5. UCSD's policy is that "Vaccinated students who have been exposed [to COVID-19] are allowed to attend class and move about campus masked" which includes attending in-person exams. **This does not include people who have COVID symptoms or a positive test result.** You can find an up-to-date policy and more details here: <https://returntolearn.ucsd.edu/return-to-campus/exposure-contact-tracing/index.html>
6. **5% penalty** to your course score for the first unauthorized, unexplained absence from the lab. If there is a second such absence, you will receive a failing grade in the course.
7. **Tardiness** in the lab will impact your grade. You will miss important announcements and instructions. If you are late to lab more than once, you will receive a **1%** penalty for each additional infraction.

## **ASSIGNMENT DEADLINES AND SUBMISSION POLICIES:**

1. There is a 10 minute grace period on assignment due dates. The penalty for late assignments is 50%, if turned in by 5 PM the next day. Assignments will not be accepted after that.
2. For assignment submitted online, it is the student's responsibility to verify that the submission has been successful.

3. By taking this course, students agree that their assignments will be subject to review for textual similarity by Turnitin for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the terms of use agreement posted on the Turnitin site.
4. Although you may be discussing data with partners, you must submit your own homework, *written in your own words*. **Copying someone else's homework is cheating. Showing your homework to someone else is likewise cheating.** (see below)

## **HOW WILL THIS CLASS WORK??? WHAT DO I DO???**

### **1. Reading, tutorials, videos** (lab manual, and links posted on Canvas)

There will be reading in the lab manual that corresponds to each lab. This reading should be completed by the lecture BEFORE to the lab. Also, you will find a module posted on Canvas corresponding to each week. Within that module there may be additional reading, tutorials, and/or videos that are assigned for that week. You are expected to study the relevant material BEFORE the lecture that it corresponds to.

*WHY DO WE PROCESS INFORMATION BEFORE THE LECTURES?* The assigned material will have to be consumed *at some point*. It will be to YOUR benefit to do so before lecture, rather than after class. Having a preliminary exposure to the material beforehand will result in more productive learning during class. Lectures will make more sense to you, we will make more progress, and you will be able to ask questions about what you don't understand during class.

We assume you are here to learn. Just like athletic training for your body, learning requires **effort**. Did you know that studying results in *physical* brain development? Research shows this! Consider this a weight-lifting class for your brain. No one else can do the exercising for you. If you do it, your "thinking muscles" will grow and so will your success in life. Our goal is your success. We are equipping you to change the world!!!

### **2. Lectures and clicker questions** (6% of the course grade)

Lectures will **start** with a 3-question, multiple-choice, clicker quiz on the material that was assigned for reading/viewing prior to that lecture. These clicker questions will be shown on slides framed by an **orange box**. Clicker questions will begin on **Tues, April 11**. We will start recording clicker points on **Thursday, April 13**.

As you prepare for class, think about what these questions might be. Learning to *anticipate* questions will supercharge your study skills. **You do not have to get all these questions correct to get full credit.** (See below.)

**After** the initial three clicker questions, there will be additional, thought-questions sprinkled throughout the lectures. The slides with these questions will be framed by a **green box**. The number of questions will vary from day to day. You will independently click in to vote on an answer, based upon your initial impression. Then, you discuss the question for a couple minutes with other students, followed by a second opportunity to click in. **These questions will NOT be graded for accuracy, only for participation.**

The clicker questions are a good chance for you to notice if you are confused on certain topics or protocols. **Please follow-up on things you are confused about! Ask questions in class or lab, come to office hours!**

### Grading of clicker questions

- a. **Orange box (quiz) questions = 3%** of your grade.
  - Get **65%** of these questions correct to get full credit for the quarter.
  - There is a sliding scale of credit up to this maximum.
- b. **Green box questions = 3%** of your grade.
  - It does not matter whether you get these right or wrong.
  - Participating in **75%** of these questions during **75%** of the lectures gives you full credit.
  - No partial credit.

The iClicker **MUST** be **registered on Canvas** in order for your responses to be assigned to you. Most students will have a legitimate excuse for a couple of unavoidable absences in lecture during the quarter. This is already factored into the grading scheme for clicker points, and it is why you do **NOT** have to be there every day to get full credit. **DO NOT ASK TO MAKE UP CLICKER POINTS IF YOU ARE ABSENT, EVEN IF YOU ARE ABSENT FOR A GOOD REASON.** If you are not in class, you do not get points. And that is OKAY.

Further, most students have a day when they forget their clicker or the batteries die. This policy applies to those situations as well. Solving all these problems for every student during a quarter would be a huge administrative headache. Instead, we just build margin into the system, to allow for missing days and/or questions.

**Clicker scores will not be posted on Canvas.** The answers to the quiz questions (**orange** box questions) are announced during lecture, which is podcast. If you want to keep track of your performance on quiz questions you should keep a record of your answers in your notes. The slides, including the clicker questions, will be posted after each lecture. You may also keep track of your responses to the **green** box questions and compare them to the total number of questions asked.

You may **NOT** share a clicker with another student. Further, if you are found to be using another student's clicker, or if another student is using your clicker, you will receive a failing grade in the class, and will be referred to the Office of Academic Integrity for administrative discipline.

### **3. Lab sessions** (twice per week)

We will have a three-hour lab twice per week. You will have the opportunity work with microbes, including practicing basic microbiology laboratory techniques.

### **4. Lab notebooks** (10% of the course grade)

Keeping a thorough and organized lab notebook is an essential skill for any lab researcher. Some labs require hard copies and others use digital versions. In BIMM 121, we will use online lab notebooks. You will receive instruction on how to keep a good lab notebook.

## 5. Professionalism and lab skills (8% of the course grade)

All students are expected to be good lab citizens. The **professionalism** portion of the 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. This includes in-person and electronic communication. Students will be assessed according to their:

- a. attitude
- b. cooperation with others
- c. respectfulness
- d. conscientiousness
- e. work ethic
- f. integrity
- g. scientific approach (*e.g.* experimental design, controls, trouble-shooting)
- h. thoughtful questions
- i. prompt submission of online data sets from lab

When you get a job, these characteristics will likely be evaluated in your first “job review.” Unprofessional interactions consume time, yet have no meaningful benefits to you, your fellow students, or the teaching team. In the workplace, being unprofessional to your colleagues or supervisors will only discount you. When you are discounted, you will not be invited for new opportunities that you may or may not be aware of. Because a lab class is intended to prepare you for doing research in a real lab, we encourage the development of traits that will make you and those working with you successful.

Further, every technician/researcher who works in a lab is expected to come to the lab prepared, with a thorough understanding the experiments they are about to conduct. This is basic lab competence, and to do otherwise would be negligence. It requires studying in advance, before arriving in the lab. Students are expected to come to lab **PREPARED**. This means you have **studied the protocols** beforehand and arrive with a basic understanding and plan for what you will be doing.

Finally, during the labs we evaluate the development of **techniques** and **skills**, which require students:

- a. be on time
- b. pay attention during instructions
- c. carefully manage lab procedures (*e.g.* aseptic technique, proper waste disposal)
- d. adapt to unforeseen procedural changes
- e. develop accuracy
- f. grow in their ability to work independently
- g. be responsive to correction (**be teachable**)
- h. be careful with university property
- i. keep their workspace tidy
- j. conduct themselves safely (*e.g.* consistently wear PPE, exercise caution with an open flame, etc)

**You will be expected to get into the habit of methodical, well-planned and organized work by mid-quarter. This will help you with the experiments in the second half of the course.**

## **6. Homework** (26% of the course grade)

There will be **three** homework assignments during the quarter. The prompts will be posted on Canvas.

## **7. Office hours**

Students are encouraged to come to **Dr. Gus' office hours**, which will be Wed, 12:45-1:45 PM. Even if you don't have questions prepared in advance, do come! If you are struggling or you don't know where to start, do come! I'm happy to tutor you. Even if you want to talk about other things, like grad school or career options, do come! I also make appointments for private meetings or zoom calls.

There will also sometimes be extra time at the end of lab, when you may talk with Dr. Gus or the IAs about any questions you have. (Don't forget the IAs can also help you be successful in this class!)

## **8. Oral presentations** (6% of the course grade)

Each pair of students will be responsible for providing one 15 minute presentation, during week 10. The oral presentations will be evaluated by the instructor and IAs.

## **9. Exams** (44% of the course grade)

There are two exams. They are in-person and closed-book, closed-notes, primarily short answer with a few true/false, multiple choice, and fill-in-the-blank questions. The second exam is cumulative.

Exam 1          22% of your grade          Thur, May 4, in lecture (12:30-1:50)

Exam 2          22% of your grade          Thur, June 1, in lecture (12:30-1:50)

Your handwriting must be legible; we will disregard answers which cannot be deciphered.

Dr. Gus will post **review sheets** shortly before each exam.

There are no old exams for this course.

## **REGRADE POLICY**

will be posted on Canvas

## **COMPONENTS OF THE COURSE GRADE**

<b>Component</b>	<b>weight</b>
iClicker questions in lecture	6%
Homework	26%
Lab notebooks	10%
Professionalism and Lab skills	8%
Oral presentation	6%
Exam 1 (May 4, in lecture)	22%
Exam 2 (June 1, in lecture)	22%



**Note:** Just coming to lab does not ensure that you will get a passing grade in the class. You must hand in all assignments and get a passing score on those assignments to get a C- in the class. You will not pass the course if the combined score for your two exams is less than 50%.

### **GRADE DISTRIBUTION**

A = 87% - 100%      There will be pluses and minuses.  
B = 76% - 86.9%  
C = 65% - 75.9%  
D = 56% - 64.9%  
F = below 56%

### **UCSD EMAIL**

The UCSD Policy and Procedural Manual states that UCSD email is “a recognized and official means by which University officials (including your IA and instructor) may, at their discretion communicate with students.” This means Your UCSD email is an official means of communication! The policy further states, “it is essential that students attend to messages sent to their official UCSD email address.”

### **ACADEMIC INTEGRITY**

**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. **Academic misconduct** is defined as any prohibited, dishonest means to receive course credit, a higher grade, or avoid a lower grade. Academic misconduct misrepresents your knowledge and abilities, which undermines the instructor’s ability to determine how well you’re doing in the course.

The Office of Academic Integrity has compiled a useful list of tips here:

<https://academicintegrity.ucsd.edu/take-action/covid-19-students.html>

**Academic misconduct includes but is not limited to:**

1. **Cheating**, such as using "crib notes" during an exam or copying answers from another student on an assignment.
2. **Plagiarism**, such as using the writings or ideas of another person, either in whole or in part, without proper attribution to the author or the source. Copying anything from any source is plagiarism if the source is not clearly cited. Plagiarism is stealing someone else's ideas and presenting them as your own.
3. **Collusion**, such as engaging in unauthorized collaboration on exams or assignments, completing for another student any part or the whole of an exam or assignment, or procuring, providing or accepting materials that contain questions or answers to an exam or assignment to be given at a subsequent time.

Your homework is to be your own work, *i.e.* **your own ideas** written in **your own words**. While lab partners may discuss data, **you may not view, copy or paraphrase, to any extent, current or past homework written by other students**. This is plagiarism, a direct attempt



by the student to present the ideas of others as their own, and is no different than cheating on an exam. Although common data sets may be analyzed by the class, the creation and labeling of any figures, graphs, and tables must be done independently.

Further, **you are not to show your written work** to any other student.

If you have questions about the difference between discussing your work with others and unauthorized collaboration, please ask your instructor for clarification.

It is a violation of academic integrity to use another student's iClicker in class, or to allow another student to use your iClicker.

In this course, we need to establish a set of shared values. On the next page are values\* adopted from the [International Center for Academic Integrity](#), which serve as the foundation for academic integrity.

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

	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 on our teams</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>Trustworthiness</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>

BIMM 121 students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity. **Because all quizzes, exams, homework, and iClicker participation are required for satisfactory completion of this course, any student caught cheating on a quiz, exam, homework or iClicker participation may be given a failing grade for the course and referred to the Office of Academic Integrity for administrative discipline.** Please do not risk your future by cheating!

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.

## **ACCESSIBILITY**

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

<https://biology.ucsd.edu/education/undergrad/osd.html> | [bioosd@ucsd.edu](mailto:bioosd@ucsd.edu) (UCSD Biology)

Instructors are unable to provide accommodations unless they are first authorized by the Office for Students with Disabilities (OSD). Any student with a disability is welcome to contact me AND the Biology OSD liaison **early** in the quarter to work out reasonable accommodations to support their success in this course. Students requesting accommodations must first provide a current Authorization for Accommodation (AFA) letter issued by OSD. Receipt of the AFA by the biology liaison in advance is necessary for appropriate planning for the provision of reasonable accommodations. Arrangements for special exams require the student to coordinate together with the Biology OSD liaison.

For more information, contact the OSD at (858) 534-4382 (voice), [osd@ucsd.edu](mailto:osd@ucsd.edu), or visit [osd.ucsd.edu](http://osd.ucsd.edu)

## **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

## TECHNICAL SUPPORT

<a href="#">Technical Support</a>	Assistance with accounts, network, and technical issues
<a href="#">Connect from Off-Campus</a>	Help connecting to electronic library resources such as eReserves and e-journals
<a href="#">Tech Lending Program</a>	Circulates technology items to UCSD students
<a href="#">UCSD Computer Access</a>	Locations of computers for student use across campus

## STUDENT RESOURCES

<a href="#">Basic Needs</a>	Provides access to food, housing, and financial resources
<a href="#">Counseling and Psychological Services (CAPS)</a>	Provides 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="#">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="#">CARE at the Sexual Assault Resource Center</a>	Support for victims of sexual assault 858.534.5793

## INCLUSION

If you have feedback on how to make the class more inclusive, please get in touch!

Office of Equity, Diversity, and Inclusion:

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

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

## 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, <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.

### **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.

### **LETTERS OF RECOMMENDATION**

If you might want a letter of recommendation, consider what a good letter would contain and how your actions in the course demonstrate the qualities you want highlighted in a letter. When students ask me for a letter of recommendation, I ask them to describe how they demonstrated critical thinking, leadership, collaboration, and professionalism. I will be looking for examples of these qualities *that I could have noticed* during lecture, lab and office hours. Actively participate in lecture and lab discussions. Talk to me in office hours: ask questions, offer your own ideas and interpretations, bring interesting facts/papers that are connected to the course material. If you don't actively show the qualities that are needed to earn a good letter, it will be hard for me to write a letter that is meaningful and useful.