

UCSD BILD 4: Introductory Biology Lab

Lab Schedule **Spring 2024**

Professor: **Dr. Brooke Pickett**

Professor contact: bpickett@ucsd.edu

Office Hour: M, 12:30 – 1:30pm, H&SS

1145B

Quarter start: **1/8/24**

Quarter end: 3/15/24

Overview: Welcome to BILD 4! In this class, we will develop an understanding for research in the biological sciences through discovery-based laboratory experiments. We will work in teams to collect, analyze, and present original research data while learning foundational biological concepts and laboratory skills. Data collected in this course will contribute to an on-going research project on soil microbiomes at the Scripps Coastal Reserve on campus. Instead of memorization, we will focus on developing an understanding of fundamental concepts and laboratory 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. Laboratory reports and the research proposal will challenge us to think critically about data and experiments. I know transitioning to college classes is stressful, so let's keep that in mind and make sure to treat each other with patience and understanding. **We're in this together, so if you have any issues or concerns, please let me know right away.**

COURSE MEETING TIMES

This course is fully in-person, with class commencing in Week 1. Please look closely at the following course meeting times and the more detailed lab schedule in this syllabus.

Lecture:

Section	Day	Time	Room
All	M	5pm – 6:20pm	PCYNH 109

Lab Meeting:

Section	Day	Time	Room	IA
B01	T	9am – 11:50pm	Tata 2301	Sam
B02	T	9am – 11:50pm	Tata 2302	Martin
B03	T	9am – 11:50pm	Tata 2303	Natasha
B04	T	9am – 11:50pm	Tata 2304	Esther
B05	Th	9am – 11:50pm	Tata 2301	Sam
B06	Th	9am – 11:50pm	Tata 2302	Martin
B07	Th	9am – 11:50pm	Tata 2303	Natasha
B08	Th	9am – 11:50pm	Tata 2304	Esther

IA Information:

IA Name	IA Email
Nhan (Martin) Dang Vu	ndangvu@ucsd.edu

Samantha (Sam) Ivezich	sivezich@ucsd.edu
Natasha Kanhirun	nkanhiru@ucsd.edu
Esther Zhou	h6zhou@ucsd.edu

COURSE DESCRIPTION

Required Materials: BILD 4 Lab manual (posted on CANVAS during Week 1) there is only 1 BILD4 manual and the author is either Dr. Lo or Dr. Mel. You'll also need a knee-length lab coat, safety glasses, and access to CANVAS. Lab coats and safety glasses can be purchased at the campus bookstore, Amazon, or Target. If you do not have access to a computer, please see "student resources" on CANVAS to request a loaner.

Course Structure: There are four course components: 1) lecture, 2) lab, 3) group project, and 4) BILD4 project. During lab, you will work in small groups and then answer questions regarding each lab's accomplishments. **Lecture and lab attendance are required** and will contribute to your grade (you must attend the lab section you are officially enrolled in). The core learning components in this course are comprised of collaborative activities in class meetings and laboratory sections, in addition to independent and group work on studying and completing assignments. Course materials, announcements, and other important details will be available on CANVAS (<https://canvas.ucsd.edu/>). **Please check CANVAS and your @ucsd email regularly** for updates and relevant information.

DETAILED COURSE SCHEDULE

Below is the **tentative** lab schedule; i.e. lab schedule may be a little ahead or behind track as the course progresses.

Week	Dates	Monday Lecture	Tuesday Lab (sections B01-B04) Thursday Lab (sections B05-B08)
1	Apr 1, 2, 4	Lecture: class introduction, finding sources, microbiomes	Lab: ice breaker, make logo, lab intro, literature search exercise (SL), field trip to reserve (FW1) to collect soil
2	Apr 8, 9, 11	Lecture: pipetting, statistics, excel	Lab: quiz, pipetting (BB1), writing assignment stats (BB2), start on WA 1
3	Apr 15, 16, 18	Lecture: soil properties, pH, dot plot, invasive plants	Lab: quiz, lab practical #1 (pipetting), measure soil pH (SP1), save soil aliquots (GB1), start group project ideas, set up moisture (SP2), FB1 Part 4 step 1 only
4	Apr 22, 23, 25	Lecture: plating, identifying bacterial species, replicates, controls	Lab: quiz, plate soil samples (TB1), moisture part 2 (SP3)
5	Apr 29, 30, May 2	Lecture: colony morphology, ecoplate setup	Lab: quiz, analyze plates (TB2), ecoplate setup (FB1)
6	May 6, 7, 9	Lecture: graphing, ecoplate calculations, chi-square, functional biodiversity	Lab: quiz, lab practical #2 (dilutions, excel), ecoplate read and analysis (FB2, FB3), continue project ideas

7	May 13, 14, 16	Lecture: sampling, DNA extraction, nanodrop, PCR	Lab: quiz, DNA extraction (GB2), nanodrop, run 16s PCR (GB3)
8	May 20, 21, 23	Lecture: gel electrophoresis, clean-up	Lab: quiz, gel electrophoresis of PCR (GB4), clean-up (GB5), finish group projects
9	May 27, 28, 30	Lecture: (no in-person lecture, watch lecture recording) IA talks	Lab: quiz, lab practical #3 (PCR, nanodrop, gel), work on poster
10	June 3, 4, 6	Lecture: IA talks, genetic biodiversity	Lab: quiz, writing assignment 4
Finals Week	June 14, 7pm – 9pm: Poster Presentation Session		

GRADING CRITERIA AND SCALE

The grading scale for the course is standard (see second table below). The course assignments will not be curved and the final grades will not be rounded. For example, this means a grade of 89.9% will not be rounded up to a 90%.

Graded Assignments	Points
<i>Weekly Assignments</i>	
Lecture Participation (10, 1pts)	10
Quizzes (9, 8pts)	72
Discussions (8, 3pts)	24
Prelab (7, 1pt)	7
Lab Notebooks (9, 2pt)	18
<i>Other Assignments</i>	
Scientist Spotlight (3, 5pts)	15
Writing Assignments (4)	60
Lab Practicals (3)	17
Group Project Questions	15
Poster Presentation	24
Presentation Engagement	5
Professionalism	2
Extra Credit	4
Total for Course	269

Letter	Percent	GPA
A+	96-100	4.0
A	94-95	4.0
A-	90-93	3.7
B+	86-89	3.3
B	84-85	3.0
B-	80-83	2.7

C+	76-79	2.3
C	74-75	2.0
C-	70-73	1.7
D	60-69	1.0
F	<60	0

LECTURE PARTICIPATION

At some point during every lecture, a simple question will be asked based on the material we just went over. Students will scan a QR code and fill out their name and answer on a Google form. **The Google form must be filled out while still in the lecture room**, otherwise it will not count toward your grade. If you have issues signing into the Google form, **immediately notify** Dr. Pickett after class, otherwise there is nothing we can do. The participation answers are not graded for accuracy, just completion. Students must be present in lecture the entire time to receive participation points. The lowest participation grade for lecture will be dropped at the end of the quarter (to account for any Google form issues). See attendance policy below for further information regarding how to report an absence, excused, and unexcused absences.

QUIZZES

Quizzes will be given once a week and cover material from the **previous week's** lectures, reading assignments, and labs. Quizzes are **in-person at the start of lab**. The quiz questions will be answered on CANVAS via a personal laptop or the lab benchtop computer. Each quiz contains 6 questions about the previous week's material and is timed for 12min. For example, the quiz during Week 2 lab will cover material from Week 1. This gives students plenty of time to prepare for the quiz and understand the material. This also means there will not be a quiz during Week 1 lab. **Students who are late for lab will not be given extra time to complete the quiz**. Students who have an excused absence (see attendance policy below) for lab will **complete the missed quiz in the next lab that they attend** (please reach out to your IA or Dr. Pickett to coordinate this) – failure to do so will result in a missed quiz. At the end of the quarter, your lowest quiz grade will be dropped.

DISCUSSION

The CANVAS discussion forum is a key learning tool for this course. It is driven by your curiosity and will help you make connections between what we learn in class and the real world. Every week you are required to make two posts, at least one of which must be an answer and the other can be a question or an answer. Your questions should be insightful and curious in order to earn points, asking a simple "googleable" question like "what is a native plant?" or questions regarding class assignments will not earn points. Your questions should relate (loose connections are fine) to something we covered in the course that week. In addition, answers to other student questions should not be guesses, but backed up by relevant literature (only journal articles, books) with a link to the reference. Please see CANVAS > Assignments for a **detailed chart explaining the post guidelines**. Posts must be made by 11:59pm on Fridays. The Week 1 discussion post is an ungraded ice-breaker.

PRELAB

Please ensure that you complete the prelab before each lab session. The prelab involves drawing out the procedure for the day's lab, which your instructional assistant (IA) will verify at the start of the lab. Please remember to bring the prelab with you to the lab, either in paper format or on an electronic device such as an iPad. There is no prelab for Weeks 1, 9, and 10. Students who have an excused absence (see attendance policy below) for lab will complete the missed prelab along with the lab makeup assignment by emailing a picture of their prelab to their IA by **no later than 3 business days after the missed lab** – failure to do so will result in a missed prelab. At the end of the quarter, your lowest prelab grade will be dropped.

LAB NOTEBOOK

Your answers to lab notebook questions will be completed during lab as a pair and then pasted into a GoogleDoc that will belong to your pair for the entire quarter. **The link to your pair's GoogleDoc can be found on CANVAS under "Important Files" > "Links to Lab Notebooks"**. The lab notebook questions will be posted on CANVAS under the weekly modules for each lab day. All entries should be completed by the end of the day on lab days (you should be able to complete them by the end of lab, but we wanted to give you some wiggle room). Lab entries will be checked once a week by your IA, at a time of their choosing, which means your GoogleDoc must be kept up to date after each lab. Each assignment will be worth 2pts. Students must be present and participating for the full lab time in order to receive any lab entry points for that day. Students who have an excused absence (see attendance policy below) for lab will **complete the lab makeup assignment by 3 business days after the missed lab** – failure to do so will result in a missed lab notebook assignment.

SCIENTIST SPOTLIGHT

Over the course of three assignments, we will be learning about biologists that counter the stereotype of who a scientist is. Details will be provided during lecture, in general, we will read a paper for Part I (5pt), write about a scientist for Part II (5pts), and read another student's scientist spotlight for Part III (5pts).

WRITING ASSIGNMENTS

There will be 4 writing assignments throughout the quarter. The assignments will focus on generating figures from data collected by all groups in each laboratory section and drawing conclusions that are supported by evidence and reasoning in scientific arguments. Some of the writing assignments will be done individually and some will be done as a pair. Please see CANVAS throughout the quarter for more details on these assignments.

LAB PRACTICALS

A lab practical is an assessment format commonly used in laboratory-based courses, in which students demonstrate their practical skills learned in the lab class. During each of the three lab practicals, students will be presented with a series of tasks or stations where they are required to perform specific experiments, analyses, or observations. For example, using a pipette, reading a gel electrophoresis, taking the average of data in excel, analyzing a graph, etc. The lab practicals will be timed and conducted individually. They are an important component of evaluating student's overall understanding of the lab material. Lab practical grades will not be dropped. Students who have an excused absence (see attendance policy below) for lab will **complete the lab practical in the next lab that they attend** (please reach out to your IA or Dr. Pickett to coordinate this) – failure to do so will result in a missed lab practical.

POSTER PRESENTATION

This project will be a research proposal written and presented in poster format collaboratively with your lab group. **The poster session will take place during the course final exam time.** Each group will identify a topic to study hypothetically and then propose experiments to investigate that topic using foundational concepts and laboratory skills learned in the course. Group project questions and an individual presentation engagement assignment will be included under this research project. Please see CANVAS throughout the quarter for more details.

PROFESSIONALISM

This portion of the course grade is intended to engage students in considering the impact of their actions on their own learning and the learning of others in the course. We want to prepare you for a career in science, which means it's important to understand not only the material, but how to interact with your fellow researchers. Unprofessional interactions consume time yet have no meaningful benefits to you, your fellow

students, and/or the instructional team. Analogously in the workplace, being unprofessional to your colleagues or supervisors will only discount you. When you are discounted, you may not be invited for new opportunities that you may or may not be aware of. Professionalism can be demonstrated through individual and community efforts. The individual component is to account for demonstrating maturity and professionalism. By default, every student is assumed to be professionally mature. Hence, this component is awarded to every student at the beginning of the quarter. During the quarter, based on observations by the teaching team, which includes but is not limited to one-on-one interactions, electronic communications, promptness and **active participation in lab**, your professionalism credit may be deducted in steps of 1pt. Chronic non-participation in lab will result in loss of all professionalism points.

Examples of professional interactions with meaningful benefits:

1. Developing deeper insight into course material, course concepts, biology, and/or society in general
2. **Working collaboratively** to improve in skill building and future opportunities
3. Learning conceptually and meaningfully why full credit was not awarded for an assignment
4. Clarifying course material that facilitates deeper learning
5. Reporting errors or problems in class or laboratory, assignments, or other course material in a professional manner
6. Carrying out procedures safely and paying attention to waste disposal in the laboratory
7. Turning assignments in on time and communicating effectively with the professor if a goal will not be met

Examples of unprofessional interactions that have no meaningful benefits:

1. Not contributing or contributing inequitably to team work in class, in section, or on team assignments
2. Harassing and/or bullying the instructional team or other students, either in person or online
3. Being disruptive to fellow students in class
4. Ignoring the directions or requests from the instructional team
5. Being late to lab or missing class without communicating with the professor
6. Turning assignments in late
7. Not turning assignments in

EXTRA CREDIT

If **85%** or more of all students complete all course surveys (there are four including instructor and IA CAPEs), in a mature and professional fashion, (i.e. taking them seriously and providing timely and constructive feedback) every student in the course will be awarded **4 extra credit points**. The first survey will be filled out **during Week 1**. Asking for extra credit points beyond this or asking for added points to boost your grade is inappropriate and not in line with the ethics of academia; any requests of this nature will be dismissed.

WEEKLY CHECKLIST

Below is a helpful checklist that students can follow each week to make sure they are up to date on all tasks:

- Complete the prelab before lab
- Attend weekly lecture and lab
- Prepare to answer quiz questions at the start of each lab – quizzes are based on the previous week's material
- Answer notebook questions as a pair during each lab
- Make two discussion posts each week by Friday at midnight
- Check if any writing assignments are due

- Check if any other assignments are due (ex. scientist spotlight, group project questions)

COURSE POLICIES

Below you will find the class policies regarding attendance, late assignments, extra credit, accommodations, and cheating.

ATTENDANCE

Lecture and lab attendance is required and is essential to understanding the material and performing well in the course. If you will be absent from either lecture or lab, **please fill out the absence form on CANVAS**. Any emails regarding absences will not be addressed, all absences must be entered into the absence form. Please fill out the form once for each lecture/lab you will be absent. This form must be filled out **before the absence will occur** (except in emergencies). Your response will be sent directly to your professor and IAs. **You will not receive any feedback unless the absence is unexcused.**

If you are absent for lecture, watch the lecture recording under the "media gallery" tab in CANVAS. If you are absent for lab, depending on the lab day, there are four different assignments that need to be made up (prelab, lab notebook, quiz, and lab practical). Please see the detailed information above regarding how to makeup each of these assignments. Please see the detailed guidelines below regarding unexcused and excused absences in lecture and lab:

Lecture attendance: The following guidelines apply to lecture absences. Students who miss lecture can watch the lecture recording via the Media Gallery in CANVAS.

Unexcused absences: will result in no participation points for that lecture. Unexcused absences include: 1) missing lecture without first filling out the absence form (except in medical emergencies), 2) arriving to lecture 15min late or more, 3) leaving lecture with 15min or more remaining, or 4) absences due to scheduling conflicts (other coursework, vacations, planned meetings, etc.).

Excused absences: will result in full participation points for that lecture. Excused absences include feeling sick, being COVID-positive, having COVID symptoms, unexpected occurrences, or events out of the student's control. Students must fill out the absence form **ahead of time** (this excludes medical emergencies) **in order for the absence to be excused.**

Lab attendance: Lab work will include wet lab procedures and therefore cannot be completed remotely. The following guidelines apply to lab absences:

Unexcused lab absences: will result in the student not being able to make up assignments missed in lab. Unexcused absences include: 1) not completing a make-up assignment on time if a lab is not attended, 2) missing lab without first filling out the absence form, 3) arriving to lab 15min late or more, 4) leaving lab with 15min or more remaining, 5) not participating during lab, 6) lab absences due to scheduling conflicts (other coursework, vacations, planned meetings, etc.), or 7) attending a lab section the student is not registered for. **If a student is marked as absent for 2 lab sessions and/or misses four lab quizzes, they must drop the course** as too much information has been missed. If a student refuses to drop the course, they will receive an automatic grade of "F" in the course after the drop deadline has passed.

Excused lab absences: will result in the student being able to **make up assignments missed in lab which include the quiz, lab notebook, lab practical, and prelab.** For information on how to makeup these four assignments, please see the description of these assignments earlier in the syllabus. It is the

responsibility of the student to complete makeup assignments on time without input from the professor or IA. Excused absences include feeling sick, being COVID-positive, having COVID symptoms, unexpected occurrences, or events out of the student's control. Students must fill out the absence form **ahead of time** (this excludes medical emergencies).

Attendance and COVID: **DO NOT** attend lecture/lab if you are feeling sick, have been in contact with a COVID-positive person, or are COVID-positive – please protect your fellow students, IAs, and professors. As stated above, lecture can be completed remotely, and lab can be substituted with a make-up assignment without any penalties.

Add/drop deadlines: Deadlines are different for lab courses than lecture courses. Students who drop a biology lab class after the end of the **second class meeting** will be assigned a “W” – so please make sure to drop the class **by the end of the first day** if you are planning to drop. Additional details: <http://biology.ucsd.edu/go/ug-labs>.

LATE ASSIGNMENTS

Late assignments/quizzes/reports **are not accepted** unless there is a doctor's note, a prior request for accommodations, or existing accommodations. If a student is struggling, it is their responsibility to seek out help and **let the professor know** of their circumstances **before** assignments/quizzes are to take place. Students cannot ask for accommodations retroactively – this includes asking for an extension for work that has already been due. It is the responsibility of the student to: write due dates down in a calendar when they are announced, start on an assignment well in advance so last minute issues (ex. Wi-Fi) are not a problem, turn in assignments on time, manage their time accordingly, and communicate with the professor in a timely manner if goals will not be met. **Time-management and effective communication** are integral skills in any professional environment.

GROUP WORK ISSUES

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 disputes occur over the relative contribution of individual members of the group, **please contact Dr. Pickett immediately** so the issue can be resolved.

LAB SAFETY

Safety precautions are crucial in the laboratory setting. The biology lab safety training and assessment (<https://biology.ucsd.edu/education/undergrad/course/ug-labs.html>) **must be completed by the beginning of the first laboratory meeting**. Students will not be allowed to participate in any laboratory section without completing this online training and assessment. From the beginning of the first lab, appropriate laboratory attire is always required. Appropriate laboratory attire includes: long pants or skirt, long socks or equivalent, and closed-toe and closed-heel shoes. No skin should be exposed from the waist down at all times. Starting at the beginning of the second lab, personal protective equipment (PPE) is required. PPE includes laboratory coats that cover to the knees and UV-blocking safety glasses or goggles, both of which are available at the bookstore.

LEARNING OUTCOMES (LOs)

1. Collaborate with one another to learn foundation biological concepts and laboratory skills
2. Engage in research and learn to construct scientific arguments based on evidence and reasoning
3. Develop and present research proposals in a conference setting

4. Learn about research opportunities and other resources on campus
5. Explain the importance of proper controls in designing experiments and interpreting results
6. Perform basic lab math skills, statistical analysis, and graphing
7. Find, read, and evaluate primary literature

ACADEMIC INTEGRITY

Honesty is primarily the responsibility of each student. **Academic integrity applies to any assignment in the course, regardless of how many points an assignment is worth.** The College considers cheating to be a voluntary act for which there may be a reason, but for which there is no acceptable excuse. It is important to understand that collaborative learning is considered cheating unless specifically allowed for by the professor. The term cheating includes but is not limited to: plagiarism, receiving or knowingly supplying unauthorized information, using unauthorized material or sources, changing an answer after work has been graded and presenting it as improperly graded, illegally accessing confidential information through a computer, taking an examination for another student or having another student take an examination for you, and forging or altering grade documents.

If any act of academic dishonesty is observed, **the professor is required to report it.** The student will **automatically receive a zero** on that test or assignment (the grade received as a result of an academic integrity violation stays calculated into the student's GPA even if the student retakes the class). There will also be an AI Administrative Fee of \$50 (posted to the student account), mandatory AI Training, at least one Disciplinary Action, and possibly other actions per the professional judgement of the Appropriate Administrative Authority (AAA). **Discipline may include probation, suspension (from a Quarter to Two Years), or dismissal.** Please do not risk your GPA and/or future career by cheating.

USE OF ARTIFICIAL INTELLIGENCE (AI)

AI technology can be used for a variety of purposes and is neutral by nature, neither good nor bad. Its value hinges on how it's applied. We acknowledge AI's potential to both elevate and diminish the academic experience. While it's a powerful tool for the digital age and essential for our future, it **doesn't absolve us from upholding academic integrity** and opposing plagiarism. While you cannot use AI (such as ChatGPT) on quizzes, you can use it for other assignments in the course. However, you must **always cite the AI appropriately** according to how you use it (see Case 1 or 2 below):

- Case 1: Citing when tools used ONLY for copy editing. (See below)
- Case 2: Citing when tools used in any other way. (See below)

Case 1: You have only used an online tool to improve the clarity of your writing **without changing the content or information contained.** This is known as **copy editing.** If anyone has done this for anything in the course (eg., lab notebook, writing assignment, etc.) this phrase **MUST** be added to the end of the assignment:

"This assignment was edited for clarity and conciseness using [INSERT NAME OF TOOL HERE: ChatGPT, Grammarly, Copilot, Claude.ai]. I take full responsibility for all the ideas, opinions, and facts herein. I acknowledge that generative AI can not independently verify the accuracy of the information it provides and it is my responsibility to do so."

Case 2: You have done anything else with generative AI that was used in the process of completing the assignment. This can include, but is not limited to: brainstorming and summarizing concepts. It includes any time you have received anything considered creative or scientific content from the tool. Then the following **MUST** be included in your references/citations:

1. Prompts given to the AI: "<List prompt(s)>"
2. AI's direct output: "<Paste the output generated by the AI system>"
3. Your modifications to the output: "<explain the actions taken>"
4. How did you verify the information? Did you have to fact-check online?

Example:

1. *Prompt for ChatGPT: "Discuss the impact of climate change on marine biodiversity."*
2. *AI's output: "Climate change has led to ocean acidification, causing coral bleaching and marine species decline."*
3. *My modifications: Added recent stats and specific species examples and I fact-checked the gen AI claims at:*
4. *How does climate change affect coral reefs? (n.d.). <https://oceanservice.noaa.gov/facts/coralreef-climate.html>*

AI can assist, but it **cannot be the main contributor** to your assignment. If your work is overly dependent on AI, **expect an oral quiz** to test your understanding. Remember: mastering AI, like any skill, takes effort. Over-relying on it shortchanges your education and has lasting consequences. Also note that AI can sometimes produce misleading or false information. Be especially wary with images. You're accountable for every submission, AI-assisted or not.

RESOURCES FOR STUDENTS

A complete list of student resources can be found on the CANVAS homepage.

1. **Triton Food Pantry** – (<https://basicneeds.ucsd.edu/food-security/pantry/index.html>) Please **don't go hungry!** Triton Food Pantry is **free and available for any student**. The pantry has food staples such as oatmeal, canned soups, fresh produce, dry goods, and milk that students can access for **free** at Student Center A (next to The Hub) or Graduate Housing (a.k.a "OMS") on Miramar Street. For food pantry hours, please see the above website. In general, food items are assigned a point value and **any** registered student is able to pick up 15 points worth of food per week. There is no parental salary requirement or anything like that. The Triton Food Pantry also provides a range of services including care packages, emergency food relief, basic needs events, and various pop-up locations on campus.
2. **The Hub Basic Needs Center** – (<https://basicneeds.ucsd.edu/index.html>) If you are facing challenges with access to adequate food, stable housing, or general resources, please complete this form so assistance can be provided: <https://basicneeds.ucsd.edu/forms/basicneeds/index.html>. The Basic Needs Center also provides free hygiene products on an emergency basis.
3. **Office for Students with Disabilities (OSD)** – (<https://osd.ucsd.edu/>) Assists students with documented disabilities (psychological, psychiatric, learning, attention, chronic health, physical, vision, hearing, brain injury) to provide accommodations in classrooms and labs. For example, if you think you may have test anxiety due to an underlying condition that interferes with your ability to learn, focus, or concentrate, OSD is a great resource. In many cases, students are entitled to assistance with test taking, such as extra time to complete a test, testing in a less distracting room or having questions read aloud. OSD's mission is to offer quality programs and services that empower students with disabilities to access and engage in educational activities at UCSD. Please notify your instructor immediately if you require special health or disability accommodations.

4. **Counseling and Psychological Services (CAPS) –** (<https://wellness.ucsd.edu/CAPS/services/Pages/Appointments.aspx>) This is an **amazing resource** staffed by **professional therapists**. If you are feeling overwhelmed by emotions or need help working through a problem, please make an appointment. For first-time appointments, you can now go directly to MyStudentChart.ucsd.edu and book an appointment online.
5. **Dean of Student Affairs:** The Undergraduate Colleges are available to support students who experience difficulties and need assistance getting connected to and navigating resources. They essentially **coordinate support for students** so the student is not overwhelmed. Examples include: connecting students to appropriate resources such as academic advising and counseling, providing immediate connection to support services (Temporary Housing Protocol and/or Emergency Meal Assistance Program), contacting professors, etc. More info here: [College Resources \(ucsd.edu\)](#).
Contact information:
Revelle College: Sherry Mallory, smallory@ucsd.edu
Muir College: Jason Thibodeaux, jjthibodeaux@ucsd.edu
Marshall College: Amber Vlasnik, avlasnik@ucsd.edu
Warren College: James C. Smith, jcs004@ucsd.edu
Roosevelt College: Mario Garibay, magariabay@ucsd.edu
Sixth College: Diane LeGree, dlegree@ucsd.edu
Seventh College: Josh Brimmeier, jbrimmeier@ucsd.edu
Eighth College: Sarah Gallenberg, sgallenberg@ucsd.edu
6. **Teaching + Learning Commons –** (<https://commons.ucsd.edu/students/academic%20support.html>) Made up of six unique, but integrated hubs, The Teaching + Learning Commons provides comprehensive academic support for students. Includes tutoring, writing help, learning strategy workshops, and study groups.
7. **The Writing and Critical Expression Hub –** (<http://commons.ucsd.edu/students/writing/index.html>) provides support for undergraduates working on course papers, i.e. lab reports as well as other independent writing projects. Writing mentors can help at any stage of the writing process, from brainstorming to final polishing. The Writing and Critical Expression Hub offers: one-on-one writing, tutoring by appointment, supportive and in-depth conversations about writing, help with every stage in the writing process, walk-in tutoring, and workshops on writing.
8. **The Office for the Prevention of Harassment & Discrimination (OPHD) –** (<https://ophd.ucsd.edu/>) 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 faculty member, a 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**. The university is committed to upholding policies regarding nondiscrimination, sexual violence, and sexual harassment.

9. **Student Organizations:** feel more connected to your peers and campus community by joining a student club: <https://studentorg.ucsd.edu/>. Sort by category and find a club that works for you!

OTHER TIPS

Joining a research lab

If you want to join a research lab on campus, you can! Labs will allow undergraduate students to perform certain tasks to assist with graduate student research. Some labs will even allow undergraduate students to conduct their own research. How do you find a lab you want to join? Use Real Portal ([REAL Portal \(ucsd.edu\)](https://realportal.ucsd.edu/)), Handshake ([Research Opportunities \(ucsd.edu\)](https://handshake.ucsd.edu/)), or the Undergraduate Research Hub ([Undergraduate Research Hub \(ucsd.edu\)](https://undergraduate.ucsd.edu/)). You can even cold-email professors whose labs you are interested in joining. **You don't need prior research experience or even prior knowledge; you'll learn everything in the lab.** Full informational video: [Getting into Undergraduate Research @ UCSD - YouTube](https://www.youtube.com/watch?v=...).

Office hours

Office hours are a great resource if you have any questions about the course content. You can also consider office hours to be more like study sessions or free-formed chats, where we can talk about anything related to your academic and general experiences on campus. Stop by for just a few minutes or stay for the entire duration – your choice! Join me with your own questions or come and see if other students have questions. Please feel free to email and set up a separate appointment with me if necessary. Office hours with instructional assistants will be posted on CANVAS.

College Survival Skills

- Keep a calendar of all exam/assignment due dates and appointments
- Plan on spending two to three hours of studying for every hour of class
- Be on time to class, ask questions when needed, and participate
- Take notes in class and review them often
- Complete all assignments on time
- Take advantage of services on campus to help you succeed such as tutoring
- Arrange for needed accommodations early in the term
- Visit the ACCESS office for assistance, questions, counseling, and class selection – they are here to help
- Plan time to eat, sleep and have some fun
- **Join a club** on campus so you feel more engaged and comfortable
- If trouble arises, **seek assistance as soon as possible**

Coping Skills for Test Anxiety

- Breathing techniques or holding **something small to fidget with** (like a rubber band)
- Reframing thoughts: believing in yourself and remembering this is just one exam
- Doing the hardest questions (like short answer) first so you can relax a little bit
- **Studying after each lecture**, instead of all at once

- Studying in a place that is relaxing or familiar
- Making a routine - maybe adding a few questions to a study guide right after each lecture. Routine tends to decrease stress.
- Having breakfast and water (**no coffee**) right before a test

Self-Advocacy Tips

- Understand my disability and learn ways to compensate
- Learn how to explain my disability and needs to others
- Learn how to ask for appropriate **accommodations**
- Learn that it is OK to use appropriate accommodations
- Identify my strengths and weaknesses
- Learn that **it is OK to ask for help**
- Express my needs clearly to all college employees, especially the ACCESS staff and my professors, early in the term
- Take responsibility and **develop independence** in coordinating my services
- Meet with professors when needed

*** This syllabus is subject to change. Any changes will be announced in class and/or on CANVAS. Students will be responsible for all changes.