

Welcome to BIMM 101 – Recombinant DNA Techniques Lab!

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## Course Information

<b>Instructor</b>	<p>Dr. Lisa McDonnell, <a href="mailto:lmcdonnell@ucsd.edu">lmcdonnell@ucsd.edu</a>  <a href="https://biology.ucsd.edu/research/faculty/lmcdonnell.html">https://biology.ucsd.edu/research/faculty/lmcdonnell.html</a>          I will only send communication via my UCSD email address or Canvas. I do my best to reply within 24 hours Mon-Fri.</p> 
<b>Course Description</b>	<p>In BIMM101 we aim to function as an inclusive learning community to develop an understanding of how to conduct experiments in a molecular biology setting. We will spend most of our time using CRISPR editing to address research questions, engage in experimental design, and critical analysis of data, literature, and our own writing.</p>
<b>Credits</b>	<p>4 credits.  <b>Class + lab + course work will take approximately 20 hours per week (see below).</b> <i>Lab courses are intense! Please budget your time to prepare for each lab. If lab activities end early, I recommend using the remaining lab time to start preparing/get ahead.</i></p>
<b>Class, office hour, and lab times</b>	<p><b>Classes</b> are in-person, Tata Hall 2501, 11:30-12:50pm Wed and Fri. This room does <b>not</b> have podcast capability. I typically try to capture my own recordings but they do not always work – I cannot guarantee video/audio recordings of lectures will be available.</p> <p><b>Lab:</b> In-person, Wed &amp; Fri, 1:30-5:20pm          Section A01 York Hall 4318          Section A02 York Hall 4332</p> <p><b>Office hours:</b> In-person, Tata Hall 2501, Wed 11am-11:30am (right before class) and Fri 12:50-1:20pm (right before lab). Please come to ask any questions you have! You can also do your preparation work during office hours, or recap work, and ask for help. I'm also happy to chat about non-course things such as research, work, work-life balance, and other interests. You do not have to have a question in order to attend, you can also use this time as dedicated work time.</p> <p><a href="#">COURSE SCHEDULE</a></p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● <b>Lab Manual</b> – this is provided to all students during week 1. You <b>do not</b> need to buy one from the bookstore. There is also a digital copy on Canvas.</li> <li>● <b>Lab Notebook</b> – we will assign you a Google Doc to use (if you prefer a paper book, please talk to me).</li> <li>● <b>Tablet or laptop</b> to use in lab if you have one. We use the computer in almost every lab to enter notes in our digital lab notebooks. <b>If you do not have a laptop, that's OK!</b> We have loaner MAC laptops for use during lab.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>iClicker app</b> and account. This is used for participation points. Our course is Recombinant DNA Lab - McDonnell Join link: <a href="https://join.iclicker.com/RBWH">https://join.iclicker.com/RBWH</a> (additional info can be found <a href="#">here</a>) We are <i>not</i> using physical remotes.</li> <li>● <b>PPE:</b> Knee-length laboratory coat (available at bookstore or online) and UV-blocking safety glasses or goggles (available at bookstore) *highly recommend glasses instead of goggles for comfort*</li> <li>● <b>Proper lab attire</b> is required for all labs: long pants or skirts and closed-toe/heel shoes are required in lab.</li> <li>● <b>Marker:</b> Fine-tipped sharpie marker (dark color) for labeling tubes in the lab</li> </ul> <p>Please see general lab policies here: <a href="http://ucsd.edu/lab_courses">Lab Courses (ucsd.edu)</a></p>
<b>Instructional Assistants (IAs)</b>	<p>Moon, Eun Chae      <a href="mailto:ecmoon@ucsd.edu">ecmoon@ucsd.edu</a> Feng, Chihin      <a href="mailto:cfeng@ucsd.edu">cfeng@ucsd.edu</a></p>

### Broad learning goals

- Design experiments to address specific research questions, including choosing appropriate controls and explaining the purpose of controls.
- Apply knowledge of molecular biology concepts and lab techniques to plan experiments, explain and troubleshoot results (troubleshoot refers to hypothesizing reasons for unexpected results, and proposing reasonable follow-up work to explore hypotheses).
- Conduct experiments using various recombinant DNA/molecular biology techniques.
- Draw conclusions based on evidence and reasoning.
- Perform basic lab math skills, statistical analysis, and graphing.
- Use basic bioinformatics databases and applications.
- Find, read, and evaluate primary literature.
- Critically evaluate scientific writing (your own, and that of peers).
- Connect small experimental steps to larger experimental goals.
- Keep an organized and detailed lab notebook that is helpful for tracking progress, detailing results, and troubleshooting.
- Be reflective about progress in the course: monitor if you are achieving the experimental goals, and any personal learning goals that you set for yourself.

*Lab and class-specific objectives will be provided in each class.*

### Teaching Philosophy

My philosophy is based on research on how people learn. This course is designed to encourage discussion, problem solving, collaboration, frequent feedback, and the development of self-regulated learning and metacognitive skills (planning, practice, reflection on performance). I strive to create an

environment for everyone to learn together. My goal is to promote critical thinking such that you can apply your knowledge outside of class and can share it with others. Interaction and communication are very important and helpful when learning! I encourage you to take advantage of all the course components, and engage with me, the IAs, and one another!

### Course Format

[Course schedule](#) (also please check Canvas on a regular basis)

This is an in-person course, consisting of class sessions, office hours (optional but encouraged) and labs. Lectures will review the work we are doing in the lab as well as relevant concepts related to molecular biology, experimental procedures, and scientific literature. For this reason, it is highly recommended that you come to class prepared, having read the relevant lab manual sections. Previous students that prepare before class and lab, attend office hours, and engage in class are more likely to complete labs on time and develop greater mastery of the material.

Active participation by asking and answering questions and participating in discussions is encouraged. Being able to communicate understanding *and* confusion is critical to success in any discipline! To encourage collaboration, grades are not assigned on a curve. We will focus on developing an understanding of fundamental concepts as they apply to different examples. Therefore, tests and assignments are *not* memorization-based. Instead, they will include questions that are based on solving problems in new contexts, analyzing and interpreting data to draw conclusions, constructing and critiquing claims. Quizzes are open note/book.

### Laboratory Attendance

Attendance in the laboratory is required. Attending the first lab is required to maintain your seat in the course. Additional policies are available online

(<https://biology.ucsd.edu/education/undergrad/course/ug-labs/index.html>)

We do not want you to attend if you are ill, and understand that unexpected emergencies happen, Only the instructor can approve an absence. Please get in touch with your instructor as soon as possible if you are unable to attend lab because of illness or an emergency (at that time the instructor will determine documentation is required). In excused cases, please see below. An unapproved absence will result in a 2% drop in course grade, **and two unapproved absences will result in a failing course grade**.

### ***Make-up for missed in-person labs because of an excused absence:***

Please note that a make-up as a result of absence is not meant to be a punishment - we are making sure that everyone has the same amount of engagement and learning in the course, even if they can't make it into the lab itself for the hands-on activities.

Just complete the following steps:

1. Let Dr. McDonnell and your IA know that you can't come to campus today and why.
2. Get in touch with your group mates to get any information you missed that you will need to complete your lab notebook entry. The easiest way to do this is to create a zoom with your group, during the actual lab session if you are able. We have computers available, and we usually spend the first and last portion of class discussing the pre-lab or interpreting results.
3. Make sure your regular notebook entry for the lab is complete by the due date (extensions may be granted by the instructor depending on the circumstance).

4. Add a section to your lab notebook entry for that day, called 'Attendance Make-up.' In this section, you should include the following. Make sure this is complete before the start of the next lab.
  - a. In ~200 words (about 6-7 sentences), explain what we did in lab today and why we did it, as if you were explaining it to a friend or relative who didn't study biology (avoid scientific jargon and make it accessible). ***This is not a repeat of the goals and purpose we typically ask for!***
  - b. Find one scientific journal article (hint: use google scholar) that relates to what we did in lab today, or uses the technique we used in lab, and write a brief paragraph about it, again as if you were explaining it to a friend or relative who didn't study biology. Include the full article citation. Choose one figure from the paper and put it in your entry. Be prepared to have a 5 minute conversation with me the next time you come to lab about what the paper was about and what can be claimed based on the results in the figure.

Your entire attendance make-up section should not take up more than a page.

## Weekly Workflow ~20 hours per week:

*I am not emphasizing the time to scare people away from the course, but to be transparent about what is involved in being successful in a lab course. Lab courses involve a lot of work, often much more than lecture courses. Please schedule your time appropriately.*

1. **Pre-class/lab preparation ~4 hours per week (~2 hours per lab-day) - reviewing protocols, background information, watching the occasional video, Before-lab questions.**  
Check the course schedule and weekly modules on Canvas. Read the relevant background and protocols in the lab manual and consult the Lab Tasks for the day. Complete the Before Lab Questions on GradeScope. Take notes in your lab notebook about what you will be doing that day, as well as any questions you have.
2. **Attend office hours ~30 minutes per lab-day**  
Although attendance is optional, it is highly recommended you attend to ensure you have a chance to ask any questions you have about the lab/course. If you don't have any questions you can still join and do your work in case questions arise.
3. **Lab ~ 8 hours per week (2 x 3-hour 50-minute sessions scheduled).**  
During lab you will follow the necessary protocols (Lab Manual) as outlined in the Lab Tasks, take notes that are needed in your lab notebook, and ideally complete your lab notebook entry during lab time. The goal is to finish your lab notebook entry during lab time. You can also use lab time to ask questions and get feedback on your work! Use the time in lab effectively – this will help you to stay on top of work and reduce outside of lab work.
4. **Weekly Recap Practice Questions ~ 1 hour per week**  
The "Recap Questions" document posted on Canvas has questions on most topics we cover. These are encouraged to practice applying concepts. To review your thinking and answers please discuss with me or your IA in lab or office hours!
5. **Additional study/work time – variable ~ 4 hours per week (e.g., ~1-2 hours per lab-day)**

After lab you may need to spend some time summarizing what you learned, or finishing your lab notebook entry if you didn't complete it during lab.

**This lab class is based on application of knowledge and problem solving. If you are stuck on something please seek help immediately!**

Broad Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with class material, practice questions, homework	Respond to emails within one working day*, answer questions during office hours and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <a href="#">fairness, cooperation, and professionalism</a>	Establish a learning environment with fairness, cooperation, and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity <sup>1</sup> . Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if the flexibility policies in place are not sufficient to accommodate extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

1. Please read UC San Diego's [Policy on Integrity of Scholarship](#) and take the [integrity pledge](#)!

\* I am happy to answer questions that are not already addressed in class, on Canvas, or in the syllabus. Please check these resources first.

**Assignments and Grading****Bolding** indicates flexibility to accommodate for illness/emergencies (elaborated in section below)

Please consult the course schedule for due dates.

Assignment	Points	Explanation
Syllabus Quiz	1	Review of the syllabus and course components is an important step in understanding the course organization.
Molecular Biology Review	2	This is a set of questions meant to review some prerequisite genetics and molecular biology concepts, as well as some questions on experimental design and drawing conclusions. This assignment will be scored 1 point for correctness, 1 point for on-time completion. <b>No late submissions accepted for this assignment.</b>
In-class participation	3	Attending 80% (16/20) of our in-class sessions will count for 3 points. If you do not attend 80%, these 3 points will be moved to the weight of your CRISPR write-up.
Before-lab Questions	9	Before almost every lab you will be asked to answer a few questions about what is happening in the lab the day (purpose, what you expect, protocol basics, things you are unsure about). The purpose of this is to encourage being prepared for the lab, and flag anything you are feeling confused about. Please see the course schedule/Canvas for due dates. Some questions will be scored for completion, some for correctness. Each student will have approximately one entry scored per week (random which ones are scored, so please complete all). <b>The lowest score is dropped.</b>
Lab Notebook Entries	15	For almost every lab you will be taking notes in your Lab Notebook (assigned Google Doc) Taking notes is helpful for pre-lab preparation, and making sense of the results we get. I encourage you to try and complete these DURING LAB TIME. Entries will be checked on a regular basis. The first will be for feedback only. An additional six will be evaluated. During evaluation you will be given feedback, please use this to improve! Scores will be A, B, C, D, F. <a href="#">See evaluation criteria here</a> . At the end of the quarter <b>the lowest score will be dropped</b> and the average of the remaining scores will be calculated. If you show growth over the course, I will weigh your final evaluated notebook entries slightly more heavily than the first entries. You are welcome and encouraged to ask for feedback about your work during lab time or office hours!
Quizzes	34	There are 4 quizzes, all during lab time (see course schedule) and will largely be about your understanding of the experiments/protocols, experimental design, relevant molecular/biology concepts, and interpreting and troubleshooting results. All quizzes are open notes (lab manual, lab notebook, lecture slides, etc. - you can use a computer to

		<p><u>access</u> your notes but you may not type on your computer/device during a quiz unless you are using a calculator). Quizzes #1-3 are about the most recent material (see course schedule). Quiz #4 is during the final lab period and is cumulative.</p> <p>Scoring: your lowest score out of #1, #2, and #3 will be dropped. The remaining two will be averaged and worth 20 points (e.g. if your average of your two highest quizzes from #1-3 is 80% you will get <math>0.8 * 20 = 16</math> points).</p> <p>Quiz #4 is cumulative and will be weighted to 14 points (e.g. if you score 85% on quiz #4 you will get <math>0.85 * 14 = 11.9</math> points).</p> <p>If your percent score on quiz #4 is higher than your percent score for quiz #1-3 (after dropping lowest) then Quiz #4 will be weighted to 34 points.</p> <p><b>If you miss one of quiz #1-3 because of illness or emergency, that will count as your lowest score (and will be dropped). If you miss quiz #4 because of illness or emergency, you will need to be in touch with me to discuss options.</b></p>
CRISPR Write-Up	29	The goal of the write-up is to make sense of our data as it relates to our research questions. This will involve identifying relevant prior literature, how our connects to existing literature, presenting the results, and constructing scientific arguments to explain the results. A draft will be submitted for peer-review, and then a final version. Guidelines and rubrics will be provided on Canvas.
Professionalism	2	This portion of the course 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. Unprofessional interactions consume time yet have no meaningful benefits to you, your fellow students, and/or the teaching team. Analogously 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. Professionalism can be demonstrated through being on-time, prepared, collaborative, individually demonstrating meaningful participation in the course (especially during lab time), maturity and respectful behavior towards others. Please see below in the syllabus for more details on professional conduct.
*Flex points	5	Because different people may excel in different aspects, 5 points will be weighted towards the higher % performance between quizzes or the write-up. Example. If you score 80% on the quizzes (after doing the weighting described above), and 90% on the write-up, you will get 90% of 5 flex points added to your courses score.
		Another way to think about this: quizzes will be worth 39% <b>or</b> the CRISPR write-up worth 34%, depending on what benefits each individual student, bringing the total to 100.
Total	100	



Bonus opportunity	1	(e.g., surveys – will be posted on Canvas)
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### Grading Scale

The following grading scheme will be used. The course is **not** graded on a curve (i.e., 20% of students getting A, 20% B, 20% C, and such). Thus, the ability to do well in this course is not dependent on others doing poorly.

90-100 A	A- 90-93; A 94-97; A+ 98-100
80-89 B	B- 80-82; B 83-86; B+ 87-89
70-79 C	C- 70-72; C 73-76; C+ 77-79
60-69 D	D
59 or lower, F	

**DO NOT USE THE "TOTAL POINTS" IN CANVAS GRADES TO DETERMINE YOUR GRADE.** The total column does not account for flexible weighting as outlined above thus it is not an accurate reflection of your grade. Occasionally I will post updates - and you can always estimate your grade using the weighting scheme described above and information below.

### Professionalism

#### **Example interactions with meaningful benefits:**

- Arriving on-time to lab sessions and being prepared to work in lab
- Actively participating in lab sessions, which includes being prepared to engage in discussions and ask questions.
- Developing deeper insight into course material, concepts, biology, and/or society in general
- Working collaboratively to improve in skill building and future opportunities.
- Contributing to an inclusive learning environment
- Learning conceptually and meaningfully why full credit was not awarded for an assignment.
- Taking responsibility for one's actions, and/or the consequences of those actions.
- Clarifying course material that facilitates deeper learning.
- Reporting errors or problems in class, on assignments, or for other course material

#### **Example interactions that have no meaningful benefits and thus should be avoided:**

- Not showing up or being late to lab session
- Contributing inequitably to teamwork (doing all the work, or not doing your fair share)
- Harassing and/or bullying the instructional team for points rather than engaging in discussions to foster and deepen learning
- Harassing other students, either in person or online
- Asking questions when the information is already available or will eventually be known (this does not include asking clarifying questions about content/concepts)
- Ignoring the directions or requests from the instructional team

Students are expected to uphold [UCSD's Principles of Community](#) in class, office hours, and lab. Based on

- We value each member of the community and the knowledge, perspectives, and talents they bring
- We value the cultural diversity of the UC San Diego community
- We seek to foster understanding and tolerance among individuals and groups
- We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We will help one another: if someone is struggling with a concept or task we can help them learn and thrive, and in so doing we too will learn and thrive.
- We will be kind to one another, acknowledging that we all have different life experiences and circumstances.
- We will be patient with one another
- We will come to lab prepared to learn, work, and contribute
- We will seek help when we need it!

### Summary of accommodations for illness and emergencies

Review the descriptions of the course work above and how flexible policies are built in to almost every part of the course to accommodate for illness and emergencies resulting in a missed assignment or test. Because there is built-in flexibility (e.g., drop lowest scores, miss up to two pre-lab assignments, quiz re-dos) there are no make-ups for missed assignments and anything with built-in flexibility may not be submitted late. If you are unable to submit something on time because of illness or emergency, you are still encouraged to do the work and ask for feedback.

If a serious illness or emergency interferes with the CRISPR write-up, please discuss with your instructor (documentation may be requested).

#### ***What if I am feeling sick/have an emergency on a quiz day?***

Do not attend if you are ill. You can do the quiz once you are back *for* feedback, and then do the quiz re-do (last lab) for points.

#### ***What if I miss a quiz and the quiz re-do day because of illness or an emergency?***

In the case of a missed quiz and a missed final lab day (quiz re-do day), you will be asked to provide documentation to both me and the Dean of Academic Affairs and/or Student Affairs of your college. Upon receipt of documentation, it will be determined if you can receive a grade of "Incomplete" ("I"). Students with an incomplete will have the opportunity to take a quiz re-do at a later date – set by the instructor. You must have a passing grade in the course to be eligible for an Incomplete (in addition to the approved reason and documentation noted above). You must have taken at two of three in-lab quizzes in order to be eligible for an "Incomplete" (in addition to documentation).

**Academic integrity**

<https://students.ucsd.edu/academics/academic-integrity/index.html>

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

	<b>As students we will.....</b>	<b>As the teaching team we will.....</b>
<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>Trustworthines s</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>

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

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.

Any work associated with the course is expected to be done by you, the enrolled student, and you alone. Discussing overall concepts is a great way to help in learning, but it is not permitted to discuss question answers or share answers.

I take academic integrity very seriously. Any suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review and possibly given a score of 0.

### Using AI

Using AI (e.g., chatGPT or similar) can be a very helpful tool for learning! You can ask it questions to help clarify your understanding, or check some calculations you have planned, or get a review of some background information. However, be critical of the responses because, although powerful, it can still provide incorrect responses or ideas that are not evidence-based. With any assignment or writing, it is fine to use such a tool for clarification, or to help brainstorm, but the expectation is that any final work submitted is not AI-generated. Your submitted work must come from your thinking, your understanding, your way of communicating ideas. If you are unsure, please ask! **If you use AI to help with any part of your writing (background literature, understanding a concept or process, making sense of some information) you are asked to cite the tool as a resource and indicate specifically how you used it.**

### Regrades

If a grading error has been made, you should submit a regrade request via GradeScope (or on paper). Students who submit items for re-grading understand that **the instructor may re-grade the entire test/assignment and the score may go up or down.** Regrade requests must be submitted within 7 days of return of the graded item (unless this extends past the last day of the quarter), and may not be processed until the end of the quarter, and at that time there will be no regrades for a student with an A or A+. Regrades are not accepted after the last day of the quarter.

### Accessibility

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

Any student with a disability is welcome to contact me early in the quarter to work out accommodations to support their success in this course. Students requesting accommodations for this course due to a disability should work through the Office for Students with Disabilities (OSD). Instructors will receive Authorization for Accommodations Letters from the OSD online portal. Whenever possible, we will use universal designs that are inclusive. If you have feedback on how to make the class more accessible, please get in touch!

### Inclusion

It is our goal to create a learning environment that supports diversity of thought, perspective, experience, and identities. We encourage all of you to participate in discussion and contribute to the field from your perspective. 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>

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

**Resources for Support and Learning**

<p><b>Learning and Academic Support</b></p>	
<p><b><u><a href="#">Ask a Librarian: Library Support</a></u></b>  <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><b><u><a href="#">Course Reserves, Connecting from Off-Campus and Research Support</a></u></b>  <i>Find supplemental course materials</i></p> <p><b><u><a href="#">First Gen Student Success Coaching Program</a></u></b>  <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><b><u><a href="#">Office of Academic Support &amp; Instructional Services (OASIS)</a></u></b>  <i>Intellectual and personal development support</i></p>	<p><b><u><a href="#">Writing Hub Services in the Teaching + Learning Commons</a></u></b>  <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><b><u><a href="#">Supplemental Instruction</a></u></b>  <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><b><u><a href="#">Tutoring – Content</a></u></b>  <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><b><u><a href="#">Tutoring – Learning Strategies</a></u></b>  <i>Address learning challenges with a metacognitive approach</i></p>
<p><b>Support for Well-being and Inclusion</b></p>	
<p><b><u><a href="#">Basic Needs at UCSD</a></u></b>  <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: <a href="mailto:foodpantry@ucsd.edu">foodpantry@ucsd.edu</a>   <a href="mailto:basicneeds@ucsd.edu">basicneeds@ucsd.edu</a>   (858) 246-2632</i></p> <p><b><u><a href="#">Counseling and Psychological Services</a></u></b>  <i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p> <p><b><u><a href="#">Triton Concern Line</a></u></b>  <i>Report students of concern: (858) 246-1111</i></p> <p><b><u><a href="#">Office for Students with Disabilities (OSD)</a></u></b>  <i>Supports students with disabilities and accessibility across campus</i></p>	<p><b><u><a href="#">Community and Resource Centers Office of Equity, Diversity, and Inclusion</a></u></b>  <i>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              (858).822-.3542   <a href="mailto:diversity@ucsd.edu">diversity@ucsd.edu</a></i></p> <p><b><u><a href="#">Get Involved</a></u></b>  <i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><b><u><a href="#">Undocumented Student Services</a></u></b>  <i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>

**Health and Well-Being Statement**

Students may experience stressors that impact academics and personal well-being. These can include academic stress and pressure, relationship challenges, mental health, drugs and alcohol, identities, finances, and other factors. If you are experiencing stress and concerns it is courageous to seek help! If your stressors are academic, please contact me and I am happy to discuss solutions. I would also encourage you to reach out to the Dean of Academic Affairs for your college. For additional stressors UCSD offers a variety of resources, some of which you can find here:

<https://vcsa.ucsd.edu/student-success/student-well-being.html>

**Subject to Change Policy**

The information contained in the course syllabus may be – under certain circumstances (e.g., to enhance student learning) – subject to change with reasonable advance notice, as deemed appropriate by the instructor. Any changes are announced on Canvas (please be sure to have your notifications settings on to receive updates/emails/announcements).

**Letter of Recommendation Policy**

If you think you may want me to write you a letter of recommendation (or any other instructor), please consider what a good letter would contain and how your actions in the course demonstrate the qualities you will want highlighted in a letter. When students ask me for a letter of recommendation, I ask them to write to me about how they demonstrated critical thinking, leadership, collaboration, and professionalism. I will be specifically looking for examples of these qualities *that I would have observed* during class, lab, and office hours. Be sure to actively participate in the discussions, talk to me during class and office hours, ask questions, offer your own ideas and interpretations of what we are covering, bring interesting facts/papers that are connected to the material we are studying. If you don't actively show the qualities that are needed to write a good letter, it will be hard for me to write a letter that is meaningful and useful.

**Technical Support**

For help with accounts, network, and technical issues: <https://acms.ucsd.edu/contact/index.html>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

**Campus Policies**

- [UC San Diego Principles of Community](#)
- [UC San Diego Policy on Integrity of Scholarship](#)
- [Religious Accommodation](#)
- [Nondiscrimination and Harassment](#)
- [UC San Diego Student Conduct Code](#)