

Endocrinology
BIPN 120, Spring 2024
Tues and Thurs, 9:30-10:50 am
Price Theater (really?)

Instructor: **Jim Cooke**

email: j2cooke@ucsd.edu

Office hours: will be posted on our canvas site (once I know what they are).

Materials:

- Textbook: Greenspan's Basic and Clinical Endocrinology, 10th ed. [older ed. ok]
- You can access a FREE (not a typo) electronic version of the book at the following link: <https://www.accessscience.com/content/book/9781259589287>
- You need to be logged in from a university network for the link above to work. Here is a link to use if you are off-campus: <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/index.html>
- I will be trying to get a link added directly to our canvas site, too.

Evaluation:	pre-lecture quizzes (due Sundays at 11:59pm)	5%
	Midterm 1	30%
	Midterm 2	30%
	Final Exam	35%

Grades will follow the scheme below:

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

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

Podcasts: You can access the podcasts for our class at podcast.ucsd.edu. You'll need to log in to access them, but they'll be there after class. Come to class if you want to learn, but if you can't make it (or want to review something) podcasts are available.

Midterm exams: Are in class on Thursday of Weeks 4 and 7. Can't make it to the midterm (for any reason)? No problem, we've accommodated for that (see below).

Accommodations for exams: IF your final exam score is higher than BOTH midterms, I will make the final exam worth 95% and the midterms worth nothing. See "student D" and "E" examples below.

If only one of your midterm exam scores (eg: midterm 1) are lower than the final exam, I will take the 30% and allot it the following way:

I will take 10% of the lower midterm and place it on the higher midterm (eg: midterm 2) to make that midterm worth 40% of your grade. The remaining 20% will be added to your final exam score, which will be worth 55% of your grade. See “Student B” and “C” below.

Consider the examples of 5 students below:

Student	MT1 score (%)	MT2 score (%)	Final exam score (%)	Then...	Final /95; %
A	74	81	71	MT1 30%; MT2 30%; final exam 35%	71.35 / 95, or 75%
B	65	77	74	MT1 0%; MT2 40%; final exam 55%	71.5 / 95, or 75%
C	84	0	70	MT1 40%; MT2 0%; final exam 55%	72.1 / 95, or 76%
D	55	63	82	MT1 0%; MT2 0%; final exam 95%	77.9 / 95, or 82%
E	0	0	70	MT1 0%; MT2 0%; final exam 95%	66.5 / 95, or 70%

The policy of allowing the final exam to make-up for missed midterms is for emergencies. If you are unable to take one (or both!) of the midterms, you do not need to inform Jim. **However:** if you miss both midterms and are unable to take the final exam (for justifiable reasons - eg: an illness with a doctors note), you will NOT be eligible for a grade of “incomplete”. You must have work of passing quality to get a grade of “incomplete”. My advice: take the midterms (even if you feel it won’t go well).

Regrade requests: if - after checking the answer key on canvas - you disagree with how a particular midterm question was graded, you can submit a formal regrade request. You must submit a hardcopy to Jim no later than our last class. Your note must refer to the answer provided in the answer key and articulate how your answer is similar to / the same as that provided. Jim will regrade your entire exam, and your score may go up or down. Jim will process regrade requests after final letter grades are calculated, but before they are posted (many folks will get an “A” without the regrades!).

Grading: of tests and exams is done anonymously using the online tool Gradescope. Grading is done anonymously in an effort to reduce bias that is an inherent part of any grading practice.

Final exam: is [mandatory and in person](#). Date and time are set by the registrar. Set your alarms.

Submitting your work: You have to hand in your exams to be graded.

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

Discussion Sections: are voluntary and begin **week 2**.

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

Basic Needs: it is impossible to give any course your best efforts when you are hungry, worried about where you will sleep, or are not able to meet your own basic needs in any way. The university has a Basic Needs website that can be a valuable resource for those in need: <https://basicneeds.ucsd.edu/food-security/index.html>

Career Centers and mentoring:

UCSD Career Center: want help finding a job? Look no further! <https://career.ucsd.edu/>

BUMMP: ensuring underrepresented undergrad and Masters students get the help they need navigating the terrain of a Biology undergrad (or Masters!) degree. <https://www.bummpucsd.org>

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

Center	Contact	Center	Contact
ASIAN PACIFIC ISLANDER MIDDLE EASTERN DESI AMERICAN PROGRAMS &	https://apimeda.ucsd.edu/index.html	LGBT RESOURCE CENTER	https://lgbt.ucsd.edu/
BLACK RESOURCE CENTER	https://brc.ucsd.edu/	RAZA RESOURCE CENTRO	https://raza.ucsd.edu/index.html

CROSS CULTURAL CENTER	https:// ccc.ucsd.edu/	WOMEN'S CENTER	https:// women.ucsd.edu/
INTERTRIBAL RESOURCE CENTER	https:// itrc.ucsd.edu/	STUDENT VETERANS RESOURCE CENTER	https://svrc.ucsd.edu/

Accommodations: If you think you might need to get some accommodations to help with your studies, please reach out to UCSD's [Office for Students with Disabilities](#). They can help you get the formal accommodations you need to succeed and thrive here at UCSD.

IF you have accommodations for assessments, please be sure to register with the [Triton Testing Center](#) as soon as possible to schedule your exams there. For example, you should schedule your final exam right now.

Values

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

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

modified with permission from Dr. Tricia Bertram Gallant.

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

Teaching Team, Sections and Office Hours

Who	email	What	Where	When
Jazz Zhang	z7zhang@ucsd.edu	Section	online	Tues 2 - 3 pm
		Office hours		
Zohar Chai	zchai@ucsd.edu	Section	online	Tues 2 - 3 pm
		Office hours		
Caitlin Choi	cschoi@ucsd.edu	Section	online	Tues 2 - 3 pm
		Office hours		
Maria Gomez	msgomez@ucsd.edu	Section	online	Tues 2 - 3 pm
		Office hours		
Marina Puffer	mpuffer@ucsd.edu	Section	online	Tues 2 - 3 pm
		Office hours		

Tentative Schedule BIPN 120, Spring 2024

Week	Date	Topic
1	Apr 2, 4	Receptors: types and cascades Hormones: Steroids, peptides
2	Apr 9 - 11	Feedback control theory Hypothalamus pituitary axes; posterior pituitary; Growth Hormone
3	Apr 16 - 18	Growth Hormone: problems; Thyroid
4	Apr 23 - 25	Thyroid: problems; MT1: covering weeks 1, 2, 3
5	April 30 - May 2	Reproduction: two cell theory Reproduction: menstrual cycle
6	May 7 - 9	Menstrual cycle and metabolism pregnancy and parturition
7	May 14 - 16	Lactation; MT2: covering weeks 4, 5, 6
8	May 21 - 23	Metabolism: pancreatic hormones; diabetes
9	May 28 - May 30	Calcium homeostasis; Adrenal cortex
10	June 4 - 6	Adrenal cortex; Adrenal medulla
	June 11, 8:00-11:00 am	Final exam: Comprehensive