

## BILD1 Syllabus – Winter quarter 2022

Course website: <https://canvas.ucsd.edu/courses/32224>

Professor Rachel Dutton

Email: [rjdutton@ucsd.edu](mailto:rjdutton@ucsd.edu) (please include BILD1 in the subject line)

Virtual office hours: <https://ucsd.zoom.us/j/96697478716> Thursdays, 3:30-4:30 or upon request

\*\*All information in this syllabus is subject to change

### Welcome to BILD1!

**This course focuses on understanding the smallest unit of life – the cell.**

We anticipate that you will learn many different things in BILD 1! We anticipate that what you will be able to do by the end of the quarter includes, but is not limited to, the following:

- **Demonstrate an understanding of the structure and function of cells**, especially cells in organisms like humans, and how **information is transmitted from generation to generation**.
- **Predict how a change** in a molecule, structure, or cell (like through a disease or experimental manipulation) **will affect its function** and the function of the cell as a whole.
- **Develop critical thinking skills** to be able to think like a biologist and **solve biologically-relevant problems**.
- **Develop scientific writing skills** to be able to explain your knowledge clearly in a paragraph form to peers.
- **Increase your understanding of your own learning (metacognition)**, including recognizing what topics are easy or difficult for you to learn, learning what study strategies work best for you, and seeking help from instructors and colleagues at appropriate times.

### Course Materials

Lecture slides, required course readings, assignments, quizzes, and exams will be posted on the class website: <https://canvas.ucsd.edu/courses/32224>

**Optional:** *Campbell Biology* (8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> editions). Many students find the textbook *Campbell Biology* or the associated online resource *Mastering Biology* useful, but they are not mandatory.

### Course Format

#### 1. Online lectures

Some lectures will be given during the normal class time, others may be pre-recorded and available for viewing by the class time. All lectures will be **recorded and posted to the course website** to give you flexibility in your schedule and in recognition of technical issues like poor Wifi. Attendance at synchronous lectures is encouraged but not required. Students will be notified of the expected modality the week before but the instructor reserves the right to make last minute changes as necessary.

#### **Synchronous Online Lectures:**

Tues/Thurs 2-3:20pm

Meeting ID: 959 3791 4567, Join URL: <https://ucsd.zoom.us/j/95937914567>

#### 2. Discussion sections – 10pts each for attendance or completion of alternate assignment

Weekly discussion sections are designed to **engage you in applying your knowledge and** exercising your skills in **collaborative problem solving**. They will be on Zoom.

We strongly encourage you to attend the discussion section that you are enrolled in, but if needed you can attend any of the other discussion sections.

Most weeks, we will have a **problem set** with questions that are at the level of exam questions. Problem sets will be posted several days before section. **Everyone should try to complete the problem set** before section, for your own learning.

**To promote collaboration and community, we highly encourage everyone to attend section each week.** However, we acknowledge that not everyone might be able to attend section in a given week. Therefore, each week, there are two options for getting section participation credit:

- **Attend and participate in section:** In section, you will work with others to collaboratively explain and understand the problem set.
- **Complete an alternate written assignment:** If you cannot attend any section, you can request and complete an alternate written assignment that will also take about an hour. Generally, you will not only have to complete the problem set, you will also have to compare your original responses against the answer key and reflect on your learning process. We reserve the right to grade the alternate written assignment for correctness.

Each week, you can decide whether to attend section or to complete the alternate written assignment, depending on your schedule that week. If you choose to do the alternate written assignment, due dates are posted on Canvas. Getting section credit, either through attendance or doing the alternate assignment, at least 9/10 weeks will award you full section participation credit, as the lowest score is dropped.

### 3. Virtual office hours

We strongly encourage all students to attend Professor Dutton's and your IA's office hours as often as possible! The goal of office hours is to connect with the instructional staff, have the opportunity to get additional clarification on topics in class, dive deeper on topics you find interesting, learn more about career directions in biology, etc. Please take advantage of this opportunity to get to know all of us! Days and times of office hours are listed on the course website. You are welcome to attend office hours for any/all of the IAs.

### 4. Muddiest points - 5pts each

Each week, you can receive 5 points for submitting a “**muddiest point**” on Canvas. The goal of this assignment is to reflect on what material you found most confusing or surprising from the week. The instructional team will also use this information to get a clearer idea of topics that need more attention. There is no right or wrong answer, points are given based on filling out the survey. You can submit 9/10 Muddiest Points and still receive full credit, as the lowest score will be dropped.

### 5. Biologist Journals – 10pts each

Each week, there will be an assignment called a **Biologist Journal** posted on Canvas. The main purpose of these assignments is to **connect the material to the real world**. Each Biologist Journal is different, but each one involves **writing to a specific prompt**. They are **graded solely on being turned in on time and for meeting the word count** by writing on topic, **not for correctness** or writing style. Reading more about the topic online is a great idea, but ultimately, the Journals are about **exploring your own ideas and thoughts about the topic**. So, we expect you to **use your own words when writing these Journals**. You can submit 9/10 of Biologist Journals and still receive full credit, as the lowest Journal score is dropped.

### 6. Quizzes – 10pts each

Each week, there will be a **quiz posted on Canvas** that covers the material from that week to help you check your understanding. It will be multiple-choice. Some of the questions on the quiz will be fairly basic to make sure that you understood the basic ideas from the lecture. Other will be exam-level questions that test application of fundamental knowledge. Quizzes will be graded on correctness, but we will allow you **3 attempts** to get full credit. After each attempt, we will give feedback on incorrect answers. Completion of at least 9/10 will give you full credit, as the lowest quiz score will be dropped.

#### **7. Exams – Midterms 150pts each (worst score dropped), Final 300pts**

Questions will be multiple choice and short answer. Any material covered in or closely related to each lesson's learning objectives may be tested. Exams will be **open-book, open-notes, and open-Internet**. That means that the answers to most exam questions will not be found by Googling. Exams will be timed to only allow 50 minutes for each midterm and 3hrs for the final. Most students find that it works best to use their time during the exam to carefully read the questions and use their own understanding to craft responses, with referring to notes or Google only for confirming details.

**All exams are cumulative** (except the first exam) to promote long-term retention of knowledge. There will be 3 exams in this course - 2 midterms and 1 final. Your lowest midterm grade will be dropped automatically. If you miss one of the midterms, that will be the midterm dropped. **Everyone must take the final exam; it cannot be dropped.**

#### **8. Professionalism – 20pts**

This portion of the course grade is intended to motivate you to **consider the impact of your actions on your own learning and the learning of others** in the course. Unprofessional interactions consume time yet have no meaningful benefits to you, your fellow students, or the teaching team. If you act unprofessionally in class or at work, your colleagues, instructors, and supervisors may discount you and not invite you for new opportunities that you may or may not be aware of. Professionalism can be demonstrated through individual (described here) and community efforts (described below). The individual component is to account for you personally demonstrating maturity and professionalism.

By default, we assume everyone is professional, so this component is automatically awarded to you at the beginning of the quarter. During the quarter, based on observations by the teaching team, including but not limited to one-on-one interactions, electronic communication, and follow-up conversations on grades, **your professionalism credit may be deducted** in steps of 5pts.

Examples of professional interactions with meaningful benefits:

- Working collaboratively to improve in building knowledge and skills
- Asking questions about course policies or course material to clarify it and facilitate learning
- Clarifying how a response was incomplete or incorrect in order to learn how to correct one's own ideas
- Reporting errors or issues in class, on assignments, or in other course material
- Respectfully giving feedback about the course
- Treating everyone in the class community, including the instructional team and other students, with respect

Examples of unprofessional interactions that have no meaningful benefits and thus should be avoided:

- Contributing inequitably to team work in class or in discussion section
- Ignoring directions or requests from the instructional team
- Asking for course credit when such credit would conflict with stated course policies (such as the policy on late assignments), when it would be applied inequitably (such as just for you), or when the instructor has explained that the answer did not earn such credit

- Harassing or bullying the instructional team or other students
- Being disruptive to fellow students in lecture, online, in discussion section, or during exams

9. Late Policy

Because of the size of this class and the fast pace of the material, **we cannot award full points for assignments, quizzes, exams, or anything else submitted late** without our prior arrangement. Late assignments will be given half-credit for one day after the due date, and after that they will be given no credit.

Remember that in nearly all cases, you can drop one or two assignments without any impact on your score. That means if you happen to miss one or turn it in late, or your life is too busy a certain week, it will not negatively impact your course score. Even if you miss the deadline for an assignment, we still highly recommend doing the work to prepare for class and exams.

Exception: **if you have a situation that would require you to miss substantial numbers of assignments, please reach out to us as soon as possible** so we can discuss accommodations

10. Grading

Grade assignments will be based on the percentage of total points earned. Numeric grades are rounded to the nearest integer before assigning a letter grade.

% Grade

- >98 **A+**
- 93-97 **A**
- 90-92 **A-**
- 87-89 **B+**
- 83-86 **B**
- 80-82 **B-**
- 77-79 **C+**
- 73-76 **C**
- 70-72 **C-**
- 60-69 **D**
- 0-59 **F**

Summary of points

Midterm 1*	150 points
Midterm 2 (cumulative)*	150 points
Final Exam (cumulative)	300 points
Section Attendance (10 points each x 10 weeks), or weekly alternate assignment **	100 points
Weekly quizzes (10 points each x 10 weeks) **	100 points
Biologist journals (10 points each x 10 weeks) **	100 points
Muddiest point (5 points each x 10 weeks) **	50 points
Professionalism	20 points
<b>TOTAL</b>	<b>970 points</b>
80% of the class fills out a CAPE	10 points extra credit

*= the lower of the two midterm scores will be dropped **= the lowest score from each of these categories will be dropped	
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If you believe that a grading error has been made, please contact your IA with an explanation of the error.

### 11. Supplemental Instruction

The Teaching and Learning Commons supports your learning in BILD 1 through hosting SI study sessions, which give extra practice with the material through doing group problem-solving. While we encourage you to participate in SI, participation in an SI session does not substitute for attending a regular discussion section.

- **SI Leader:**
  - SI Leader's Name: Shria Arcot
  - SI Leader's Email Address: [sarcot@ucsd.edu](mailto:sarcot@ucsd.edu)
- **SI Session Schedule:**
  - SI Canvas URL: <https://canvas.ucsd.edu/courses/31990>
  - SI Session Times: Thursdays: 4:30-5:50pm (Virtual), Friday: 2-3:20pm (In-Person if allowed)

### 12. Academic Integrity

**Integrity of scholarship and learning is fundamental** to creating our classroom community and the academic community at large. The University expects that both students and faculty will honor this principle and in so doing protect the validity of University intellectual work.

For you, this means that all academic work you submit for this course should be **your own new original work**. We emphasize this for several reasons. First, **using your own thoughts and putting things in your own words helps you learn**. There is no better way to discover quickly what you understand and what you don't than to explain a concept to someone else. Second, in professional settings, trying to hide dishonest behavior or pass someone else's words off as your own can lead to trouble. To encourage original thought and writing in this class, we take precautions. For example, Canvas uses Turnitin to scan Biologist Journals for plagiarized materials. **Our goal is not to catch anyone** (although we can't give credit for dishonest work or plagiarized material), **but to help everyone make a habit of using their own thoughts and voice**.

In addition, part of being a good member of a community **is not facilitating dishonest behavior by others**. No course materials, particularly homework and exams, may be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course. To hold everyone accountable for their actions, any serious suspected instances of a breach of academic integrity will be reported to the Academic Integrity Office for review. For more information on academic integrity, please visit <https://students.ucsd.edu/academics/academic-integrity/index.html>.

### 13. Helpful Resources at UCSD

**If you are experiencing anxiety, depression, or worse, you are not alone.** On top of facing the normal stresses of college, many college students are in their late teens or early twenties, which is when many mental illnesses emerge for the first time because of brain maturation. In addition, you may be experiencing the effects of trauma or violence. Or, you might be one of the 19% of UC students who report not being able to access adequate food<sup>3</sup> or who do not have a safe, stable place to live. Whatever your situation, whether

your problems feel big or small, we encourage you to seek help and support. Some resources are listed below.

<sup>3</sup> Martinez et al. 2016. University of California Global Food Initiative: Student Food Access and Security Study. <https://www.ucop.edu/global-food-initiative/best-practices/food-access-security/student-food-access-and-security-study.pdf>

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

**14. [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](#)