

## UCSD BILD 4: Introductory Biology Lab

Lab Schedule Winter 2022

Professor: **Dr. Brooke Pickett**

Professor contact: bpickett@ucsd.edu

Office Hour: W, 11:30pm – 12:30pm, H&SS 1145B

Quarter start: **1/03/22**

Quarter end: 3/11/22

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 in-person classes is still a bit 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

**The beginning of the course will be remote via the Zoom links in CANVAS, while the rest of the course will be fully in-person (see schedule below).** Please look closely at the following course meeting times and the more detailed lab schedule in this syllabus.

*Lab Lecture:*

Section	Day	Time	Room
All	Tu	6:30 – 7:50pm	WLH 2005

*Lab Meeting:*

Section	Day	Time	Room	IAs
D01	W	1:00 – 3:50pm	Tata 2301	Kevin and Akshay
D02	W	1:00 – 3:50pm	Tata 2302	Shae and Dustin
D03	W	1:00 – 3:50pm	Tata 2303	Renyi and Shaivi
D04	W	1:00 – 3:50pm	Tata 2304	Marina and Shaivi
D05	F	1:00 – 3:50pm	Tata 2301	Kevin and Akshay
D06	F	1:00 – 3:50pm	Tata 2302	Shae and Dustin
D07	F	1:00 – 3:50pm	Tata 2303	Renyi and Shaivi
D08	F	1:00 – 3:50pm	Tata 2304	Marina and Shaivi

*IA Information:*

IA Name	IA Email
Shaivi Bandatmakur	sbandatm@ucsd.edu

Akshay Bharadwaj	abharadwaj@ucsd.edu
Shae Galli (MS)	sgalli@ucsd.edu
Kevin Mazo (MS)	kmazo@ucsd.edu
Marina Mochizuki (MS)	mayokoya@ucsd.edu
Dustin Pwee (MS)	dpwee@ucsd.edu
Renyi Zhao (MS)	rzhao@ucsd.edu

## COURSE DESCRIPTION

**Required Materials:** BILD 4 Lab manual (at bookstore) – there is only 1 BILD4 manual and the author is Dr. Lo (**don't need manual anymore**). You'll also need a knee-length lab coat, safety glasses, two cloth masks or one KN95/N95 mask, Zoom access, and access to CANVAS. Lab coats and safety glasses can be purchased at the campus book store, Amazon, or Target. If you do not have access to a computer, please see “student resources” on our CANVAS page to request a loaner.

**Course Structure:** There are three course components: 1) lab lecture, 2) lab, and 3) group project. During lab lecture we will go over important biological concepts and background information needed to accomplish your lab tasks. Lab notebook questions will be answered during lab either via a computer or print-out that can later be transferred online. During lab, we will also engage in a collaborative research project on soil microbiomes on campus. In your lab groups, you will propose a research question and present your project via a group constructed poster. **Lab attendance is required** (you must attend the lab section you are officially enrolled in). Whenever possible, classes will be recorded and made available online as a resource. However, classes will be interactive. Therefore, recordings are provided for the purpose of review and should not be used solely to substitute for active engagement in class.

**Course Logistics:** 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 the 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. *Blue*: remote days.

Week	Dates	Tuesday	Wednesday (sections D01-D04) Friday (sections D05-D08)
1	Jan 4, 5, 7	Lab lecture: class introduction, microbiomes	Lab: ice breaker, lab introduction, literature search exercise
2	Jan 11, 12, 14	Lab Lecture: pipetting, statistics	Lab: form final groups, make your logo, pipetting online, writing assignment (stats)
3	Jan 18, 19, 21	Lab Lecture: pH, soil properties	Lab: work on project
4	Jan 25, 26, 28	Lab Lecture: ecoplate literature	Lab: soil pH, moisture, writing assignment #2

5	Feb 1, 2, 4	Lab Lecture: ecoplate setup, controls and replicates	Lab: field trip, ecoplate setup, more work on project ideas
6	Feb 8, 9, 11	Lab Lecture: ecoplate calculations, chi-square	Lab: ecoplate calculations
7	Feb 15, 16, 18	Lab Lecture: DNA extraction, purification, and PCR	Lab: DNA extraction, purification, run PCR A
8	Feb 22, 23, 25	Lab Lecture: gel electrophoresis, indexing	Lab: Gel electrophoresis of PCR A, work on group projects
9	March 1, 2, 4	Lab Lecture: IA talks or guest lecture	Lab: work on group projects
10	March 8, 9, 11	Lab Lecture: more IA talks	Lab: group writing assignment
<b>Finals Week</b>	Poster Presentations		

## GRADING CRITERIA AND SCALE

The grading scale for the course is standard (see second table below). The course 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%.

Assessment	Points	Percent of Grade
Writing Assignments (4, 15pts)	60	26%
Quizzes (9, 6pts)	54	23%
Discussion (9, 3pts)	27	23%
Lab Notebooks (9, 3pt)	27	
Poster Presentation (1, 55pt)	55	24%
Professionalism	10	4%
Extra Credit	2	NA
<b>Total for Course</b>	<b>233</b>	<b>100%</b>

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

## 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. One of the writing assignments will be done individually and two will be done as a group. Please see CANVAS throughout the quarter for more details on these assignments.

## QUIZZES

Quizzes will be given once a week and cover material from the week's lectures, reading assignments, and labs. Quizzes are available on CANVAS from Friday 5pm – Monday 5pm and can be taken any time within that window. Quizzes are open-note, contain 6 questions, and must be completed within 12min of opening. At the end of the quarter, your lowest quiz grade will be dropped. Please keep in mind that CANVAS will proctor these quizzes to ensure that no webpages are open during the quiz. There are no make-up quizzes (unless you have a doctor's note).

## CONTRIBUTION

Active participation both in classes and laboratory sections is essential to learning in this course. Contribution assignments include **lab notebooks and discussion**. Contributions will be graded for thoughtful completion and accuracy. Contributing to the class community is greatly valued in this course.

**Lab Notebooks:** your answers to lab notebook questions will be completed during lab as a group and then pasted into a Googledoc that will belong to your group for the entire quarter. **The link to your group Googledoc can be found on CANVAS under "Important Files" > "Links to Lab Notebooks"**. The lab notebook questions will be posted on CANVAS 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 3pts. Students must be present and participating for the full lab time in order to receive any lab entry points for that day. If a student must miss a lab due to an excused lab absence (see policy below), they must complete the lab notebook for that day (if applicable) and the make-up assignment.

**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 a response and the other can be a question or a response. 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. In addition, answers to questions should not be guesses, but backed up by relevant literature (only journal articles, books) with a link to the reference. Your questions should relate (loose connections are fine) to something we covered in the course that week. Posts must be made by 11:59pm on Fridays. The first discussion post is not graded.

## POSTER PRESENTATION

The project will be a research proposal written and presented in poster format collaboratively in teams. Each team 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. An individual component will involve

summaries and critical assessments of other posters. 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 0.5 or 1%.

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

Examples of unprofessional interactions that have no meaningful benefits:

1. 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 an acceptable excuse

## **EXTRA CREDIT**

If 90% or more of all students complete CAPEs, instructional assistant evaluations, and other course-based evaluation surveys 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 2 additional contribution points. 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:

- Attend weekly lecture and lab
- Answer notebook questions during each lab
- Make two discussion posts each week by Friday at midnight
- Answer quiz questions by every Monday at 5pm

- Check if any lab reports are due

## COURSE POLICIES

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

### ATTENDANCE

Lecture attendance: lecture attendance is necessary in order to understand the labs and assignments.

Students who are feeling sick, or who are COVID-positive, can watch the lab lecture podcast (via the “Media Gallery” tab in CANVAS).

Lab attendance: **lab attendance is required.** Lab work will include wet lab procedures and therefore cannot be completed remotely. Students who are feeling sick, or who are COVID-positive, **can complete a make-up assignment after notifying their professor/IA** that they will not be attending lab. The make-up assignment must be completed on time, or the lab will be counted as a missed lab. The following guidelines apply to lab absences:

*Unexcused lab absences:* will result in no lab question points for that day. Unexcused absences include: 1) not completing a make-up assignment on time if a lab is not attended, 2) missing lab without first notifying the professor or IA, 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 lab question points for that day (if applicable) and checking in with their group to get the information they’ll need for the next lab. Excused absences include feeling sick, being COVID-positive, having COVID symptoms, unexpected occurrences, or events out of the student’s control. Students must let Dr. Pickett and their IA know of any excused absences **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.

### 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 significant disputes occur over the relative contribution of individual members of the group, please contact Dr. Pickett immediately so the issue can be fixed. If there are significant disputes regarding the contribution of a group member after an assignment has been completed, the group can submit an appeal. In such cases, the group grade will be multiplied by the number of people in the group, and the points can be divided among individuals based on what each group member thinks they deserve based on their effort. To submit an appeal, all members of the group need to get together and provide the following information in a document: clear and detailed descriptions of each member's contribution, calculations for how the points should be divided among the members, and signatures from each member with a statement attesting to the fact that everyone in the group has agreed to all information in the appeal document. Please submit the appeal to Dr. Pickett at the end of a class meeting within one week of the assignment being returned.

### **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. UCSD 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. In any act of academic dishonesty, 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 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 don't risk your GPA and/or future career by cheating.

## COVID-RELATED FAQs

### 1. Why are there no remote options for this course?

Students who have a documented need for accommodation either because of travel restrictions or because of health restrictions have already been identified and this data has been shared with the appropriate academic programs. To the extent that we have capacity, programs and faculty have tried to accommodate students needing remote instruction for Winter. ***To operate programs in both in-person and remote modalities increases demands on university infrastructure, and our ability to do so is limited.*** While individual students may express a preference for additional remote offerings, ***we do not have the instructional or operational capacity to simultaneously deliver all or most courses in both in-person and remote formats.*** Students who have an accommodation need must work with the Office for Students with Disabilities (OSD) to have their accommodation reviewed and documented.

### 2. What accommodations are there for students who are sick/unable to join an in-person class?

As stated under the "Attendance Policy" students can choose to watch the lab lecture recording rather than attend the lecture in-person. If a student misses lab, there will be a make-up assignment. Please see the "Attendance Policy" portion of the syllabus.

### 3. What happens if another student in the class tests positive for COVID?

When a student tests positive for COVID, the contact tracing team immediately takes over. The student will need to quarantine for up to 10 days. The contact tracing team will determine if others were exposed through contact with the infected individual, and if so, they will be contacted and advised to be tested. If all protocols are followed (including vaccine mandates and masking), being in a room with an infected individual does not automatically qualify as exposure. To date, no exposure events have been traced back to in-class activities at UCSD.

### 4. What should I do if I feel sick?

Complete the symptom screener and if needed, get tested for COVID. Do not come to campus unless given the all-clear.

### 5. What happens if the professor/IA tests positive for COVID?

The professor/IA will quarantine for 10 days and the contact tracing team will determine if others were exposed. If the professor were to quarantine, instruction would be remote for the quarantine period and a substitute professor may be provided.

### 6. What rules do the professor/IA/students have to follow in the classroom?

Wearing two cloth masks or one KN95 mask is **required at all times**, regardless of vaccination status. No eating or drinking is allowed in class, regardless of whether the class is indoor or outdoor. The only exception from this rule are short hydration breaks for instructors while lecturing. Social distancing restrictions have been lifted, but physical contact should be limited where possible. The full masking policy is posted on the UCSD website: [https://adminrecords.ucsd.edu/PPM/docs/516-30.html?\\_ga=2.168746281.923449004.1631056456-1539867882.1625773689](https://adminrecords.ucsd.edu/PPM/docs/516-30.html?_ga=2.168746281.923449004.1631056456-1539867882.1625773689).

### 7. Can we eat/drink in the classrooms?

No, but instructors may take hydration breaks while lecturing. Students should step outside to hydrate, if needed, during class and break times.

### 8. How have classrooms been prepared for a safe return, and what safeguards are in place?



Facilities Management has provided extensive information on their activities preparing classrooms and other facilities for individuals to return to campus. More information about the specifics related to air filtration in classrooms and campus buildings, as well as cleaning protocols and more can be found on their COVID-19 information page ([Facilities Management Response to the COVID-19 Pandemic \(ucsd.edu\)](https://ucsd.edu/facilities-management-response-to-the-covid-19-pandemic)).

## RESOURCES FOR STUDENTS

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

1. **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.
2. **The Writing and Critical Expression Hub** - (<http://commons.ucsd.edu/students/writing/index.html>)  
provides support for undergraduates working on course papers, i.e. laboratory reports and the research proposal, 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, the writing process, and writing skills; help with every stage in the writing process, walk-in tutoring; and workshops on writing.
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. OSD is a great resource if you think you may have test anxiety due to an underlying condition that interferes with the ability to learn, focus, or concentrate. 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. Their mission is to offer quality programs and services that empower students with disabilities to access and engage in educational activities at the College. Please notify your instructor immediately if you require special health or disability accommodations.
4. **Counseling and Psychological Services (CAPS)** - UCSD counseling services are still open during quarantine. This is an amazing resource for coping with anxiety and stress issues. For first-time appointments, you can now go directly to [MyStudentChart.ucsd.edu](http://MyStudentChart.ucsd.edu) and book an appointment online. The CAPS website is: <https://wellness.ucsd.edu/CAPS/services/Pages/Appointments.aspx>.
5. **The Office for the Prevention of Harassment & Discrimination (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](mailto: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.

6. **Library guide** - (<http://ucsd.libguides.com/bild4>) A specific library guide has been designed for BILD 4. This website serves as the starting point for navigating campus library resources that support our needs in completing major assignments, such as the research proposal. Please feel free to schedule a consultation with Bethany Harris (bethany@ucsd.edu), our biomedical librarian, for further assistance.

## OTHER TIPS

### *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 fireside 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 us with your own questions or come and see what other students have questions about. 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
- 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 as you go, 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 instructors, early in the term
- Take responsibility and develop independence in coordinating your services
- Meet with instructors when needed

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