

Winter 2022 BICD 100 — Genetics

Instructor: Jessica Rusert (she/her)

E-mail: jrusert@ucsd.edu (Include BICD 100 in subject)

Office hours: Mondays 3-4pm; Fridays: 10:30-11:30am; links in Zoom LTI Pro

Scheduled Lecture Times: D00 T/Th 9:30-10:50 am - in-person, podcasted

E00 T/Th 2:00-3:20 pm - in-person, podcasted

F00 T/Th 3:30-4:50 pm - in-person, podcasted

This is LONG with the goal of addressing any questions you may have. You are responsible for knowing these details, so please READ IT! **Please note that this entire course can be taken remotely regardless of whether UCSD allows us to return to in-person instruction or not. If we do return to in-person, changes will be announced and posted here for in-person and remote options for discussion sections only. The only other difference would be the ability to attend lecture in-person versus synchronous Zoom lecture, but you will always have the option to watch the lectures asynchronously.**

***I reserve the right to make changes to this syllabus as needed throughout the course. You will be notified of any changes. **Be sure to allow and check Canvas notifications** regularly so you get these in a timely manner. We continue to be in uncertain times, so I request that you are flexible and patient as the teaching team works to achieve a successful class. ***

Overview of the Curriculum

This course aims to develop concepts of genetics as they apply to how information is stored, utilized, and inherited in life. Fundamental concepts include gene and chromosome structure, genetic aberrations, phenotype, chromosome segregation and recombination, inheritance, how genetic information coded in the DNA is used, simple and complex traits, and the evolution of genes and genomes. We will learn these concepts by studying their roles in biological systems. Then we will apply our understanding of these concepts to explain and predict a wide range of biological and real-life phenomena including human health, biodiversity, and agriculture. Interspersed in the course will be topics from current genetic research such as GWAS studies and cancer genomics.

Overall Philosophy

The teaching team and I know that this pandemic has affected many students in a variety of ways. **We will do our best to support you!** As the quarter progresses, the IAs and I will use your feedback to adjust aspects of the course when possible to improve your experience. This is

a first for many of us to teach and learn online with the possibility of going back in-person, though some of us are getting the hang of it after several quarters :) The teaching team is doing our best to prepare and plan a course that encompasses clarity, simplicity, and compassion. Please bear with us as we face this challenge together!

Learning genetics can be inherently empowering as it is arguably the basis for all living organisms and the variety we find among these organisms. As such, this coursework should not simply be a means to an end like a certain grade or stepping stone to the next class. The knowledge you learn should also allow you to **understand situations that might arise in your life** and aid you in **helping the people in your family and community thrive**. In practice, what that means is that we will teach you genetics concepts relating to people, other organisms, and populations, but then will we ask you to **go beyond memorization to deeply understand** the material and **apply knowledge to new examples**. For example, when we talk about a complex trait like cancer, we might use the inheritance of risk for skin cancer and somatic mutations that contribute to its development as an example in a problem set, but ask you to apply the concepts to liver cancer on an exam. That way, if someone in your life develops breast cancer, you will ideally already have had practice integrating the fundamental concepts you learned BICD 100 with information about a particular cancer, which will hopefully allow you to better help them understand their complex disease, treatment options, and the potential risk of this cancer to others in their family.

I would like you to think of this class as a **community of geneticists where we are all helping each other grow**. **We have a rich diversity of students and IAs**. **Engaging with these individuals in groups, office hours, lectures, and in study groups can capitalize on this diversity can enhance your learning in ways you might not even realize**. Therefore, I have tried to build in places where you will be invited to engage with your fellow students in groups or pairs, meet your fellow students, and set up study groups. Doing this remotely for the first part of the quarter may be admittedly more difficult, but certainly not impossible. Some of you might find such engagement difficult at first and generally this engagement is optional. However, it becomes easier with practice so I encourage you to make the most of these opportunities! Also, if you go on to have a career that involves biology in some way, for example as a researcher, healthcare professional, medical science liaison, or drug developer, you will spend a great deal of your time communicating science. By interacting with others verbally and composing your ideas in writing, you can practice the communication and leadership skills you will need in such careers.

Contacting Me and Piazza Discussion Boards for Questions:

Emails directed to me, Dr. Rusert, should **focus on personal, tech (but not tech support), or course related issues ONLY** (a course related issue could be different deadlines listed in the syllabus versus that on the assignment, you cannot access the homework, etc.). Please ensure that all e-mails include BICD 100 in the subject line and if the matter requires immediate attention include URGENT in the subject line as well. I will respond to emails usually within 24 hours. I regularly check my email during normal business hours (Weekdays ~8:30 am-4:30 pm) when I'm not teaching or holding office hours, but on weekends you may not hear back from me until Monday morning.

For ALL OTHER questions we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, IAs, and myself. I encourage you to answer each other's questions or contribute to a conversation! Rather than emailing content or logistics questions to someone from the teaching team, please post your questions on Piazza – which you can even do anonymously – by clicking the Piazza link in the menu to the left in our Canvas webpage. **For logistics questions, please ensure you have carefully reviewed the syllabus, [FAQ \(Frequently Asked Questions\)](#), and searched the posts in Piazza before making a new post.** The teaching team will be monitoring posts roughly 2x a day, including weekends, which ensures you get a response faster than if you email one individual directly. If you have any problems or feedback for the developers, email team@piazza.com

Lecture Details:

You can attend any lecture while we are remote. **Please consider turning on your video so you can get to know each other better and make interaction more enjoyable. I like seeing your faces!!** Lecture slides will generally be posted in each week's module (on the Home page) the night before, or at the very latest by 9am each lecture day.

Lectures are optional to attend synchronously (and will be optional to attend in-person when we go back to in-person), though highly encouraged so that you can ask questions in real-time and engage with the material through our discussions. All lecture will be recorded and published to the Canvas site in the Media Gallery **once available. This can take several hours sometimes so please be patient. Often the 9:30am lecture will likely be published by 12pm for instance as it has to be processed AFTER the class has finished.** Please plan accordingly if you plan to watch lectures online or need to any given week due to illness or quarantining.

During Zoom lectures there will be at least one IA in the meeting with us to help answer questions in the chat. This is an opportunity for you to gain clarity in real-time so please take advantage. I will ask that the chat be used for class related conversation as much as possible.

Lectures and Assignments

Notes about some assignments:

Reading Reflections are meant to introduce you to vocabulary and concepts for the upcoming week.

The bi-weekly **“Exit Ticket”** is meant to be a way for you to give anonymous feedback on what is working/not working in the class and particularly in your discussion section. This should be completed after you attend your discussion section each week.

HW will generally cover material from Tuesday and Thursday lectures of that week, then be due the following Tuesday. This will often help you be more ready to handle the section activities that next week and generally ensure you've attempted the HW as some questions will be gone over in your section as time permits.

Attend your enrolled **Discussion Section** on Zoom, participate, and complete the activity provided. Submit this at the end of class or by Friday at 11:59pm. If/when we go in-person you will have options to go in-person or complete this asynchronously (details announced as needed).

| Week | Lecture Date | Lecture | Assignments Released (Due Date by 11:59pm; bolded due that week, regular due the following week) |
|------|--------------|--|--|
| 1 | Jan. 4 | Introduction to the course and genetics (1) | Week 1 Reading reflection – DMD gene (Wed 1/5) Pre-Class/Week 1 Course Survey (Friday 1/7) Section Participation (IA will give you points, no submission) Reading Reflection for Week 2 (Sun 1/9) Homework 1 DMD activity (Tues 1/11) |
| | Jan. 6 | Gene structure (2) | |
| 2 | Jan. 11 | Genotype-phenotype & mutation (3) | Week 2 Exit Ticket Survey (Fri 1/14) Section Activity (do in sections, submit by Friday 1/14) Reading Reflection for Week 3 (Sun 1/16) Homework 2 – genes and mutation (Tues 1/18) |
| | Jan. 13 | Alleles (genotype), dominance, and phenotypic outcomes, GOF/LOF(4) | |
| 3 | Jan. 18 | Factors that influence phenotype, heritability; Mitosis(5) | Section Activity (do in sections, submit by Friday 1/21) Reading Reflection for week 4 (Sun 1/23) Homework 3 – Mitosis, meiosis (Tues 1/25) |
| | Jan. 20 | Mitosis (NDJ and somatic mosaicism), Meiosis, Non-Disjunction MI vs MII, gene dosage (6) | |
| 4 | Jan. 25 | Patterns of Simple (Mendelian) inheritance (multiple genes); X-linked Inheritance, sex chromosomes (7) | Week 4 Exit Ticket Survey (Fri 1/28) Section Activity (do in sections, submit by Friday 1/28) *Reading Reflection for week 5 (<u>DUE Wed 2/2</u>)* |
| | Jan. 27 | Epistasis & Complementation(8) | |
| 5 | Feb. 1 | Midterm 1 online (covers up through lecture 6 & HW3) | Section Activity (do in sections, submit by Friday 2/4) Reading Reflection for week 6 (Sun 2/6) |
| | Feb. 3 | Epistasis & Complementation (9) | |

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|-------------------------------------|--|--|--|
| | | | Homework 4 – Mendelian inheritance, sex chromosomes, epistasis/complementation (Tues 2/8) |
| 6 | Feb. 8 | Gene Linkage (10) | Week 6 Exit Ticket Survey(Fri 2/11) Section Activity (do in sections, submit by Friday 2/11) Reading Reflection for week 7 (Sun 2/13) Homework 5 - linkage (Tues 2/15) |
| | Feb. 10 | Linkage & Molecular markers (11) | |
| 7 | Feb. 15 | GWAS (12) | Section Activity (do in sections, submit by Friday 2/18) *Reading Reflection for week 8 (<u>DUE Wed. 2/23</u>)* |
| | Feb. 17 | QTL (13) | |
| 8 | Feb. 22 | Midterm 2 online (covers up through lecture 11 & HW5) | Section Activity (do in sections, submit by Friday 2/25) Week 8 Exit Ticket Survey(Fri 2/25) Reading Reflection for week 9 (Sun 2/27) Homework 6 – GWAS, QTL, some cancer? (Tues 3/1) |
| | Feb. 24 | Somatic mutations and Cancer (14) | |
| 9 | Mar. 1 | Somatic mutations and Cancer (15) | Section Activity (do in sections, submit by Friday 3/4) NO Reading Reflection Homework 7 – Somatic mutations and cancer, comparative genomics (Tues 3/8) |
| | Mar. 3 | Ancestral genomes, genome evolution (16) | |
| 10 | Mar. 8 | Ancestral genomes, genome evolution II (17) | Week 10 Course Survey (Fri 3/11) No section activity points, Review Q&A CAPEs for extra credit If all 3 classes reach 88%! (deadline Monday 8am 3/12) |
| | Mar. 10 | Q&A time – you must come with questions! | |
| Final Exam Cumulative online | March 12 at 3pm: probably a 2hr exam starting at 3pm and ending by 5:10pm, so you'll have to start by 3:10pm to have the full 2hrs. | | |

Instructional Assistants (IAs) Contact and Office Hours:

First week Office Hours will only be held Wednesday-Friday. You will get extra credit the first time you attend ANY office hours during the first 5 weeks of class to encourage you to seek help and engage with the material.

| Section | Location | Day & Time | IA | Office Hour | OH Location | Email |
|---------|----------|------------|-------------|---------------|-------------|-------|
| D01 | Online | W 10am | Kyle Nguyen | Wednesday 2PM | Zoom | |

| | | | | | | |
|-------------|-------------|----------------|-----------------------|---------------------|------|--|
| D02 | Online | W 2pm | Nicole Talaba | Thursday 7:00PM | Zoom | |
| D03 | Online | W 1pm | Elina Chilingaryan | Friday 8:00AM | Zoom | |
| D04 | | F 8am | Michelle Chiew | Monday 11:00AM | Zoom | |
| D05 | | F 10am | Claire Chen | Monday 1:00 PM | Zoom | |
| E01 | Online | W 3pm | Brandon Jones | Thursday 4:00PM | Zoom | |
| E02 | Online | W 4pm | Brandon Jones | Thursday 4:00PM | Zoom | |
| E03 | Online | W 7pm | Qingqing Gong | Friday 7:00 pm | Zoom | |
| E04 | Online | W 8pm | Justin Fong | Tuesday 7:00pm | Zoom | |
| E05 | Online | W 8am | Howard Chang | Friday 1:00pm | Zoom | |
| F01 | Online | W 8am | Susanna Su | Thursday 11:00am | Zoom | |
| F02, F03 | Online | W 12pm, 1pm | Sangwon Woo | Wednesday 2pm | Zoom | |
| F04 | Online | F 12pm | Viet Nguyen | Friday 6:00 pm | Zoom | |
| F05 | HSS 2321 | F 1pm | Ishrak Ramzan | Tuesday 8:00 pm | Zoom | |

Discussion Sections:

Discussion sections will be a time to briefly review concepts and possibly go over 1-2 HW answers, but will especially be used to practice applying your knowledge on specific topics and help you understand how to answer free response questions on exams. The idea will be to work in small groups on activities that will be submitted for credit at the end of each section, however, how each IA does this while we are remote I am leaving up to them. **Please consider turning on your video so you can get to know each other better and make interaction more enjoyable!! This will also help you form study groups, which has been shown to help students' learning and feeling of connection.**

The content will vary from week to week, however, active engagement with the material in each section is critical to developing your understanding of the lecture material. **A portion of your grade will be based on active participation in section.** You are required to attend/participate in your enrolled discussion time to ensure equal student:IA ratio among the sections. **However, if you need to attend a different discussion one week due to a scheduling conflict, please contact your IA and the IA for the discussion you plan to attend so they can ensure you get appropriate credit.**

Weekly Reading Guides, Optional Textbook, and Reading Reflections:

Roughly each Wednesday a Weekly Reading Guide will be posted to *introduce* you to topics for the following week, which will then help you apply the concepts in class. Readings will be suggested from free online resources and pages in the Klug et al 10th edition textbook detailed below, though you can use any genetics textbook to supplement much of the material. **Use the guide to decide what you need to read based on your current knowledge** using whatever resources you choose. The questions are meant to *guide* your reading and some students find it helpful to fill these out, but you will not have to submit these. The point is, all of the suggested reading are not required but meant to prepare you to follow along with lectures that week and further supplement your learning after lectures **as needed if you struggle to understand something after we cover it in lecture.**

The Reading Reflections (discussed below) will highlight some key points and vocabulary to help you follow what we will cover in lectures that week, but will not be a reflection of all vocabulary and concepts. It is your job to browse the Reading Guide before lecture to ensure you have some idea of what we will talk about to prevent you from getting lost. Some of you may need to spend more time on these than others if your background knowledge is not as solid.

Klug et al. Essentials of Genetics 10th edition is **optional** if you prefer reading from one source and is available through the bookstore, but it is **not required**. You may also use older editions of the Klug textbook. **You can find the relevant topics from lecture in the textbook by using the index and table of contents** and relevant pages for introduction will be listed in the Reading Guide for the 10th edition. No matter what source you read from, you will still get the necessary information to understand the concepts, such as "what are epistasis and complementation" for instance. There is also a "Study Area" if you purchase the "Mastering" level of the Klug. et al. text that includes practice questions, vocabulary study tools, video tutorials, and more. **If you want additional practice questions and help this quarter, get the Mastering level!!**

Pre-class reading guides and Reading Reflections are designed to 1) introduce some relevant background material so you more prepared for class; 2) introduce some relevant primary literature; 3) get you started on connecting vocabulary, engaging with the material, and applying concepts. Being able to communicate your ideas well through writing is a vital skill that takes practice. Reading Reflections in particular, are meant to help you synthesize information into **your own** written explanations and descriptions. Practice doing this will help you when writing short answers on exam in this and future science courses. You should plan to spend at least 30minutes on the Reading Reflections each week. These are graded on effort and completeness but will be checked for plagiarism.

Homework:

Weekly homework will be posted by 2pm Wednesday and is due by the following Tuesday at 11:59pm for full credit in Gradescope. It will often cover both Tuesday's and Thursday's lectures that week even though it is posted on Wednesday, before the Thursday lecture. You only need to complete 80% of the homework in total for 100% credit. This can be either by not submitting one of the assignments (1 out of 7), by not completing all of the questions during any given week, or sometimes by completing all questions late and submitting them within 24 hours of the due date. For instance, some weeks you can complete all of the questions and other weeks you can complete say 60% of the questions and you could still end up with 100% credit at the end of the quarter. It is your responsibility to keep track of this if you worry about earning full credit but are not completing at least 80% of the questions each week.

There will be no homework due the weeks of midterms. Homework due the week after the exam may be slightly longer as it will cover ~3 lectures instead of 2. Homework is graded on completeness and effort. Partial credit will be given for incomplete work. Answers will be posted Thursdays sometime before the 2pm lecture.. At the end of the quarter I will adjust the scale based on the % you have such that 80% will become 100%. This means you will have MORE questions given to you than you are required to complete.

I encourage you to work together in study groups to discuss the questions as they are meant to be higher level application. Working with others often helps you better understand the material *even if you are the one explaining the answer*. When working in groups, try not to make the mistake of simply accepting another student's answer and thinking you understand it so writing down what they tell you (or worse, copying what's on a shared google doc as that is not using your own words, but instead plagiarism!). You should attempt the problem set prior to going over it with your group then discuss questions or difficulties you had. You will **always** learn more if you have gone through the problem-solving process on your own first.

A quote from a student from the fall quarter to help you think about the work you will do in this class and how it will help you if you put in the effort: "I found that when I had the hardest time doing homework was when I ended up learning the most. Similarly in discussion section activities, the times when these were the hardest was when it challenged us to further analyze the information we were given. These served as great study guides/practice for the exams."

Exams:

The exams will be held synchronously online in Gradescope **during your enrolled lecture time, which is when you will be required to take it, NOT during any lecture time offered.** Note that all enrolled students will show D00 as their lecture in Gradescope, because you are all in the same Canvas course, but a specific exam will be set up for each lecture time and labeled D00, E00, and F00. You will see the exam for each lecture in Gradescope during each lecture time, but you will only take the exam for your lecture time. The dates below will not be changed, so plan your quarter accordingly. NO MAKE-UP MIDTERMS will be given (*unless you have an OSD exemption*).

Midterm 1 - Tuesday, Feb 1st covers up through Lecture 6 and HW#3

Midterm 2 - Tuesday, Feb 22nd covers up through Lecture 11 and HW #5 (cumulative)

Final Exam - Saturday March 12 at 3pm for all classes (cumulative)

There are 2 grading scheme options below in "Grades" (in **yellow** versus **green**). Whichever gives you the highest final grade will be used to determine your grade. This can only be done in Excel, not in Canvas, at the end of the quarter. If you wish to determine your grade before that, you will have to calculate your own potential grades using the "What if" option in Grades or by doing the algebra yourself (See the [FAQ \(Frequently Asked Questions\)](#) page for help with this). By building in the flexibility of the below grading scheme, if you must miss one of the midterms the weight will be shifted to the other midterm and the final. You do not need to email me to let me know why you cannot take a midterm. You will get a 0 on a missed midterm, but this will be dropped when calculating your final grade in favor of the **green** grading scheme below. For extenuating circumstances that interfere with your ability to take the final (i.e. hospitalization), please contact me to discuss your circumstances and options.

Exams will be a mix of multiple choice, select all, and short answer. You can use your notes, lecture slides and extra practice slides (including your own annotations), a book on your computer, the websites below, or use hard copies of any of these. **You may NOT use the following in ANY form, even hand-written on paper:** homework or homework answers, section activities or section activity answers, quizzes, or practice exam questions/answers during the exam.

The exam is written to test your knowledge and your ability to apply that knowledge, NOT your ability to look up the information. If you need to look up a lot of information throughout the exam, you will *run out of time*. Drafts of the exams will be given to the IAs to take as if they were a student. Adjustments will be made to wording, so the questions are clear, and length. You will have roughly double the time it takes the IAs to complete the exam unless you have an OSD extension.

YOU WILL RECORD YOURSELF IN ZOOM using a licensed Zoom account taking each exam, showing both yourself and sharing your *desktop (entire screen and anything you do on that screen)* until your exam is submitted. Think of this as having a Zoom meeting recorded to the cloud with just yourself while you take the exam. You must show a picture ID at the beginning of each exam. You may not use a phone, iPad, Tablet, or second screen during the exam as these will not be visible in your recording, unless it is to text Dr. Rusert with questions or tech issues. **Failure to follow these directions will result in a reduction of points on your exam.** Don't worry!! One assignment will allow you to practice this by submitting a short recording of yourself as a text entry to ensure you know how to carry this out correctly prior to the first exam. After each exam, videos will be selected at random for review by the teaching team. If cheating is suspected based on what we see or your answers, the video will be fully

reviewed. Also understand that by recording yourself taking the exam, it protects you from any tech issues you may have with your answer submissions in Gradescope.

Exams are a way to assess your progress in the class and the class as a whole. Assessments help us understand where students are struggling so that we can address these issues and add in extra support/review. We want this work to be authentic and a fair measure of each student's learning.

Online resources that will often be used in the Reading Guides that are allowed during the exams (meaning you can look up definitions if needed for instance as long as you do so through one of these resources):

1. Nature Scitable Essential Genetics e-book: <http://www.nature.com/scitable/ebooks/essentials-of-genetics-8/contents>(Links to an external site.)
2. Nature Scitable, search for topics and definitions: <http://www.nature.com/scitable>(Links to an external site.)
3. Search the NCBI Bookshelf for specific topics: <http://www.ncbi.nlm.nih.gov/books/>(Links to an external site.)
4. Free Biology Textbook, contains some basic genetics: <https://openstaxcollege.org/textbooks/biology>(Links to an external site.)

Practice Exam Questions:

You will have access to practice exam questions. These will be posted on the Canvas website the week before each exam. Answers will be posted Sunday mornings before each Midterm exam and at the same time as the Final exam practice questions are posted before the final, BUT it is important that you attempt the questions before reviewing the answers to truly learn and understand the problems. This is a proven study technique that will enhance your understanding. In addition, there are many good questions in text books and various sources online that are helpful in mastering each topic.

Many student request extra practice problems beyond what is provided. I recommend that you alter homework and lecture questions and write your own questions from scratch as this is an extremely effective method for improving your understanding and ability to apply the concepts, which you will have to do on exams. DO this with study partners and share them even! **However, if you prefer to have an ongoing resource of additional questions, please purchase the Mastering level of the textbook.** You can find Genetics textbooks in the library as well, which will also have additional questions for you to practice from though I am unsure if you can find an answer key. I do not have knowledge of a free online resource with practice questions and answers. **This does not mean these do not exist** so google away and **please share it with me** if you find one!!

Course Surveys:

There will be a handful of surveys throughout the quarter, roughly every other week, that allow the teaching team to gather helpful information about you and feedback on the course. These are worth 1% of your grade, will often take less than 5 minutes, and are due by Friday at 11:59pm often as a weekly "Exit Ticket." The course surveys are designed to help us get to know the class as a whole and understand what is going well for you and what is not working. The teaching team is very open to constructive feedback as we want to foster a positive learning environment and ensure the course is effective in helping you learn, especially given this pandemic-induced, variable learning environment. Understand however, that sometimes the most successful, evidence-based teaching strategies are not necessarily those that all students enjoy from the start AND students have wildly different opinions on lecture style and preferences. Learning new material is seldom easy and challenging tasks are not always initially enjoyable. My number one priority is your learning, but I do hope you have some fun or feel some fulfillment as you grow along the way!

Grading:

There will be no curve at the end of the term. Consequently, you are not in competition with anyone for a grade. Grades will be based on your percentage in the course.

Please do not email me to ask for ways to increase your grade or meet a cut-off at the end of the quarter. There will not be opportunities to receive extra credit or bump up your grade beyond what is offered in the course. This would not be ethical or fair to your fellow students. Do the work, read through **“How to Study for This Course,” “Learn How to Study Using Retrieval Practice,” and “Creating Study Guides,”** set aside **study time**, and commit to **finding effective and efficient study methods** that work for you to learn the material. Please talk with me if you have concerns as soon as possible.

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|---|--|
| Course Surveys | 1% Drop the lowest 1 score of 6 |
| Discussion Section Activities & Participation | 10% Drop the lowest 1 score of 9 |
| Reading Reflections | 10% Drop lowest 2 scores of 9 |
| Homework | 9% (80% completion needed for 100%) |
| Midterms 1, 2, & Final Exam | 22% Mt1, 22% Mt2, Final 26% |
| OR | |
| Midterms 1, 2, & Final Exam | 0% Mt1 or Mt2, 34% Mt1 or Mt2, Final 36% |
| Total | 100% |

98-100% A+

93-97.9% A

89-92.9% A-
85-88.9% B+
81-84.9% B
77-80.9% B-
73-76.9% C+
68-73.9% C
65-67.9% C-
58-64.9% D
<58 F

Regrades:

Regrades are meant as a safeguard against human error, not to argue how the rubric should be adjusted or to try to gain more points by further explaining your answer. Your answers must stand on their own and will be graded as such. Any issues with grading on an exam must be submitted through Gradescope within one week of grades being posted. I reserve the right to make changes to the regrades policy if I find that students are abusing/mis-using this option.

Late Work Policy:

Most assignments in this class, excluding exams, can be submitted within 24 hours of the due date for 25% reduction in total credit possible. Beyond 24hrs you will no longer be able to submit your work. The lowest score (or 2) from each assignment type will be dropped (see "grades" above). Therefore, if you miss a submission entirely, for any reason, this will be used as your dropped assignment as it will show up as a 0. No additional extensions or dropped scores will be offered to individuals as I must be fair and equitable to all students in the course. For extenuating circumstances that interfere with your ability to participate in this course, even with these allowances, please reach out to me to discuss your options.

Disability Access:

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information: <https://osd.ucsd.edu/>

Academic Integrity:

Academic integrity means having the courage to uphold honesty, fairness, responsibility, respect & trust even when difficult. Creating work with integrity is important because otherwise we are misrepresenting our knowledge and abilities and the University is falsely certifying our accomplishments. And when this happens, the UCSD degree loses its value and we've all wasted our time and talents!

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity. **Any student caught cheating on an exam will receive a failing grade for the course. They may also be suspended from UCSD.**

Title IX Compliance:

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a member of this community, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you want to speak confidentially you may contact the Counseling Center.

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 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 department Chair, a faculty member 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.

CLASS STATEMENT OF VALUES

Below are the values I expect each student in this class, IAs, and myself to uphold throughout the quarter. Acting according to these values ensure we will foster a collaborative and supportive learning environment.

| VALUES | Upholding this value means that STUDENTS will... | Upholding this value means that the INSTRUCTIONAL TEAM will... |
|--|---|---|
| Courage – “the mastery of fear, to do what is right” | <ul style="list-style-type: none"> - Take action when we see something that undermines the values below | <ul style="list-style-type: none"> - Take action when we see something that undermines the below values |
| Fairness “Justice cannot be for one side alone, but must be for both. | <ul style="list-style-type: none"> - Make honest ethical choices even when at personal cost - Contribute fully and equally to collaborative work, so that we are not freeloading off of others on our teams | <ul style="list-style-type: none"> - make honest ethical choices even when at personal cost - Create fair assignments and exams and grade them in a fair and timely manner |
| ~Eleanor Roosevelt” | <ul style="list-style-type: none"> - Not seek unfair advantage over fellow students in the course | <ul style="list-style-type: none"> - Treat all students and collaborative teams equally |
| Honesty “Honesty is the first chapter in the book of wisdom. ~Thomas Jefferson” | <ul style="list-style-type: none"> - Advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service. - Communicate openly without using deception, including citing appropriate sources | <ul style="list-style-type: none"> - Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams - Communicate openly and honestly about the expectations and standards of |
| “When honesty is established as a | | |

value it allows for and encourages the development of trust”

the course through the syllabus and in relation to assignments and exams

Respect “Without feelings of respect, what is there to distinguish men from beasts?

~Confucius”

- Speak openly with one another while respecting diverse viewpoints and perspectives

- Provide sufficient space for others to voice their ideas

- Respect students’ perspectives even while we challenge you to think more deeply and critically

- Help facilitate respectful exchange of ideas

Responsibility “Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research.”

- Complete assignments on time and in full preparation for class

- Show up to class on time and be mentally and physically present

- Participate fully and contribute to team learning and activities

- Not engage in personal affairs while on class time

- Be open and transparent about what we are doing in class

- Not distribute course materials to others in an unauthorized fashion

- Give you timely feedback on your assignments and exams

- Show up to class on time and be mentally and physically present

- Create relevant assessments and class activities

- Be available to all students when we say we will be

- Follow through on our promises

- Not modify the expectations or standards without communicating with everyone in the course

Trustworthiness “Trust enables us to collaborate, to share information, and to circulate new ideas freely, without fear that our work will be stolen, our careers stunted, or our reputations diminished.”

