Winter 2023 BICD 100 — Genetics

Instructor: Jessica Rusert (she/her)

E-mail: jrusert@ucsd.edu (Include BICD 100 in subject; use only for personal questions)

Office hours: Tuesdays 3:30-4:30 in Zoom

Scheduled Lecture Time: MWF 3-3:50pm - Catalyst bldg Rm 0125.

**This is LONG with the goal of addressing any questions you may have. You are responsible for knowing these details, so please READ IT! * If you have additional questions after reading sections here, please see the FAQ (Frequently Asked Questions)*

I reserve the right to make changes to this syllabus as needed throughout the course. You will be notified of any changes, though exams are fixed.* ***Be sure to allow and check Canvas notifications *regularly so you get these in a timely manner.***

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. 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, meet your fellow students, and set up study groups. Some of you might find such engagement difficult at first and sometimes 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 because I teach other classes 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 when I'm not teaching or holding office hours, but on weekends you may not hear back from me until Monday.

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, including your IA, 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 and searched the posts in Piazza before making a new post. The teaching team will be monitoring posts roughly 1x a day and fellow students can answer your questions, which ensures you get a response faster than if you email one individual directly and everyone can see the answer. If you have any problems or feedback for the developers, email team@piazza.com

Lecture Details:

Attending lecture in-person is *optional*, though highly encouraged so you can make full use of the opportunities to engage with the material, interact and learn with your fellow classmates, and ask questions in real time. Lectures will be podcast and appear in the Media Gallery automatically roughly 2hours after the class is over with automatic titles/dates. **NOTE:** If there is a tech error in a podcast, such as audio that goes out during a lecture, **I will not re-record the material.** You can get notes from another student and/or speak with me during lab to go over the material missed. If that does not sound sufficient, then *please plan to attend lectures in-person*.

iClickers will be used during lectures though no credit is associated with your participation. Having an iClicker gives you a chance to be more involved in lectures though you can answer questions on your own if you choose not to get one. Using iClickers also gives me a way to poll the class for your understanding. Used or borrowed iClickers are just fine as you do not have to be logged in since no credit is associated.

Lecture slides will be posted in each week's module (on the Home page) the night before, or at the very latest by 1pm each lecture day.

Lectures and Assignments

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

- The "**Exit Ticket**" is 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 **MWF lectures of that week**, though it will be posted ~Wednesday each week before all of the material on the HW has been covered. They will be due the following Tuesday. This will often help you be more ready to handle the section activities that next week.

- Attend your enrolled **Discussion Section**, participate, and complete the **activity** provided. You will hand it in at the end of section for points or submit your answers to each question in the chat for virtual sections (see below).

- The **Syllabus Quiz** will help ensure you know the requirements of the course

Week	Lecture Date	Lecture	Assignments Released (Due Date by 11:59pm*; bolded due that week, regular due the following week)
1	Jan 9	Intro to Course & some review	**Week 1 Reading reflection (*Wed. Jan 11th by 2pm**)** **Section Participation** Pre-Class/Week 1 Course Survey (Sun 1/15) Syllabus Quiz (Sun 1/15) Reading Reflection for week 2 (Sun 1/15) Homework 1 DMD activity (Tues 1/17)
	Jan 11	Chromosomes and gene structure	
	Jan 13	Gene structure	
2	Jan 16	HOLIDAY	**Section Activity** Week 2 Exit Ticket Survey (Sun 1/22) Reading Reflection for week 3-(Sun 1/22) Homework 2 – F8/F9, dominance (Tues 1/24)
	Jan 18	Genotype-Phenotype	
	Jan 20	Mutations, Dominance Relationships, GOF/LOF	
	Jan 23	Phenotypic outcomes	**Section Activity**

3	Jan 25	Pedigrees & Factors that influence phenotype	Week 3 Exit Ticket Survey (Sun 1/29) Reading Reflection for week 4 (Sun 1/29) Homework 3 – dominance, influence on phenotype, Mitosis (Tues 1/31)
	Jan 27	Mitosis	
4	Jan 30	Mitosis & NDJ, start meiosis	**Section Activity** *Reading Reflection for week 5 (***DUE Tues. 2/7***)*
	Feb 1	Meiosis & NDJ	
	Feb 3	Patterns of Simple (Mendelian) inheritance (multiple genes)	
5	Feb 6	Midterm 1 (covers up through meiosis lecture & HW3)	**Section Activity** Reading Reflection for week 6 (Sun 2/12) Homework 4 – NDJ in cell division, Mendelian inheritance, sex chromosomes (Tues. 2/14)
	Feb 8	X-linked Inheritance, sex chromosomes	
	Feb 10	Epistasis & Complementation	
6	Feb 13	Epistasis & Complementation	**Section Activity** Week 6 Exit Survey (Sun 2/19) Reading Reflection for week 7 (Sun 2/19) Homework 5 - epistasis/complementation (Tues 2/21)
	Feb 15	Epistasis & Complementation	
	Feb 17	Gene Linkage and Homologous recombination	
7	Feb 20	HOLIDAY	**Section Activity** Reading Reflection for week 8 (***DUE Tues. 2/28***)
	Feb 22	Linkage & Molecular markers	
	Feb 24	Linkage & Molecular markers (SNPs)	
8	Feb 27	Midterm 2 (cumulative though favors new material up through Feb 17 lecture & HW5)	**Section Activity** Week 8 Exit Ticket Survey(Sun 3/5) Reading Reflection for week 9 (Sun 3/5) Homework 6 – linkage, GWAS(Tues 3/7)
	Mar 1	GWAS	
	Mar 3	GWAS	
9	Mar 6	Somatic mutation and cancer	**Section Activity** Reading Reflection for week 10 (Sun 3/12) Homework 7 – Somatic mutations and cancer (Tues 3/14)
	Mar 8	Somatic mutation and cancer	
	Mar 10	Somatic mutation and cancer	
10	Mar 13	Ancestral genomes, genome evolution	**Section Activity** Week 10 Course Survey (Sun 3/19) CAPEs for extra credit If responses reach 88%! (deadline Saturday 8am 3/18)
	Mar 15	Ancestral genomes, genome evolution	
	Mar 17	Either normal lecture or Q&A time – via Zoom either way.	
	Mar 22	**Final (Cumulative) 3pm – 6pm**	***Roughly* 50% on Lectures Week 7-10, 50% older material**

Instructional Assistants (IAs) Sections, Office Hours (OH), and emails - fully updated soon:

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. OH start week 2.

Section	Location	Day & Time	IA	Office Hour	OH Location	Email
C01	REMOTE	W 10am	Shana Soemedi	T 6:30-7:30 PM	Zoom	ssoemedi@ucsd
C02	WLH 2206	Th 5pm	Hang Yee Harriet Mak	M 1-2 PM	Zoom	hymak@ucsd.e
C03	WLH 2206	Th 6pm	Nattiwong Pankasem	Th 5-5:50 pm	Zoom	npankase@ucsd
C04	CENTER 207	F 4pm	Amy Takaya	Th 3-4 PM	Zoom	atakaya@ucsd.e
C05	CENTER 207	F 5pm	Nattiwong Pankasem	Th 5-5:50 pm	Zoom	npankase@ucsd
C06	REMOTE	W 11am	Kianna Rojas	W 10-11AM	Zoom	kmrojas@ucsd.e
C07	REMOTE	Th 10am	Siddharth Gaywala	Th 9-9:50am	Zoom	sgaywala@ucsd
C08	REMOTE	Th 11am	Cecilia Hurlbert	T 10-11am	Zoom	churlber@ucsd

Discussion Sections:

Discussion sections will be used to practice applying your knowledge on specific topics and help you understand how to answer free response questions on exams. 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**.

For in-person sections: You will work in small groups on activities that will be handed in for credit at the end of each section. This is also a great way to connect with fellow students and form study groups.

For remote sections: **You will be required to turn on your camera.** You will work through the same worksheet activity as in-person sections but you will **post your answer to each worksheet question in the chat for participation credit.** You can do this directly to the IA running the section if you worry about how your answer will be perceived. **You must be prepared to use a device for remote sections that allows for both of these requirements in order to get participation credit.**

You are required to attend/participate in your enrolled discussion time to ensure equal student:IA ratio among the sections, which also prevents participation and grading from becoming too complicated for the IAs. **However, if you need to attend a different section 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.** If you are ever not given credit when you should have, please reach out to your IA as I have no way of confirming your attendance. Your lowest 2 scores will be dropped to accommodate situations that arise where you cannot attend section. PLEASE USE DROPPED SCORES WISELY and save them for unforeseen circumstances as exceptions will not be made to the 2 drop policy other than the option below:

Weekly Reading Guides, Optional Textbook, and Reading Reflections:

A **Weekly Reading Guide** will be postedeach week 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 sometimes pages in the ***optional*** Klug et al 10th edition textbook (see below), though you can use any genetics textbook to supplement much of the material. **Use the guide to decide what you need to read to prepare for the upcoming week based on your current knowledge**. The questions are meant to ***guide*** your reading and some students find it helpful to fill these out. The point is, all of the suggested reading are not required but meant to prepare you for lectures and further supplement your learning after lectures **as needed**.

Some of the links in the Reading Guide seem to not work for everyone, even though I check them each quarter. This frustrates me and will likely frustrate some of you, though I do not want to make you buy a textbook! If you find that a link does not work for you try these suggestions:

1) go to the website itself and search the topic

2) post on Piazza that a link isn't working for you (fellow students are often quick to offer help or alternative websites - thank you!)

3) Look at other links in the Reading Guide for that topic instead, if offered

4) Find another resource yourself from these options:

1. Nature Scitable Essential Genetics e-book: http://www.nature.com/scitable/ebooks/essentials-of-genetics-8/contents(Links to an external site.)Links to an external site.
2. Nature Scitable, search for topics and definitions: http://www.nature.com/scitable(Links to an external site.)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.)Links to an external site.
4. Free Biology Textbook, contains some basic genetics: https://openstaxcollege.org/textbooks/biology(Links to an external site.)Links to an external site.

5) Check out the Helpful Animations and Videos which include lectures on Youtube

6) email me that a link isn't working for you (though if you post it in Piazza others can benefit from alternatives offered AND I will see it there.)

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***. However, **SOME WEEKS the textbook is less helpful** and does not cover the material we will cover in class well, especially week 1. Other weeks it does a fantastic job covering the concepts. Use the online resources as needed. 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 for much of the course's content, get the Mastering level.

Reading Guide Reflections will be due by 11:59 Sundays before the lectures each week, and by TUESDAY on exam weeks, with the exception of **Reading Guide Reflection for Week 1** which is due by 2pm for Wednesday's lecture. 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. I care more about the answers being authentic and in your own words, as this supports your learning, than how polished or professional they sound.**

Homework:

Weekly homework will be posted by Wednesday and is due by the following Tuesday at 11:59pm in Gradescope. **It will often cover MWF lectures that week even though it is posted on Wednesday.** You only need to complete 80% of the homework throughout the quarter 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 24hours 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. 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.

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 ~4 lectures instead of 3. Homework is graded on completeness and effort. Answers will be posted Thursdays mornings so students can still submit HW late on Wednesdays.

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 a previous 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 Midterms 1 & 2 will be held in-person during 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 - Monday, Feb 6th covers up through Week 3:Meiosis and HW#3

Midterm 2 - Monday Feb. 27, covers up through Week 6:Linkage and molecular markers and HW #5 (cumulative though will favor new material)

Final Exam - Wednesday March 22 3-6pm (cumulative; ~50% new material and 50% old material, though this is a *rough* estimate) in-person

Exams will be a mix of multiple choice, select all, and short answer. You will be allowed one U.S. letter size page of paper, front and back with HANDWRITTEN notes during the exam (not written on an ipad and printed). You may not include online pictures or lecture slides, however you can draw pictures or tables of anything you want.

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 and clear, and length is doable within the lecture time (50min). You will have roughly double the time it takes the IAs to complete the exam unless you have an OSD extension.

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. Exams grades will not be curved, but instead normalized to the top 5% of the class if the exam was challenging for everyone (students scores in the class go up to 95% only for instance instead of 100%).

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 you 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. By building in the flexibility of the below grading scheme, if you must miss one of the midterms FOR ANY REASON 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 and NO MAKE UPs will be offered. 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.

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 generally take less than 5 minutes, and are due by Sunday at 11:59pm. Surveys are often called an "Exit Ticket." The course surveys are designed to help us understand what is going well for you and what is not working, such as in your discussion sections.

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, return to in-person instruction adjustment and the reduced learning that has been observed throughout the pandemic for some students. 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 course 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!

Extra Credit

I have created a non-traditional and, dare I say, *fun* (intriguing, helpful, influential....?) extra credit assignment that is optional, to be completed by March 12th at 11:59pm or anytime before then (you can do it now!). Please see the assignment details here: Happiness Lab Podcast Extra Credit Option

Grading:

There will be no curve at the end of the term. Consequently, you are not in competition with anyone for a grade, so work together! The activities and assignments from which you will earn your grade are designed to **promote your learning and the behaviors that tend to lead to learning**.

Grades will be based on your percentage in the course and assigned a grade by Canvas based on the grading scheme below. There will not be opportunities to receive extra credit or bump up your grade beyond what is offered during 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.

Course Surveys	1% Drop the lowest 1 score of 6
Syllabus Quiz	.5%
Discussion Section Activities & Participation	10% Drop the lowest 2 scores of 10
Reading Reflections	9.5% 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	34% Mt1 or Mt2 (drop one), Final 36%
Total	100%

97-100% A+

92-96% A

88-91% A-

85-87% B+

81-84% B

77-80% B-

73-76% C+

68-72% C

65-67% C-

58-64% D

<58 F

Regrades:

If you feel an exam question is INCORRECTLY graded based on the rubric, a regrade request can be submitted through Gradescope by the deadline stated in the announcement after exam grades are posted. The exact protocol will be explained in more detail after the first exam scores are posted. I reserve the right to make changes to the regrades policy if I find that students are abusing/mis-using the option, such as arguing for points that are not part of the rubric. I encourage you to **discuss your questions about the exam answers during any office hours a**fter all students have taken the exam.

Late Work Policy:

Assignments in this class can be submitted within 24 hours of the due date for 20% 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 (which Canvas will do automatically) and 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] and to the OSD Liaison in the department in advance so that accommodations may be arranged. Generally, OSD emails me a letter with the provided accommodations and you will be cc'd on that email. That is sufficient for me to be informed, however, accommodations for extended time on in-person exams will be coordinated by you with the OSD liaison in the biology department.

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.

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"	- Take action when we see something that undermines the values below	- Take action when we see something that undermines the below values
	- Make honest ethical choices even when at personal cost	- make honest ethical choices even when at personal cost
Fairness "Justice cannot be for one side alone, but must be for both. ~Eleanor Roosevelt"	- Contribute fully and equally to collaborative work, so that we are not freeloading off of others on our teams	- Create fair assignments and exams and grade them in a fair and timely manner
	- Not seek unfair advantage over fellow students in the course	- Treat all students and collaborative teams equally
Honesty "Honesty is the first chapter in the book of wisdom. ~Thomas Jefferson" "When honesty is established as a value it allows for and encourages the development of trust"	- Advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.	- Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams
	- Communicate openly without using deception, including citing appropriate sources	- Communicate openly and honestly about the expectations and standards of 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?	- Speak openly with one another while respecting diverse viewpoints and perspectives	- Respect students' perspectives even while we challenge you to think more deeply and critically

~Confucius”	- Provide sufficient space for others to voice their ideas	- 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	- Give you timely feedback on your assignments and exams
	- Show up to class on time and be mentally and physically present	- Show up to class on time and be mentally and physically present
	- Participate fully and contribute to team learning and activities	- Create relevant assessments and class activities
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.”	- Not engage in personal affairs while on class time	- Be available to all students when we say we will be
	- Be open and transparent about what we are doing in class	- Follow through on our promises
	- Not distribute course materials to others in an unauthorized fashion	- Not modify the expectations or standards without communicating with everyone in the course