

# Human Reproduction

**BIPN 134, Winter 2023**

Tues Thur, 9:30 - 10:50 am

In “The Jeannie”

Instructor: **James Cooke**

email: [j2cooke@ucsd.edu](mailto:j2cooke@ucsd.edu)

Office hours: Tues 2 - 3 pm (location TBA); Wed noon - 1 pm (location TBA)

## Materials:

- Textbook: Human Reproductive Biology by Jones and Lopez, 4th edition.
- We’ll be using RedShelf for this quarter, with access to a reduced price online textbook.
- Your digital course materials are provided by the UC San Diego Bookstore through Canvas and are free for the first two weeks of class. After two weeks, your student account will be charged a special reduced price unless you **opt out**. If you decide to opt out you must complete the process by **January 21st, 2023, 11:59PM PST** and you will be responsible for sourcing the materials elsewhere.

Instructions for how to opt out can be found [here](#).

<b>Evaluation:</b>	Surveys	1%
	pre-lecture quizzes (due Sundays at 11:59pm)	4%
	Midterm 1	30%
	Midterm 2	30%
	Final Exam	35%

**Grades** will follow the scheme below:

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

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

**Podcasts:** You can access the podcasts for our class at [podcast.ucsd.edu](http://podcast.ucsd.edu). You’ll need to log in to access them, but they’ll be there after class. Can’t make it to class? No problem - watch the podcast. But I strongly recommend that you take in-class exercises (worksheets, questions, etc) seriously.

**Midterm exams:** Are in person at the time and location indicated. Can’t make it to the midterm (for any reason)? No problem, we’ve accommodated for that (see “Accommodations for exams” below).

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

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

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

Consider the examples of 5 students below:

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

Student A has both midterm scores higher than the final exam, so the distribution is the same as “normal” above. Students B and C have both had one midterm score higher than their final, and one midterm score lower. The lower midterm score is broken up between the higher MT score and the final. Student D’s midterm scores are both lower than their final, so the final accounts for all of their exam scores. Same is true for Student E, who hasn’t even taken a midterm at all!

Remember: if you are unable to take one (or both!) of the midterms: that is okay! The accommodations above will compensate for that. Whether you are sick, family emergency, out of town, etc.

**However:** if you miss both midterms and are unable to take the final exam (for justifiable reasons - eg: an illness with a doctors note), you will NOT be eligible for a grade of “incomplete”. You must have work of passing quality to get a grade of “incomplete”.

**Regrade requests:** if - after checking the answer key on canvas - you disagree with how a particular midterm question was graded, you can submit a formal regrade request. You must submit a hardcopy to Jim no later than our last class: Thursday, March 16. Your note must refer to the answer provided in the answer key and articulate how your answer is similar to / the same as that provided. Jim will regrade your entire exam, and your score may go up or down. Jim will process regrade requests after final letter grades are calculated, but before they are posted (many folks will get an “A” without the regrades!).

**Final exam:** is mandatory and in person (senate policy can be found here: <https://senate.ucsd.edu/operating-procedures/educational-policies/courses/epc-policies-on-courses/policy-exams-including-midterms-final-exams-and-religious-accommodations-for-exams/>). Date and time are set by the registrar. Set your alarms.

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

**Pre-lecture quizzes:** Each week (starting prior to week 2), I will assign some reading from your textbook and there will be a quiz that goes along with the pre-reading. Both the assigned reading and quiz will be located in the “pre-lecture” module for that particular week on our Canvas site. I will post the quizzes by midday Wed, and they will be due at 11:59 pm on Sunday. You can take each quiz twice, and I will record the higher of the two grades. Please note: the quiz questions are often multiple answer, and canvas has this weird thing that they dock points for wrong answers (I cannot change this setting). Late submissions will receive a score of zero for that quiz. Taking the quiz a second time for fun after the submission date counts as late.

**Surveys:** there will be one survey at the beginning of the year, details to follow.

**Discussion Sections:** are voluntary. You can attend any section you like. However, in the event that the room is at (or over) capacity, preference will be given to students registered for that particular section. Sections are scheduled to be in person, at the location and time provided by the registrar. Sections will begin **week 2**.

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

**Accommodations:** I am happy to make any/all accommodations possible to help students succeed in this course. Please let me know as soon as possible about any accommodations you may require, and be sure to reach out to the OSD office for formal arrangements if need be (<https://osd.ucsd.edu/>).

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

Center	Contact	Center	Contact
ASIAN PACIFIC ISLANDER MIDDLE EASTERN DESI AMERICAN PROGRAMS & SERVICES	<a href="https://apimeda.ucsd.edu/index.html">https://apimeda.ucsd.edu/index.html</a>	LGBT RESOURCE CENTER	<a href="https://lgbt.ucsd.edu/">https://lgbt.ucsd.edu/</a>
BLACK RESOURCE CENTER	<a href="https://brc.ucsd.edu/">https://brc.ucsd.edu/</a>	RAZA RESOURCE CENTRO	<a href="https://raza.ucsd.edu/index.html">https://raza.ucsd.edu/index.html</a>
CROSS CULTURAL CENTER	<a href="https://ccc.ucsd.edu/index.html">https://ccc.ucsd.edu/index.html</a>	WOMEN'S CENTER	<a href="https://women.ucsd.edu/">https://women.ucsd.edu/</a>
INTERTRIBAL RESOURCE CENTER	<a href="https://itrc.ucsd.edu/index.html">https://itrc.ucsd.edu/index.html</a>	STUDENT VETERANS RESOURCE CENTER	<a href="https://svrc.ucsd.edu/">https://svrc.ucsd.edu/</a>

## Values

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

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

modified with permission from Dr. Tricia Bertram Gallant.

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

**Teaching Team, Sections and Office Hours**

Who	email	What	Where	When
Terry Lin	<a href="mailto:lwlin@ucsd.edu">lwlin@ucsd.edu</a>	Discussion section	HSS 1128A HSS 1128A	Fri 2 - 3 pm Fri 3 - 4 pm
		Office hours		
Yalila Vega	<a href="mailto:ygvega@ucsd.edu">ygvega@ucsd.edu</a>	Discussion section	WLH 2209 WLH 2209	Mon 4 - 5 pm Mon 5 - 6 pm
		Office hours	Starbucks (Price)	Mon 3 - 4 pm
Rita Fischer	<a href="mailto:rifische@ucsd.edu">rifische@ucsd.edu</a>	Discussion section	Sequoyah 147	Thu 9 - 10 pm
		Office hours	HSS 1145 L	Wed 5 - 6pm
Lina Lew	<a href="mailto:lvlew@ucsd.edu">lvlew@ucsd.edu</a>	Discussion section	Sequoyah 147	Thu 8 - 9 pm
		Office hours		
Jason Tran	<a href="mailto:jat003@ucsd.edu">jat003@ucsd.edu</a>	Discussion section	WLH 2209	Fri noon - 1 pm
		Office hours		
Jolina Bui	<a href="mailto:jtbui@ucsd.edu">jtbui@ucsd.edu</a>	Discussion section	WLH 2209	Wed 9 - 10 pm
		Office hours		
Karina Choi	<a href="mailto:k2choi@ucsd.edu">k2choi@ucsd.edu</a>	Discussion section	WLH 2209	Wed 8 - 9 pm
		Office hours	Starbucks (Price)	Fri 10 - 11 am
Christina Do	<a href="mailto:c9do@ucsd.edu">c9do@ucsd.edu</a>	Discussion section	WLH 2206	Fri 5 - 6 pm
		Office hours	Pines Patio	Mon 3 - 4

Who	email	What	Where	When
Anastasia Hu	<a href="mailto:yih020@ucsd.edu">yih020@ucsd.edu</a>	Discussion section	WLH 2206	Fri 8 - 9 pm
		Office hours		
Sabrina Le	<a href="mailto:s9le@ucsd.edu">s9le@ucsd.edu</a>	Discussion section	WLH 2206	Fri 6 - 7 pm
		Office hours	Tables outside Copa Vida / The Jeannie	Mon 9:45 - 10:45
Tanisha Roy	<a href="mailto:taroy@ucsd.edu">taroy@ucsd.edu</a>	Discussion section	WLH 2206	Fri 7 - 8 pm
		Office hours		

Tentative Schedule BIPN134, Winter 2023

Week	Date	Topic
1	Jan 10 - 12	Intro gametogenesis in males gametogenesis in females Receptor signalling; HPG axis
2	Jan 17 - 19	Male anatomy and 2-cell theory Female anatomy: follicular development female 2-cell theory
3	Jan 24 - 26	menstrual cycle energy reserves and the menstrual cycle
4	Jan 31 - Feb 2	Preparation of sperm capacitation and hyperactivation of sperm
<b>4</b>	<b>Jan 31, in class</b>	<b>Midterm 1</b>
5	Feb 7 - 9	acrosome reaction; Fertilization and Implantation pregnancy
6	Feb 14 - 16	Complications associated with pregnancy Parturition
7	Feb 21 - 23	Lactation Development of sex systems: chromosomes and internal organs
8	Feb 28 - Mar 2	Development of sex systems: external reproductive organs Puberty
<b>8</b>	<b>Feb 28, in class</b>	<b>Midterm 2</b>
9	Mar 7 - 9	Puberty Menopause Andropause
10	Mar 14 - 16	Infertility and its treatment contraception
<b>11</b>	<b>Mar 21, 8:00 - 11:00 am</b>	<b>Final exam: Comprehensive</b>