

## UCSD BILD 4: Introductory Biology Lab

Lab Schedule Winter 2024

Professor: **Dr. Brooke Pickett**

Professor contact: bpickett@ucsd.edu

Office Hour: M, 12:30 – 1:30pm, H&SS

1145B

Quarter start: **1/8/24**

Quarter end: 3/15/24

**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 college classes is 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

**This course is fully in-person, with class commencing in Week 1.** Please look closely at the following course meeting times and the more detailed lab schedule in this syllabus.

*Lecture:*

Section	Day	Time	Room
All	M	5pm – 6:20pm	Center 119

*Lab Meeting:*

Section	Day	Time	Room	IA
B01	T	1pm – 3:50pm	Tata 2301	Sam
B02	T	1pm – 3:50pm	Tata 2302	Natasha
B03	T	1pm – 3:50pm	Tata 2303	Div
B04	T	1pm – 3:50pm	Tata 2304	Esther
B05	Th	1pm – 3:50pm	Tata 2301	Sam
B06	Th	1pm – 3:50pm	Tata 2302	Natasha
B07	Th	1pm – 3:50pm	Tata 2303	Div
B08	Th	1pm – 3:50pm	Tata 2304	Esther

*IA Information:*

IA Name	IA Email
Samantha (Sam) Ivezich	sivezich@ucsd.edu

Natasha Kanhirun	nkanhiru@ucsd.edu
Divyanshu (Div) Kawankar	dkawanka@ucsd.edu
Esther Zhou	h6zhou@ucsd.edu

## COURSE DESCRIPTION

**Required Materials:** BILD 4 Lab manual (posted on CANVAS during Week 1) there is only 1 BILD4 manual and the author is either Dr. Lo or Dr. Mel. You'll also need a knee-length lab coat, safety glasses, and access to CANVAS. Lab coats and safety glasses can be purchased at the campus bookstore, Amazon, or Target. If you do not have access to a computer, please see "student resources" on CANVAS to request a loaner.

**Course Structure:** There are four course components: 1) lecture, 2) lab, 3) group project, and 4) BILD4 project. During lab, you will work in small groups and then answer questions regarding each lab's accomplishments. **Lecture and lab attendance are required** and will contribute to your grade (you must attend the lab section you are officially enrolled in). 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 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.

Week	Dates	Monday Lecture	Tuesday Lab (sections B01-B04) Thursday Lab (sections B05-B08)
1	Jan 8, 9, 11	Lecture: class introduction, finding sources, microbiomes	Lab: ice breaker, make logo, lab intro, literature search exercise (SL), field trip to reserve (FW1) to collect soil
2	Jan 15, 16, 18	Lecture: <i>vacation</i> (watch recorded lecture before lab) pipetting, statistics, excel	Lab: quiz, pipetting (BB1), writing assignment stats (BB2), start on WA 1
3	Jan 22, 23, 25	Lecture: soil properties, pH, dot plot, invasive plants	Lab: quiz, measure soil pH (SP1), save soil aliquots (GB1), start group project ideas, set up moisture (SP2)
4	Jan 29, 30, Feb 1	Lecture: plating, identifying bacterial species, replicates, controls	Lab: quiz, plate soil samples (TB1), moisture part 2 (SP3)
5	Feb 5, 6, 8	Lecture: colony morphology, ecoplate setup	Lab: quiz, analyze plates (TB2), ecoplate setup (FB1)
6	Feb 12, 13, 15	Lecture: graphing, ecoplate calculations, chi-square, functional biodiversity	Lab: quiz, ecoplate read and analysis (FB2, FB3), continue project ideas

7	Feb 19, 20, 22	Lecture: <i>vacation</i> (watch recorded lecture before lab) IA talks	Lab: quiz, work on poster
8	Feb 26, 27, 29	Lecture: sampling, DNA extraction, nanodrop, PCR	Lab: quiz, DNA extraction (GB2), nanodrop, run 16s PCR (GB3)
9	March 4, 5, 7	Lecture: gel electrophoresis, clean-up	Lab: quiz, gel electrophoresis of PCR (GB4), clean-up (GB5), finish group projects
10	March 11, 12, 14	Lecture: IA talks, genetic biodiversity	Lab: quiz, work on poster, group writing assignment 4
<b>Finals Week</b>	March 18, 7pm – 10pm: Poster Presentation Session		

## GRADING CRITERIA AND SCALE

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

Graded Assignments	Points
<i>Weekly Assignments</i>	
Lecture Participation (10, 3pts)	30
Quizzes (9, 6pts)	54
Discussions (8, 3pts)	24
Lab Notebooks (9, 3pt)	27
<i>Other Assignments</i>	
Scientist Spotlight (3, 5pts)	15
Writing Assignments (4, 15pts)	60
Poster Presentation	24
Group Project Questions	21
Presentation Engagement	10
Professionalism	5
Extra Credit	4
<b>Total for Course</b>	<b>270</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. Some of the writing assignments will be done individually and some 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 **previous week's** lectures, reading assignments, and labs. Quizzes are **in-person at the start of lab**. The quiz questions will be answered on CANVAS via a personal laptop or the lab benchtop computer. Each quiz contains 6 questions about the previous week's material and is timed for 12min. For example, the quiz during Week 2 lab will cover material from Week 1. This gives students plenty of time to prepare for the quiz and understand the material. This also means there will not be a quiz during Week 1 lab. Students who are late for lab will not be given extra time to complete the quiz. Students who have an excused absence (see attendance policy below) for lab will complete the missed quiz in the next lab that they attend (please reach out to your IA or Dr. Pickett to coordinate this). At the end of the quarter, your lowest quiz grade will be dropped.

## CONTRIBUTION

Active participation both in class 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 under the weekly modules 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 attendance policy below), they must complete the lab 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 an answer and the other can be a question or an answer. 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. Your questions should relate (loose connections are fine) to something we covered in the course that week. In addition, answers to other student questions should not be guesses, but backed up by relevant literature (only journal articles, books) with a link to the reference. Please see CANVAS > Assignments for a **detailed chart explaining the post guidelines**. Posts must be made by 11:59pm on Fridays. The Week 1 discussion post is an ungraded ice-breaker.

## LECTURE PARTICIPATION

At some point during every lecture, a simple question will be asked based on the material we just went over. Students will scan a QR code and fill out their name and answer on a Google form. **The Google form must be filled out while still in the lecture room**, otherwise it will not count toward your grade. If you have issues signing into the Google form, **immediately notify** Dr. Pickett after class, otherwise there is nothing we can do. The participation answers are not graded for accuracy, just completion. Students must be present in lecture the entire time to receive participation points. Each lecture is worth 3pts. The lowest participation grade for lecture will be dropped at the end of the quarter (to account for any Google form issues). See attendance policy below for further information regarding how to report an absence, excused, and unexcused absences.

## SCIENTIST SPOTLIGHT

Over the course of three assignments, we will be learning about biologists that counter the stereotype of who a scientist is. Details will be provided during lecture, in general, we will read a paper for Part I (5pt), write about a scientist for Part II (5pts), and read a scientist spotlight for Part III (5pts).

## POSTER PRESENTATION

This project will be a research proposal written and presented in poster format collaboratively with your lab group. **The poster session will take place during the course final exam time.** Each group 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. Group project questions and an individual presentation engagement assignment will be included under this research project. 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 1pt. Chronic non-participation in lab will result in loss of all professionalism points.

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
7. Turning assignments in on time and communicating effectively with the professor if a goal will not be met

Examples of unprofessional interactions that have no meaningful benefits:

1. Not contributing or 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 communicating with the professor
6. Turning assignments in late
7. Not turning assignments in

### EXTRA CREDIT

If **85%** or more of all students complete all course surveys (there are four including instructor and IA CAPEs), 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 **4 extra credit points**. The first survey will be filled out **during Week 1**. 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:

- Complete the prelab before lab – the prelab consists of drawing out the procedure for that day’s lab, your IA will check it off at the beginning of lab.
- Attend weekly lecture and lab
- Prepare to answer quiz questions at the start of each lab – quizzes are based on the previous week’s material
- Answer notebook questions with your group during each lab
- Make two discussion posts each week by Friday at midnight
- Check if any writing assignments are due
- Check if any other assignments are due (ex. scientist spotlight, group project questions)

## COURSE POLICIES

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

### ATTENDANCE

**Lecture and lab attendance is required** and is essential to understanding the material and performing well in the course. If lecture is missed, students can watch the lecture podcast (via the “Media Gallery” tab in CANVAS). If you will be absent from either lecture or lab, **please fill out the absence form on CANVAS. Any emails regarding absences, will not be addressed, all absences must be entered into the absence form.** Please fill out the form once for each day you will be absent. This form must be filled out **before the absence will occur** (except in emergencies). Your response will be sent directly to your professor and IAs. If the absence is excused, participation points will be awarded, if not, participation points will not be awarded. Please see the detailed guidelines below regarding unexcused and excused absences in lecture and lab:

Lecture attendance: The following guidelines apply to lecture absences. Students who miss lecture can watch the lecture recording via the Media Gallery in CANVAS.

*Unexcused absences:* will result in no participation points for that lecture. Unexcused absences include: 1) missing lecture without first filling out the absence form (except in medical emergencies), 2) arriving to lecture 15min late or more, 3) leaving lecture with 15min or more remaining, or 4) absences due to scheduling conflicts (other coursework, vacations, planned meetings, etc.).

*Excused absences:* will result in full participation points for that lecture. Excused absences include feeling sick, being COVID-positive, having COVID symptoms, unexpected occurrences, or events out of the student's control. Students must fill out the absence form **ahead of time** (this excludes medical emergencies) **in order for the absence to be excused**.

Lab attendance: 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 notebook 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 filling out the absence form, 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 notebook points for that day via the makeup assignment and checking in with their group to get the information they'll need for the next lab. The quiz that was missed can also be made up after notifying Dr. Pickett. 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** via the absence form (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. 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 – this includes asking for an extension for work that has already been due. It is the responsibility of the student to turn in assignments on time, to manage their time

accordingly, and to communicate with the professor in a timely manner if goals will not be met. Time-management and effective communication are integral skills in any professional environment.

### **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 disputes occur over the relative contribution of individual members of the group, **please contact Dr. Pickett immediately** so the issue can be resolved.

### **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. The College 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.

If any act of academic dishonesty is observed, **the professor is required to report it**. 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 the 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 do not risk your GPA and/or future career by cheating.



## RESOURCES FOR STUDENTS

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

1. **Triton Food Pantry** – (<https://basicneeds.ucsd.edu/food-security/pantry/index.html>) Please don't go hungry! Triton Food Pantry is **free and available for any student**. The pantry has food staples such as oatmeal, canned soups, fresh produce, dry goods, and milk that students can access for **free** at Student Center A (next to The Hub) or Graduate Housing (a.k.a "OMS") on Miramar Street. For food pantry hours, please see the above website. In general, food items are assigned a point value and **any** registered student is able to pick up 15 points worth of food per week. There is no parental salary requirement or anything like that. The Triton Food Pantry also provides a range of services including care packages, emergency food relief, basic needs events, and various pop-up locations on campus.
2. **The Hub Basic Needs Center** – (<https://basicneeds.ucsd.edu/index.html>) If you are facing challenges with access to adequate food, stable housing, or general resources, please complete this form so assistance can be provided: <https://basicneeds.ucsd.edu/forms/basicneeds/index.html>. The Basic Needs Center also provides free hygiene products on an emergency basis.
3. **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.
4. **The Writing and Critical Expression Hub** – (<http://commons.ucsd.edu/students/writing/index.html>) provides support for undergraduates working on course papers, i.e. lab reports 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, help with every stage in the writing process, walk-in tutoring, and workshops on writing.
5. **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. For example, if you think you may have test anxiety due to an underlying condition that interferes with your ability to learn, focus, or concentrate, OSD is a great resource. 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. OSD's mission is to offer quality programs and services that empower students with disabilities to access and engage in educational activities at UCSD. Please notify your instructor immediately if you require special health or disability accommodations.
6. **Counseling and Psychological Services (CAPS)** – (<https://wellness.ucsd.edu/CAPS/services/Pages/Appointments.aspx>) 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.
7. **The Office for the Prevention of Harassment & Discrimination (OPHD)** – (<https://ophd.ucsd.edu/>) 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](mailto: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.

## 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 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 me with your own questions or come and see if other students have questions. 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
- **Join a club** on campus so you feel more engaged and comfortable
- 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 professors, early in the term
- Take responsibility and develop independence in coordinating your services
- Meet with professors 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.