

Welcome and health statement

Students: Welcome to BIMM 101! **As your professor, I value your health, wellbeing, and learning.** Everyone in the class is fully capable of engaging and mastering the material, and my role is to support you in the learning process. Our classroom will be an inclusive space, where ideas, questions, and misconceptions can be discussed with respect. There is usually more than one way to see and solve a problem and we will all be richer if we can be open to multiple paths to knowledge! I look forward to getting to know you all, as individuals and as a learning community. I will encourage you throughout the quarter to make time for yourselves to recharge, relax, and rejuvenate yourselves with productive or healthy ways to find joy. Taking time to do so will help you with your studying – we learn best when we are in better states of mind! Additionally, you will see in my grading policies that I drop at least one of each type of assignment, with the goal of your having bandwidth for days when you need them. Finally, while I imagine this quarter may have unique challenges, I will consistently encourage you to celebrate the victories you will have (both large and small!) and to enjoy these moments of college together.

Course Information

Course Description: Welcome! In BIMM101 we aim to develop an understanding of research in molecular biology through inquiry-based sessions. We will work in groups to design, collect, analyze, and critique data while learning molecular and biological concepts and critical thinking skills. These skills are fundamental for scientists, and will be useful to you in your career at UCSD and beyond!

Prerequisites: BILD 1 **Course credits:** 4

Instructional Team

Instructor: Dr. Claire Meaders (she/her) (cmeaders@ucsd.edu)

Student hours: Mondays 2-2:50 PM on zoom (link on canvas)

These are a time when you can come ask clarifying questions about the course material, chat about research, or about any other topics!

Instructional assistants (student hours TBD):

- A01: Abhishek Gupta (a8gupta@ucsd.edu); A02: Wanying Tian (wtian@ucsd.edu)



My role is to help you in this course, and I encourage you to stop by student hours! Please stop by so that we can chat - with hybrid instruction this is a great opportunity to get individual "face to face" time - especially if you have any confusion about a concept from lecture or lab. If you prefer email, I'll try my best to reply within 24 hours - but please write to me from your USCD email account or through canvas. Thanks!

Course structure

Lectures: W/F 10:30-11:50 AM, York TATA2501 **Labs:** A01: York 2310; A02 York 2332 W/F 1:00 PM – 4:50 PM

- I use **active learning** in order to better support your learning. This means we will have interactive lectures with questions so that we can immediately identify topic areas that need more explanation, and topic areas that you are comfortable with. The in-person class sessions are designed to help you practice applying content, but also are an opportunity to get to know the instructional team and your classmates!
- TATA 2501 **does not have podcast capability**, please plan on attending lecture in-person to keep up with material!

Course schedule: The full course schedule (subject to change) is available at [this link](#) (must be signed into ucscd account)

Course materials:

- Lab Manual – **no need to purchase before class, we will be providing it in lab during week 1**
- iClicker cloud (**no physical clickers**, questions can be answered on any mobile device or laptop)
- Tablet or laptop to use in lab if you have one. We use the computer in every lab to enter notes in our digital lab notebooks. We do have some loaner laptops that you can use during lab if you do not have access to one to bring.
- Knee-length laboratory coat (available at bookstore)
- UV-blocking safety glasses or goggles (available at bookstore) *we also recommend looking for anti-fog glasses to wear while masked, such as Ztek anti-fog, supplier item: 191300953
- Fine-tipped sharpie pen (dark color) for labelling tubes in the lab
- All labs: Long pants and closed-toe/heel shoes are required in lab

Please see general lab policies here: <https://biology.ucsd.edu/education/undergrad/course/ug-labs/index#Lab-Safety-Questions-&-Contact>. All students must complete the Biology Lab Safety Training and Assessment before the first lab.

Learning Goals: By the end of this course, you will be able to:

Apply knowledge of molecular biology concepts & molecular techniques to plan experiments, explain & troubleshoot results	Collaborate with each other to learn biological concepts & laboratory skills
Conduct experiments using various recombinant DNA/molecular biology techniques	Critically evaluate scientific writing (your own, & that of peers)
Explain the importance of proper controls in designing experiments & interpreting results	Connect small experimental steps to larger experimental goals
Perform basic lab math skills, statistical analysis, and graphing	Find, read, and evaluate primary literature
Draw conclusions based on evidence & reasoning	Keep an organized and detailed lab notebook that is helpful for tracking progress, detailing results, and troubleshooting.
Use basic bioinformatics databases & applications	

Learning in this course

This course is designed to be an environment for everyone to learn and construct a shared understanding of the material. We will be using polling technology in class to check in about understanding (ungraded), you will be able to submit responses on any electronic device. **It is highly recommended that you attend in-person as often as possible because this is an opportunity to ask questions and get feedback.**

Active participation by engaging with the lecture material, asking and answering questions and contributing to breakout sessions during lab time is expected. Being able to communicate understanding, and confusion, is critical to success in any discipline, and is very useful for learning¹. To encourage collaboration, lab discussions will be done in groups, and grades will not be assigned on a curve. Being proactive to ask questions during student hours and in class will be critical for success, especially given the hybrid nature of the course. Instead of memorization, we will focus on developing an understanding of fundamental concepts as they apply to different examples. Therefore, quizzes will include questions that are based on solving problems in new contexts.

Laboratory attendance

Attendance at the first scheduled lab meeting is required to maintain your seat in the course (<https://biology.ucsd.edu/education/undergrad/course/ug-labs/index.html>). We understand that extenuating circumstances, illness, and unexpected emergencies may come up and interfere with your ability to attend class. Please get in touch with **both your IA and Dr. Meaders** if you are unable to attend lab because of illness or an emergency, with documentation your circumstance. If approved, complete the excused absence assignment below. An **unapproved absence** will result in a 0% for professionalism points (see course components below), and two unapproved absences will result in a failing course grade.

For excused absences:

1. Let Dr. Meaders and your IA know that you can't come to campus today.
2. Get in touch with your group mates to get any information you missed that you will need to answer the notebook questions. The easiest way to do this is to create a zoom with your group, during the actual lab session! We have computers on every bench, and we usually spend the first and last portion of class discussing the pre-lab or interpreting results.
3. Make sure your regular notebook entry for the lab is complete by the due date (extensions may be granted depending on circumstances)
4. Add a section to your lab notebook entry, called 'Attendance Make-up.' In this section, you should include the following. Make sure this is complete before the start of the next lab.
 - a. In ~200 words (about 6-7 sentences), explain what we did in lab today and why we did it, as if you were explaining it to a friend or relative who didn't study biology (avoid scientific jargon and make it accessible).
 - b. Find one scientific journal article (hint: use google scholar) that relates to what we did in lab today, or uses the technique we used in lab, and write a brief paragraph about it, again as if you were explaining it to a friend or relative who didn't study biology

Course Overview

Lab courses require a significant amount of in-class and out-of-class time. We estimate that this course will require ~18 hrs/week of combined in and out of class time. Below are general expectations to help you schedule your week:

1. **Pre-class: ~ 4 hrs/week (2 hrs/lab day)**
 - a. Review lab tasks posted on canvas
 - b. Read background + protocols for the day (the “before” lab work) and complete the pre-lab questions on gradescope
 - c. Review important concepts, skills, lab protocols – use supplemental JoVE videos on canvas to review any new protocols
2. **Class and lab: 11 hrs/week (3 hrs lecture; 8 hrs lab)**
Each lab will have a Lab Tasks document posted on canvas that details which protocols from the Lab Manual we will be using, and that has questions to consider for each lab. During lab you will work with your lab partner to complete the lab tasks, individually take notes in your lab notebook (the goal is to complete the notebook in lab), and to complete other tasks such as data analysis, visualization, and troubleshooting. We highly encourage you to use your lab time to complete the notebook and your lab work, this will reduce time outside of class!
3. **After class: weekly recap quizzes (1 hr)**
Schedule 1 hr to complete weekly Recap Quizzes on Canvas, – reviews basic concepts and protocols covered the previous week
4. **Additional study/work time: ~2 hrs:** After lab you may need to spend time finishing lab notebook entries if you did not finish them in lab, studying material for upcoming quizzes, or doing other tasks such as the final writing assignment.

Course Expectations

What I expect of you	What you can expect of me
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.
Be attuned. Keep up with the lecture videos and lab assignments, as each one builds on the previous one.	Responsiveness. To respond to emails within 24 hours. For those that know me already, you know that I usually respond faster than this. Emails received on weekends may take longer.
Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego’s Principles of Community and Conduct Code .	Timely feedback. To make every effort to return graded assignments within one week of the submission date and to post solutions or code as soon as is reasonably possible after the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego’s Policy on Integrity of Scholarship . Then, take the integrity pledge !	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Sometimes my schedule gets affected by unavoidable events, necessitating some office hour rescheduling at the last minute.	Reasonable accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.

Assignments and Grading Information

Assignment	%	Details – flexible policies are bolded and italicized
In-class participation	4%	Classes meet 2x a week before lab. In class we will review content and protocols relevant to the week's lab, and as the quarter progresses will troubleshoot and interpret our class data. Participation will be taken starting on the second class using iClicker cloud (participate using mobile devices, \$15.99, enroll in the course using the following code: https://join.iclicker.com/PBJP). We recommend that you attend as often as possible because this is an opportunity to learn and work with your peers. <i>Participation is based on attendance (as measured by submission of 75% of the responses) not correctness, and we will drop four class sessions.</i> <u>Important: when you sign up use your ucsd email address so that participation will sync with canvas!</u>
Syllabus quiz	1%	The goal is to make sure that we are all on the same page with the course! <i>There will be two attempts for this quiz.</i>
Canvas recap quizzes	5%	The weekly canvas quizzes are meant as a basic review of concepts covered in class and lab the week prior. Note these are often easier than what will find on the in-class quizzes. These quizzes are also a good chance for you to notice if you are confused on certain topics or protocols. <i>Please follow-up on things you are confused about! Ask questions in class or lab, come to office hours!</i> There are seven Recap Quizzes planned. <u>The two lowest scores are dropped.</u> This means it is ok to miss a question here and there, or up to two quizzes. <i>If you miss two canvas quizzes– those missed quizzes will count as the low scores and be dropped.</i>
Pre-lab questions	4%	You will get the most of your lab experience if you attend with a baseline comfort level with the material. Before most labs you will be asked to complete pre-lab questions about what is happening in lab that day (purpose, goal of protocols, what you expect, things you are unsure about). These are graded for completion, and are due before the start of lab. The purpose of these questions is to check in that you have reviewed the protocols we will be covering, and help you self-assess if you have questions about the upcoming lab session. <i>We will drop 1 pre-lab question check.</i>
Molecular biology assignment	2%	An assignment with questions to review some background molecular biology and experimental design concepts will be due during Lab 2. The questions will be due before lab for completion (50% of your score), and then you will work in groups during lab for correctness (50% of your score). Instructions to submit the assignment will be posted on Canvas.
Lab attendance	4%	All students receive attendance credit for each lab, any excused absences will not be included (see lab makeup).
Lab notebook	25%	Each student will be assigned an individual digital lab/research notebook (Google Doc) that you will use for the quarter. These will be made available through the Canvas Site and via email to you directly. Complete and organized lab notebook entries are a critical part of effective work in a research lab. As such, we expect students to practice good lab notebook entry habits. Please consult the lab notebook guidelines (Canvas), which includes a link to an example notebook. <i>Lab notebook entries will be regularly checked.</i> In total, 10 entries will be checked and scored, and will be worth less at the beginning of the quarter while we learn how to keep lab notebooks. <u>The lowest score will be dropped.</u> <i>If you are unable to complete a lab notebook because of illness or emergency this will be the dropped entry.</i>
Quizzes	28%	There are four quizzes scheduled. All quizzes will be held in-person (in lab) and are open (paper) notes. Quizzes are in two-stage format: an individual quiz, and then a group quiz (after submitting your quiz you will revisit open-ended questions in small groups, and complete the questions collaboratively). By revisiting the questions, our goal is to assess your individual understanding and then facilitate learning via discussions in groups. Quizzes will be graded based on: 75% from your individual score, 25% from your group score. The group quiz cannot negatively impact your score (if the combination of your group and individual quiz is lower than your individual quiz percentage, we will use your individual quiz as your final quiz grade). Friday of Week 10 in lab we will hold a “quiz re-do” day. <i>If you have a quiz you would like to re-do, or if you have to miss a quiz because of illness, quarantine, or family emergency you can take a make-up quiz (different questions; completed individually only) during Friday of Week 10 in lab.</i>
CRISPR write-up	25%	The goal of the write-up is to write a short scientific article to present results of the CRISPR experiment, including an introduction, methods summary, presenting and summarizing results, as well as constructing scientific arguments (what you can conclude, evidence to support, and providing reasoning biological/molecular/experimental explanations or hypotheses). A draft will be submitted for peer-review, and then a final version. Consult course schedule for due dates, and guidelines/rubrics will be provided on Canvas.
Professionalism	2%	See details below
Extra credit	1%	The 1% extra credit can be earned by attending 1 student hours session; completing course evaluations and/or completing related surveys which aim to improve the course and the educational experiences of your future peers.

The following grading scheme will be used. The course is **not** graded on a curve (i.e. 20% of students getting A, B, C, and such). Thus, the ability to do well in this course is not dependent on others doing poorly.

A+ = 100-97%	A = 97-93%	A- = 93-90%
B+ = 90-87%	B = 87-83%	B- = 83-80%
C+ = 80-77%	C = 77-73%	C- = 73-70%
D = 70-60%	F = < 60%	

Professionalism

This portion of the course grade is intended to motivate students to consider the impact of their actions on their own learning and the learning of others in the course. Professional interactions have meaningful benefits to you, your fellow students, and/or the teaching team. Analogously (similar to) in the workplace, being professional to your colleagues or supervisors will only benefit you! For example, you may be invited for new opportunities that you may or may not have been aware of. Professionalism can be demonstrated through individually demonstrating maturity and professionalism, as well as contributing meaningfully to our course community (1 point described here). **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 communication etc. your professionalism credit may be deducted.

Example interactions with meaningful benefits:

- Developing deeper insight into course material, concepts, biology, and/or society in general
- Working collaboratively to improve in skill building and future opportunities
- Contributing to an inclusive learning environment
- Learning conceptually and meaningfully why full credit was not awarded for an assignment
- Clarifying course material that facilitates deeper learning
- Reporting errors or problems in class, on assignments, or for other course material
- Arriving on-time to lab sessions and being prepared to work in lab

Example interactions that have no meaningful benefits and thus should be avoided:

- Contributing inequitably to team work
- Harassing and/or bullying the instructional team or other students, either in person or online
- Ignoring the directions or requests from the instructional team

Late assignments and quizzes

Assignments must be submitted on time to be eligible for full credit. Except in the case of medical or family emergencies, late assignments will be subjected to a 10% deduction per day. All students may receive two late passes for completing lab notebook entries.

Regrades

If a grading error has been made, you should submit a re-grade request via email to your Instructional Assistant or Dr. Meaders within 1 week of receiving your graded assignment. Students who submit items for re-grading understand that we may re-grade the entire item and the score may go up or down.

Academic Integrity <https://students.ucsd.edu/academics/academic-integrity/index.html>

All course materials are the property of the instructor, the course, and the University of California, San Diego and **may not** be posted online, submitted to private or public repositories, or distributed to unauthorized people outside of the course. Any suspected instances of breach of academic integrity will be reported to the Academic Integrity Office for review and possibly given a score of 0.

Integrity of scholarship is essential for an academic community. The University expects that both students and faculty will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual(s) to whom it is assigned, without unauthorized aid of any kind. In this course, we need to establish a set of shared values. Following are values* adopted from the [International Center for Academic Integrity](#), which serves as the foundation for academic integrity.

	As students we will...	As the teaching team we will...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate your knowledge and abilities according to expectations listed in the syllabus or in relation to specific assignments and exams 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 the course through the syllabus and in relation to assignments and exams
Responsibility	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Respect	<ul style="list-style-type: none"> Speak openly with one another while respecting diverse viewpoints and perspectives Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> Respect your perspectives even while we challenge you to think more deeply and critically Help facilitate respectful exchange of ideas
Fairness	<ul style="list-style-type: none"> Contribute fully and equally to collaborative work, so that we are not freeloading off of others on our teams Not seek unfair advantage over fellow students in the course 	<ul style="list-style-type: none"> Create fair assignments and exams and grade them in a fair and timely manner Treat all students and collaborative teams equally
Trustworthiness	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Courage	<ul style="list-style-type: none"> Say or do something when we see actions that undermine any of the above values Accept the consequences of upholding and protecting the above values 	<ul style="list-style-type: none"> Say or do something when we see actions that undermine any of the above values Accept the consequences of upholding and protecting the above values

* This class statement of values is adapted with permission from Tricia Bertram Gallant Ph.D.

Generative AI policy (adapted from UC San Diego & University of Waterloo Academic Integrity Offices)

Using AI (e.g., chatGPT or GPT-4) can be a very helpful tool for learning! You can ask it questions to help clarify your understanding, or check some calculations you have planned, or get a review of some background information. However, be critical of the responses because, although powerful, it can still provide incorrect responses or ideas that are not evidence-based. **With any assignment or writing, it is fine to use such a tool for clarification, or to help brainstorm, but the expectation is that any final work submitted is not AI-generated.** If you use AI for an assignment, we will expect you to cite the AI and include a statement about how it was used in your work process. Your final submitted work must come from your thinking, your understanding, your way of communicating ideas. If you are unsure, please ask!

As a way to demonstrate your honest use of these tools and your learning process, you must:

1. keep histories of your chats and submit them when requested
2. cite the content that came from the GenAI tool using citations methods endorsed by [the Library](#)
3. reflect on the process of using the GenAI tool by submitting your responses to these questions: list your questions

NOTE: GenAI is known to fabricate sources, facts, and give false information. It also perpetuates bias. You should also be aware that there are copyright and privacy concerns with these tools. You should exercise caution when using large portions of content from AI sources for these reasons. Also, you are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI. You are encouraged to reach out to me or the TAs for support, or reach out to any of the following UC San Diego academic support centers for academic assistance:

- The [Commons' Academic Achievement Hub](#) for Learning Strategies, Content Tutoring or Supplemental Instruction
- The [Commons' Writing Hub](#) for help with writing or other types of communication (e.g., presentations)
- The [Library](#) for research-based assignments

Student Resources for Support and Learning

Academic support

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning Commons	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support
Student Success Coaching Program	Peer mentor program that provides incoming and continuing first-generation students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
Technical Support	Assistance with accounts, network, and technical issues

Student resources

Basic Needs	Provides access to food (including the Triton food pantry), housing, and financial resources
Counseling and Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
Community Centers	As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
Counseling and Psychological Services	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
Office for Students with Disabilities	Documents students' disabilities, provides accessibility resources, and reasonable accommodations
Student affairs case management	Student affairs case management

It is also helpful to find support and resources for your specific needs. Some of the resources here at UCSD include: APIMEDA programs and services (apimeda.ucsd.edu), the Black Resource Center (brc.ucsd.edu), the Cross-Cultural Center (ccc.ucsd.edu), the LGBT Resource Center (lgbt.ucsd.edu), the Raza Resource Centro(raza.ucsd.edu), the Student-Parents Resource page (students.ucsd.edu/well-being/wellness-resources/student-parents), the Student Veterans Resource Center (students.ucsd.edu/sponsor/veterans), the Undocumented Student Services Center (uss.ucsd.edu), the Women's Center (women.ucsd.edu), and the Triton Transfer Hub (transferstudents.ucsd.edu/transfer-hub/index.html)

Accessibility

<http://disabilities.ucsd.edu> | osd@ucsd.edu | 858-534-4382

Any student with a disability is welcome to contact me early in the quarter to work out accommodations to support their success in this course. Students requesting accommodations for this course due to a disability should work through the Office for Students with Disabilities (OSD). Instructors will receive Authorization for Accommodations Letters from the OSD online portal. Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any exams or assignments. Whenever possible, we will use universal designs that are inclusive. If you have feedback on how to make the class more accessible, please get in touch!

Inclusion

<https://diversity.ucsd.edu/> | diversity@ucsd.edu | 858.822.3542

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

It is our goal to create a learning environment that supports diversity of thought, perspective, experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me during office hours or by appointment. I want to be a resource for you.
- You can also submit anonymous feedback at <https://forms.gle/1Ub1KxELNaNAPtLc8> (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Equity, Diversity and Inclusion (diversity@ucsd.edu) is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

We encourage all of you to participate in discussion and contribute from your perspectives. As a participant in course discussions and as part of a lab team, you should also strive to honor the diversity of your classmates. If you have feedback on how to make the class more inclusive, please get in touch!

Nondiscrimination and harassment

The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298, <https://ophd.ucsd.edu/>, or <http://ophd.ucsd.edu/report-bias/index.html>

Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

CARE at the Sexual Assault Resource Center: 858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>
Counseling and Psychological Services (CAPS): 858.534.3755 | <https://caps.ucsd.edu>

Letters of recommendation

If you think you may want me to write you a letter of recommendation (or any other instructor), please consider what a good letter would contain and how your actions in the course demonstrate the qualities you will want highlighted in a good letter. When students ask me for a letter of recommendation, I ask them to write to me about how they demonstrated critical thinking, leadership, collaboration, and professionalism. I will be specifically looking for examples of these qualities that I could have noticed during lab and office hours. Be sure to actively participate in the discussions, talk to me during the lab and my office hours: ask questions, offer your own ideas and interpretations of your results, bring interesting facts/papers that are connected to the material we are studying. If you don't actively show the qualities that are needed to write a good letter, it will be hard for me to write a letter that is meaningful and useful.

If you would like to request a letter, please fill out the letter request survey at this link:
<https://forms.gle/A8qQ1rBNpGR5345H7>

Subject to change policy

The information contained in the course syllabus, other than the grade and absence policies, may be – under certain circumstances (e.g. to enhance student learning) – subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Technical support

For help with accounts, network, and technical issues: <https://acms.ucsd.edu/contact/index.html>
For help connecting to electronic library resources such as eReserves and e-journals:
<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus>

Elements of this syllabus were adapted from syllabus provided by Dr. Lisa McDonnell and from the UCSD Teaching and Learning Commons.