Course Syllabus

BIMM101 Winter 2024 Syllabus*

Adapted from Dr. Lisa McDonnell

Welcome to BIMM 101: Recombinant DNA Laboratory! In BIMM101 we aim to function as an inclusive learning community to develop an understanding of research in molecular biology through experimental design, critical analysis of data and literature, and experimentation. We will be spending most of our time working on a CRISPR editing experiment.

BROAD Learning goals

- Apply knowledge of molecular biology concepts and lab techniques to plan experiments, explain and troubleshoot results
- Explain the importance of proper controls in designing experiments and interpreting results
- Perform basic lab math skills, statistical analysis, and graphing
- Conduct experiments using various recombinant DNA/molecular biology techniques
- Draw conclusions based on evidence and reasoning
- Use basic bioinformatics databases and applications
- Use scientific (that is, clear and informative) writing to plan and record your experiments and to interpret them critically
- Critically evaluate scientific writing (your own, and that of peers)
- Collaborate with one another to learn foundation biological concepts and laboratory skills

Lecture & Lab Times:

Lecture: Tuesday/Thursday, 9:30-10:50am in York Hall 4080A. The lectures will be videocasted.

Lab: Wednesday/Friday, 9:00am-12:50pm in York 2310 (section B01) and York 2332 (section B02)

Office hours (Dr. Tour):

TBA

Being proactive to ask questions during office hours, class, and labs is something I value and appreciate – please ask whatever questions you may have about course material. I'm also more than happy to chat about other topics during my office hours or during waiting times in the lab (e.g., career goals (or confusions!), hobbies, other projects, research, and other topics)

Instructional assistants:

Section B01: Hwang, Bernice **behwang@ucsd.edu (mailto:behwang@ucsd.edu)**

Section B02: Renero, Alma **arenero@ucsd.edu (mailto:arenero@ucsd.edu)**

Course site:

 https://canvas.ucsd.edu/

Learning in this course

Lab

This course is designed to be an environment for everyone to learn and construct a shared understanding of the material. Active participation by asking and answering questions and participating in discussions (e.g., during office hours, class, lab), is encouraged. Being able to communicate understanding, and confusion, is critical to success in any discipline, and is very useful for learning. To encourage collaboration, grades will not be assigned on a curve. Instead of memorization, we will focus on developing an understanding of fundamental concepts as they apply to different examples. Therefore, tests and assignments will include questions that are based on solving problems in new contexts, analyzing and interpreting data to draw conclusions, and critiquing claims.

Laboratory & Class safety

Safety precautions are crucial in the laboratory setting. Biology lab safety training and assessment (**https://biology.ucsd.edu/education/undergrad/course/ug-labs.htmlLinks to an external site. (https://biology.ucsd.edu/education/undergrad/course/ug-labs.html)**) must be completed by the **beginning of the second lab** in week 1 (Friday Jan 12, 2024). Proper lab attire is required (closed toe shoes,

pants) in all labs, PPE is required starting the second lab (lab coat, safety glasses or goggles. We have extra goggles to borrow in labs).

Per UCSD guidelines (https://returntolearn.ucsd.edu/campus-guidelines/masking-and-operations/index.html#:~:text=Masking%20is%20currently%20optional%20for,required%20by%20the%20eve masking is now optional**,** however, if you or people whom you are in close contact with have underlying conditions, **don't hesitate to wear a mask during class and labs** (I will be wearing a mask in the lab, as I am immunocompromised). Free masks are available on campus (please see this **link** (https://returntolearn.ucsd.edu/campus-guidelines/masking-and-operations/index.html#:~:text=Masking%20is%20currently%20optional%20for,required%20by%20the%20eve for locations). There is no eating or drinking allowed in class or lab (for eating and drinking and mask breaks please step outside, away from others**).**

Laboratory attendance, absences and tardies

Attendance in laboratory is required. Attending the first lab is required to maintain your seat in the course.

Additional policies are available online (**https://biology.ucsd.edu/education/undergrad/course/ug-labs/index.html** (https://biology.ucsd.edu/education/undergrad/course/ug-labs/index.html))

Attendance in the lab (both bioinformatics and wet labs) is required in this course.

Only the instructor (Dr. Tour) can approve an absence. Please get in touch with your Instructor as soon as possible if you are unable to attend lab because of underlined documented illness, quarantine, or family emergency. In excused cases the instructor will work with you to ensure you are able to complete the required course work.

Absences

Only the instructor (Dr. Tour) can approve an absence. Please get in touch with your instructor (Dr. Tour) as soon as possible if you are unable to attend lab because of illness or an emergency (at that time the instructor will determine if documentation is required). One unapproved absence will result in grade a 2% drop in course grade, and two unapproved absences will result in a failing course grade. Attendance policies will be discussed in the first class meeting (Tue, week 1).

Make-up for missed in-person labs because of an excused absence:

Please note that a make-up as a result of absence is not meant to be a punishment - we are making sure

that everyone has the same amount of engagement and learning in the course, even if they

can't make it into the lab itself for the hands-on activities.

Just complete the following steps:

1. Let Dr. Tour and your IA know that you can't come to campus today and why.
2. Get in touch with your group mates to get any information you missed that you will need to complete your lab notebook entry. The easiest way to do this is to create a zoom with your group, during the actual lab session if you are able. We have computers available, 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 by the instructor depending on the circumstance).
4. Add a section to your lab notebook entry for that day, called 'Attendance Make-up.' In this section, you should include the following. Make sure this is complete before the start of the next lab.
   1. 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). *This is not a repeat of the goals and purpose we typically ask for!*
   2. 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. Include the full article citation. Choose one figure from the paper and put it in your entry. Be prepared to have a 5 minute conversation with me the next time you come to lab about what the paper was about and what can be claimed based on the results in the figure.

Tardies:

Being on time is an important part of being professional. Showing up late repeatedly negatively affects your group: they will have to do the work you should be doing and will miss on a valuable feedback you would have provided. Being late repeatedly will also result in a loss of professionalism points, reflective of how often and many minutes late you are each time.

ADD/DROP DEADLINES are different for lab courses than lecture courses. Students who drop a Biology **lab** class after the end of the second lab meeting will be assigned a "W". Additional details: **http://biology.ucsd.edu/go/ug-labs. (http://biology.ucsd.edu/go/ug-labs)**

Grading

Writing component   (45%)

- Pre-lab assignments, including Molecular biology review (two lowest scores dropped) 10%
- Post-lab notebooks (one lowest score dropped) 10%
- Two Lab notebook checks (Week 4 and 8) 10%

CRISPR write-up   15%

Knowledge component (42%)

Midterm (in class, Thu Feb 8)   12%

Final exam, comprehensive (in lab, Wed March 13, Week 10)   25%

Homework quizzes (one lowest score dropped)   5%

Performance, professionalism, participation (13%)

In-lab work and professionalism 10%

In-class participation 3% (optional, see below)

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

97-100	A+	76.75-79.74	C+
92.75-96.75	A	72.75-76.74	C
89.75-92.74	A-	66 -72.74	C-
86.75-89.74	B+	59.75-65.75	D
82.75-86.74	B	0-59.74	F
79.75-82.74	B-		

More about how the grade will be determined:

Writing component (45%). Writing is a very important part of doing science. It helps us to think carefully about the experiments we are abut to perform. Keeping accurate written records allows us to properly understand and analyze our results. Writing is also allows us to communicate our findings to others. The goal of writing in our course will be to develop deeper understanding of the experiments we will perform and the results we will obtain and to communicate them to others in a clear and engaging way. I truly believe that writing is a tremendously valuable skill in our personal and professional lives.

You will be maintaining an electronic lab notebook. 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.

Here are the types of writing you will be doing in your notebook and how you will submit them to receive credit:

- Pre-lab assignments, including Molecular biology review. The purpose of these assignments is to make sure that you come prepared and ready to perform the experiments in the lab. Arriving in a lab with a vague or no idea about what you are going to do results in waste of time and resources for you and others. You will complete the pre-lab assignment in your Lab notebook, BUT, you need to submit them on Canvas (just copy and paste what you wrote in your Lab notebook). You will receive 1 pt for complete and accurate notebook, 0.5 pt for partially complete or partially accurate, 0 pt for missing pre-lab assignment. Two lowest scores dropped - so you have two pre-lab assignments that are "freebies" - you can miss them for any reason (no need to notify your instructors).

- Post-lab notebooks. These are crucial: here you will report on what you did, show your results, and thoughtfully analyze them. Post-lab notebooks are due once a week (Sunday 11:59pm, unless stated otherwise) and they cover both the Wed and the Fri labs of that week. One lowest score will be dropped. If you find yourself unable to submit one of the post-labs, then this will be your dropped score, however, you will need to complete it before the next Notebook check.The post-lab will be graded as follows:
    - 2 = complete, thorough and accurate presentation and analysis of your results from both labs (Wed/Fri);
    - 1.5 = presentation and analysis of your results in one of the labs are somewhat incomplete or have minor errors
    - 1 = substantial errors in presentation and analysis of your results in one of the labs
    - 0.5 = substantial errors in presentation and analysis of your results in both of the labs

- Two Lab notebook checks (Notebooks due end of Week 4 and Friday 11:59 pm of Week 8). Here we will be looking for accurate reporting and analysis of the results from each of the labs. Each of the labs should have the pre-lab and the post-lab completed in an accurate and thoughtful way. All

results need to be presented clearly: images should be properly labeled, tables well-organized, all data interpreted and analyzed. More details will be provided.

- **CRISPR Write-up**: This will be due at the end of Week 9 and will summarize the entire series of the experiments we will do in this lab. Consult course schedule for due dates, and guidelines/rubrics will be provided on Canvas.

Knowledge component (42%)

Homework quizzes - these will be very helpful for you to test your knowledge and make sure you are staying on top of the material. If you find yourself struggling with these quizzes, this should a helpful signal: time to increase your active participation in class, note the material you are struggling with and ask for help from your instructors - we are here to help! The quizzes will be taken on Canvas; you will have two attempts and the last attempt will count (figuring that this is your final answer:). You are encouraged to discuss quiz questions with your classmates! The goal is to learn. One lowest quiz will be dropped - so if you miss one quiz, don't worry! This will be your dropped score.

The Midterm and the Final exams will be in True/False and Multiple choice formats. Quiz questions are similar to many of the questions you will see in the exams, but also pay attention to the questions solved in lectures - be sure to be able to answer them yourself! All exams will be open-notes: you can use any resources, except for any type of electronics. Note that this means that open note means that the questions will be not based on memorization, but on understanding, analysis of the data, and designing of experiments similar to those we will do in the lab. So the tests in this course may be different from the tests you've encountered so far. Be proactive and take every opportunity to test yourself! We will do exam practice in lectures - so I highly encourage you to attend them, even though they are in the morning!

Midterm (in class, Thu Feb 8)   12%

Final exam, comprehensive = all material, from lecture and lab (in lab, Wed March 13, Week 10)   25%

If you miss a test because of documented illness or family emergency, please contact me (Dr. Tour, [etour@ucsd.edu](mailto:eotur@ucsd.edu) (mailto:eotur@ucsd.edu)) immediately.

Performance, professionalism, participation (13%)

In-lab performance and professionalism 10%

Lab performance: this grade will be assigned by your IA's based on multiple criteria, such as being prepared for the lab, collaborating effectively, following IA's and instructor's directions, participating in in-

lab discussions, accurately performing experiments, active participation in your group's and your class' analysis of lab results.

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. Unprofessional interactions consume time yet have no meaningful benefits to you, your fellow students, and/or the teaching team. Analogously in the workplace, being unprofessional to your colleagues or supervisors will only discount you. When you are discounted, you will not be invited for new opportunities that you may or may not be aware of. Professionalism can be demonstrated through individually demonstrating meaningful participation in the course (especially during lab time), maturity and respectful behavior towards others.

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 participating in lab sessions, one-on-one interactions, electronic communication, contributing data to class data sets according to deadlines, and follow-up conversations on grades, your professionalism credit may be deducted.

Example interactions with meaningful benefits:

- Actively participating in lab sessions, which includes being prepared to engage in discussions and ask questions.
- 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:

- Not showing up or being late to lab session
- Contributing inequitably to team work
- Harassing and/or bullying the instructional team or other students, either in person or online
- Asking questions when the information is already available or will eventually be known (this does not include asking clarifying questions about content/concepts)

- Ignoring the directions or requests from the instructional team

Class participation (3%): being present, participating in class discussions, answering clicker questions. Participation is highly encouraged - it will help you to better understand what we are doing in labs and will help you in the exams. However, it is not mandatory: if your participation score is lower than your final exam score, your final exam score will replace the participation score.

LATE Assignments and quizzes

Most assignments: quizzes, pre-labs, and post-lab assignments have one or two "freebies" (missing or low score assignment will be dropped). So, there will be no make ups for these, except in cases of prolonged illness. Lab notebooks and CRISP Write up: late assignments may be subject to a 10% penalty per day, to a maximum of 3 days late. Please get in touch immediately if you anticipate challenges completing work on time.

REGRADES

If a grading error has been made, you should submit a re-grade request to your Instructional Assistant. 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.htmlLinks to an external site. (https://students.ucsd.edu/academics/academic-integrity/index.html)

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 (Links to an external site.)** ⬀ **(https://www.academicintegrity.org/)**, which serve as the foundation for academic integrity.

	As students we will……..	As the teaching team we will…..
Honesty	· Honestly demonstrate your knowledge and abilities according to	· Give you honest feedback on your demonstration of knowledge

	expectations listed in the syllabus or in relation to specific assignments and exams · Communicate openly without using deception, including citing appropriate sources	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	· 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	· 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	· Speak openly with one another while respecting diverse viewpoints and perspectives · Provide sufficient space for others to voice their ideas	· Respect your perspectives even while we challenge you to think more deeply and critically · Help facilitate respectful exchange of ideas
Fairness	· 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	· Create fair assignments and exams and grade them in a fair and timely manner · Treat all students and collaborative teams equally
Trustworthiness	· 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	· 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	· Say or do something when we see actions that undermine any of the	· Say or do something when we see actions that undermine any of

above values	the above values
· Accept the consequences of upholding and protecting 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.

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 a breach of academic integrity will be reported to the Academic Integrity Office for review and possibly given a score of 0.

In this course we do a lot of group work, and I often encourage you to discuss and share thinking. It is important to get feedback on your ideas and work, but you are still responsible for producing your own work, in your own words, from your own effort.

Student Resources for Support and Learning

ACADEMIC SUPPORT

Geisel LibraryLinks to an external site. (https://library.ucsd.edu/ask-us/triton-ed.html)	Research tools and eReserves
Content Tutoring with the Teaching + Learning CommonsLinks to an external site. (https://commons.ucsd.edu/academic-support/content-tutoring/index.html)	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning CommonsLinks to an external site. (https://commons.ucsd.edu/academic-support/supplemental-instruction/index.html)	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning CommonsLinks to an external	Improve writing skills and connect with a peer writing mentor

[site. (https://commons.ucsd.edu/academic-support/writing/index.html)](https://commons.ucsd.edu/academic-support/writing/index.html)

[Learning Strategies TutoringLinks to an external site. (https://commons.ucsd.edu/academic-support/learning-strategies/index.html)](https://commons.ucsd.edu/academic-support/learning-strategies/index.html)	Address learning challenges with a metacognitive approach
[OASISLinks to an external site. (https://oasis.ucsd.edu/?_ga=2.146842423.1063588650.1568051897-1453425416.1558586832)](https://oasis.ucsd.edu/?_ga=2.146842423.1063588650.1568051897-1453425416.1558586832)	Intellectual and personal development support
[Student Success Coaching ProgramLinks to an external site. (https://students.ucsd.edu/sponsor/success/?_ga=2.175235234.1063588650.1568051897-1453425416.1558586832)](https://students.ucsd.edu/sponsor/success/?_ga=2.175235234.1063588650.1568051897-1453425416.1558586832)	Peer mentor program that provides students with information, resources, and support in meeting their goals
[Academic IntegrityLinks to an external site. (http://academicintegrity.ucsd.edu/)](http://academicintegrity.ucsd.edu/)	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
[Technical Support Links to an external site. (https://acms.ucsd.edu/contact/index.html)](https://acms.ucsd.edu/contact/index.html)	Assistance with accounts, network, and technical issues

STUDENT RESOURCES

[Basic Needs Links to an external site. (https://basicneeds.ucsd.edu/)](https://basicneeds.ucsd.edu/)	Provides access to food, housing, and financial resources
[Counseling and Psychological Services (CAPS)Links to an external site. (https://caps.ucsd.edu/)](https://caps.ucsd.edu/)	Provides services like confidential counseling and consultations for psychiatric services and

	mental health programming
[Community CentersLinks to an external site. (https://students.ucsd.edu/student-life/diversity/index.html)](https://students.ucsd.edu/student-life/diversity/index.html)	As part of the [Office of Equity, Diversity, and InclusionLinks to an external site. (https://diversity.ucsd.edu/)](https://diversity.ucsd.edu/) the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
[Counseling and Psychological Services Links to an external site. (https://wellness.ucsd.edu/caps/Pages/default.aspx)](https://wellness.ucsd.edu/caps/Pages/default.aspx)	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
[Office for Students with Disabilities Links to an external site. (http://osd.ucsd.edu/)](http://osd.ucsd.edu/)	Documents students disabilities, provides accessibility resources, and reasonable accommodations
[Triton Concern Line Links to an external site. (https://blink.ucsd.edu/instructors/advising/concern/index.html)](https://blink.ucsd.edu/instructors/advising/concern/index.html)	Report students of concern at (858) 246-1111

DISCRIMINATION 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/Links to an external site. (https://ophd.ucsd.edu/)** , or **http://ophd.ucsd.edu/report-bias/index.htmlLinks to an external site. (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 (mailto:sarc@ucsd.edu)** | **https://care.ucsd.eduLinks to an external site. (https://care.ucsd.edu/)**
Counseling and Psychological Services (CAPS): 858.534.3755 | **https://caps.ucsd.eduLinks to an external site. (https://caps.ucsd.edu/)**

Accessibility

http://disabilities.ucsd.eduLinks to an external site. (http://disabilities.ucsd.edu/) | **osd@ucsd.edu (mailto: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. 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

It is our goal to create a learning environment that supports diversity of thought, perspective, experience, and identities. We encourage all of you to participate in discussion and contribute to the field from your perspective. If you have feedback on how to make the class more inclusive, please get in touch!

Office of Equity, Diversity, and Inclusion:

858.822.3542 | **diversity@ucsd.edu (mailto:diversity@ucsd.edu)** | **https://diversity.ucsd.edu/Links to an external site. (https://diversity.ucsd.edu/)**

https://students.ucsd.edu/student-life/diversity/index.htmlLinks to an external site. (https://students.ucsd.edu/student-life/diversity/index.html)

https://regents.universityofcalifornia.edu/governance/policies/4400.html (Links to an external site.) ⇨ (https://regents.universityofcalifornia.edu/governance/policies/4400.html)

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 class, 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.

SUBJECT TO CHANGE POLICY

The information contained in the course syllabus may be – under certain circumstances (e.g., to enhance student learning or respond to our ever-changing world) – subject to change with reasonable advance notice, as deemed appropriate by the instructor.

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<u>TECHNICAL SUPPORT</u>

For help with accounts, network, and technical issues: **https://acms.ucsd.edu/contact/index.htmlLinks to an external site. (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/Links to an external site. (https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/)

Course Summary:

Date	Details	Due
Tue Jan 9, 2024	📅 **Week 1 Tue class (https://canvas.ucsd.edu/calendar?event_id=985568&include_contexts=course_51428)**	9:30am to 11am
Thu Jan 11, 2024	📅 **Week 1 Thu class (https://canvas.ucsd.edu/calendar?event_id=985569&include_contexts=course_51428)**	9:30am to 11am
Fri Jan 12, 2024	🚀 **Molecular Biology Review Quiz (Individual, due before Friday's lab) (https://canvas.ucsd.edu/courses/51428/assignments/739237)**	due by 9am
Sun Jan 14, 2024	🚀 **Lab 1 quiz: Canvas site and Syllabus (https://canvas.ucsd.edu/courses/51428/assignments/739111)**	due by 11:59pm
	📝 **Week 1 post-lab assignment (https://canvas.ucsd.edu/courses/51428/assignments/745341)**	due by 11:59pm
Tue Jan 16, 2024	📅 **Week 2 Tue class (https://canvas.ucsd.edu/calendar?**	9:30am to 11am

Date	Details	Due
	event_id=1001163&include_contexts=course_51428)	
Wed Jan 17, 2024	📝 **Week 2 Wed pre-lab assignment** (https://canvas.ucsd.edu/courses/51428/assignments/739156)	due by 9am
Thu Jan 18, 2024	📅 **Dr. Tour OH** (https://canvas.ucsd.edu/calendar? event_id=1001164&include_contexts=course_51428)	1pm to 2pm
Fri Jan 19, 2024	📝 **Week 2 Fri pre-lab assignment** (https://canvas.ucsd.edu/courses/51428/assignments/753279)	due by 9am
Sun Jan 21, 2024	🚀 **Week 2 quiz** (https://canvas.ucsd.edu/courses/51428/assignments/739103)	due by 11:59pm
	📝 **Week 2 lab notebook submission link** (https://canvas.ucsd.edu/courses/51428/assignments/739128)	due by 11:59pm
Wed Jan 24, 2024	📝 **Week 3 Wed Pre-lab assignment** (https://canvas.ucsd.edu/courses/51428/assignments/739145)	due by 9am
Thu Jan 25, 2024	📅 **BIMM 101 - Recombinant DNA Techniques - Tour [WI24]** (https://canvas.ucsd.edu/calendar? event_id=1006742&include_contexts=course_51428)	9:30am to 11am
	📅 **Dr. Tour OH** (https://canvas.ucsd.edu/calendar? event_id=1001165&include_contexts=course_51428)	1pm to 2pm
Fri Jan 26, 2024	📝 **Week 3 Fri Pre-lab assignment** (https://canvas.ucsd.edu/courses/51428/assignments/755501)	due by 9:59am
Sun Jan 28, 2024	🚀 **Week 3 Quiz** (https://canvas.ucsd.edu/courses/51428/assignments/739107)	due by 11:59pm
	📝 **Week 3 Lab notebook 3 - submit here** (https://canvas.ucsd.edu/courses/51428/assignments/739134)	due by 11:59pm

Date	Details	Due
Thu Feb 1, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001166&include_contexts=course_51428)**	1pm to 2pm
Thu Feb 8, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001167&include_contexts=course_51428)**	1pm to 2pm
Thu Feb 15, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001168&include_contexts=course_51428)**	1pm to 2pm
Thu Feb 22, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001169&include_contexts=course_51428)**	1pm to 2pm
Thu Feb 29, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001170&include_contexts=course_51428)**	1pm to 2pm
Thu Mar 7, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001171&include_contexts=course_51428)**	1pm to 2pm
Thu Mar 14, 2024	🗓 **Dr. Tour OH** **(https://canvas.ucsd.edu/calendar? event_id=1001172&include_contexts=course_51428)**	1pm to 2pm
	📝 **Lab safety quiz** **(https://canvas.ucsd.edu/courses/51428/assignments/753168)**	
	🗓 **Office hour, Wednesday, week 4, 11am-12pm** **(https://canvas.ucsd.edu/calendar? event_id=978705&include_contexts=course_51428)**	
	🗓 **Office hours, week 2 and 3, BIMM 101 - Recombinant DNA Techniques - Tour [WI23]** **(https://canvas.ucsd.edu/calendar? event_id=978704&include_contexts=course_51428)**	
	📝 **Professionalism**	

Date	Details	Due

(https://canvas.ucsd.edu/courses/51428/assignments/739150)

📝 **Week 1 Fri Lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748878)

📝 **Week 1 Thu lecture attandance**
(https://canvas.ucsd.edu/courses/51428/assignments/752264)

📝 **Week 1 Tue lecture attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/750830)

📝 **Week 1 Wed Lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748877)

📝 **Week 2 Fri lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748883)

📝 **Week 2 Thu lecture attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/753637)

📝 **Week 2 Tue lecture attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/753636)

📝 **Week 2 Wed lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748882)

📝 **Week 3 Fri lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748887)

📝 **Week 3 Thu lecture attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/755523)

📝 **Week 3 Tue lecture attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/755522)

📝 **Week 3 Wed Lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748885)

📝 **Week 4 Fri lab attendance**
(https://canvas.ucsd.edu/courses/51428/assignments/748889)

Date	Details	Due
	📝 **Week 4 Wed lab attendance** (https://canvas.ucsd.edu/courses/51428/assignments/748888)	
	📝 **Week 5 Fri lab attendance** (https://canvas.ucsd.edu/courses/51428/assignments/755521)	
	📝 **Week 5 Wed lab attendance** (https://canvas.ucsd.edu/courses/51428/assignments/748890)	