

Human Reproduction

BIPN 134, Winter 2024

Tues Thur, 11:00 am - 12:20 pm
In “The Jeannie”

Instructor: **Jim Cooke**
email: j2cooke@ucsd.edu
Office hours: TBD

Materials:

- Textbook: Human Reproductive Biology by Jones and Lopez, 4th edition. Older/other editions are fine, so long as you can do the weekly pre-lecture quizzes.

Evaluation:	pre-lecture quizzes (due Sundays at 11:59pm)	5%
	Midterm 1	30%
	Midterm 2	30%
	Final Exam	35%

Grades will follow the scheme below:

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

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

Podcasts: You can access the podcasts for our class at podcast.ucsd.edu. You'll need to log in to access them, but they'll be there after class. I strongly recommend that you take in-class exercises (worksheets, questions, etc) seriously if you watch podcasts in lieu of attending class.

Midterm exams: Are in person during class on Thursdays of Weeks 4 and 8. Can't make it to the midterm (for any reason)? No problem, we've accommodated for that (see "Accommodations for exams" below).

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

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

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

Consider the examples of 5 students below:

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

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

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

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

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

Final exam: is mandatory and in person (senate policy can be found [here](#)). Date and time are set by the registrar. There are no alternative dates/times for the final. Can’t make it to the

final? You need to submit evidence (ie: doctor’s note) to Jim asap. If you have coursework of a passing grade, you will get a grade of “incomplete” and take the exam some time during the following quarter. If your course work is not of passing quality, you are not eligible for a grade of “incomplete”, and will instead receive a zero on the final exam.

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

Pre-lecture quizzes: There will be pre-lecture quizzes each week (due on Sunday at 11:59 pm). Each week, I will assign some reading from your textbook and there will be a quiz that goes along with the pre-reading. Both the assigned reading and quiz will be located in the “pre-lecture” folder for that particular week on our Canvas site. Quizzes will be posted by midweek the preceding week. You can take each quiz twice, and I will record the higher of the two grades. I also drop the lowest TWO quiz scores of the quarter. The first assignment is due Sunday leading into Week 2 (Jan 14, 2024).

Discussion Sections: are voluntary and remote, apparently. You can attend any section you like. Sections will begin **week 2**. During section, our team of super-awesome IAs will lead you through some old exam questions to help you prepare for the tests in our class.

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

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

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

Center	Contact	Center	Contact
ASIAN PACIFIC ISLANDER MIDDLE EASTERN DESI AMERICAN PROGRAMS & SERVICES	https://apimeda.ucsd.edu/index.html	LGBT RESOURCE CENTER	https://lgbt.ucsd.edu/
BLACK RESOURCE CENTER	https://brc.ucsd.edu/	RAZA RESOURCE CENTRO	https://raza.ucsd.edu/index.html

CROSS CULTURAL CENTER	https://ccc.ucsd.edu/index.html	WOMEN'S CENTER	https://women.ucsd.edu/
INTERTRIBAL RESOURCE CENTER	https://itrc.ucsd.edu/index.html	STUDENT VETERANS RESOURCE CENTER	https://svrc.ucsd.edu/

Values

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

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

modified with permission from Dr. Tricia Bertram Gallant.

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

Teaching Team, Sections and Office Hours

Who	email	What	Where	When
Cassie Wauer	cwauer@ucsd.edu	Discussion section	Remote!	All of them 🍷
		Office hour		
Leilani Bucifal	lbucifal@ucsd.edu	Discussion section	Remote!	Thu 5 - 6 pm
		Office hour		
Noah Medel	nmedel@ucsd.edu	Discussion section	Remote!	Fri 9 - 10 am
		Office hour		
Skylar Ozbun	sozbun@ucsd.edu	Discussion section	Remote!	Thu 7 - 8 pm
		Office hour		
Brendan Zhang	jiz167@ucsd.edu	Discussion section	Remote!	
		Office hour		

Tentative Schedule BIPN134, Winter 2024

Week	Date	Topic
1	Jan 9 - 11	Intro gametogenesis in males gametogenesis in females Receptor signalling; HPG axis
2	Jan 16 - 18	Male anatomy and 2-cell theory Female anatomy: follicular development female 2-cell theory
3	Jan 23 - 25	menstrual cycle energy reserves and the menstrual cycle
4	Jan 30 - Feb 1	Preparation of sperm capacitation and hyperactivation of sperm
4	Feb 1, in class	Midterm 1
5	Feb 6 - 8	acrosome reaction; Fertilization and Implantation pregnancy
6	Feb 13 - 15	Complications associated with pregnancy Parturition
7	Feb 20 - 22	Lactation Development of sex systems: chromosomes and internal organs
8	Feb 27 - Feb 29 (!!)	Development of sex systems: external reproductive organs Puberty
8	Feb 29, in class	Midterm 2
9	Mar 5 - 7	Puberty Menopause Andropause
10	Mar 12 - 14	Infertility and its treatment contraception
11	Mar 21	Final exam: Comprehensive