

Human Reproduction

BIPN 134, Summer 2020

Tues and Thur, 11:00-1:50 pm

Instructor: **Dr. James Cooke**

Office: 3080C York Hall

email: j2cooke@ucsd.edu (if you email me, please include “BIPN 134” in the subject)

Office hours: Will be held on Zoom on **Thur** from **11-12** (when the class would normally be held). I plan on using the Zoom feature on our Canvas site, so you should be able to access the link there.

Materials:

- Textbook: Human Reproductive Biology by Jones and Lopez, 4th edition.

Evaluation:	pre-lecture quizzes (first one due Wed Jun 29)	5%
	Three tests on Weeks 2, 3 and 4	60%
	Final Exam (on Canvas)	35%

Online for summer quarter 2020

I will be posting pre-recorded lectures for each class. To be honest, I will be re-posting lectures I recorded in Spring 2020, with some small edits at the beginning for administrative purposes.

As someone who practices a “student-centred” classroom, I believe that the activities we run during a normal class are a valuable part of the educational experience of our students. To that end, while you are watching lectures online, I urge you to engage in the class activities meaningfully. That is: when questions are posed, you should try to answer them before moving on to the answers.

Pre-lecture quizzes: 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 due on Monday and Wednesday nights (at 11:59 pm). You can take each quiz twice, and I will record the higher of the two grades.

Canvas website for BIPN 134:

- You can access your pre-lecture assignments and quizzes.
- You can access lecture notes.
- You can access our lectures.
- You will access your weekly tests and final exam.
- You can access your grades.

Weekly tests

We will have tests each Thursday at 1:00 (ie: the end of “class”), on Thursday July 9, 16 and July 23, for a total of three tests. In an effort to be flexible and accommodating, I will make the highest test score worth 30% of the year, the second-highest test score worth 20%, and the lowest test score worth 10%. In this way, your worst test score has a small impact on your overall grade, while the highest test has more impact.

To administer the weekly tests: I will post both a pdf and a word document to our canvas site. You will have access to each test at 1:00. You can download the test and complete it, either by typing in your answers (eg: using word processing software) or you can write your answers (eg: using a tablet or even printing it and writing with a “pen”). You will then save your document as a pdf (instructions on how to do this with a hardcopy will be posted on canvas) and upload it to Gradescope (you can access this via canvas too). Note: if you do not post a pdf file, Gradescope cannot read it, and we cannot grade it.

The time you have to upload your answers will vary by test, approximately 30-45 minutes. The tests will be **open-book**, so you can use your notes and textbook if you like.

Regrades: if you would like any of your tests re-graded, please send Jim an email with the subject line “regrade BIPN 134 test” (minus the quotation marks). Your request must include reference to the answer key that will be posted on our canvas site, indicating why your answers deserve more points in reference to the key. Jim will re-grade your tests **after final grades** have been calculated IF: you don’t already have a grade of “A” in the course, OR changing your grade to the one you (think you) deserve would actually change your letter grade. Jim may not reply to your email, but he’s getting them. These re-grades will be processed before your final letter grade is submitted.

Discussion Sections: are not mandatory, even if there were in-class discussion sections. Sections will be run at the times posted on webreg. The current model is that the IAs will host discussion sections using Zoom, and get you course material for practice. **Sections will start on Thursday, July 2.** We’re working on specifics, and I’ll post more info about this as it unfolds.

Grades will follow the scheme below:

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

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.

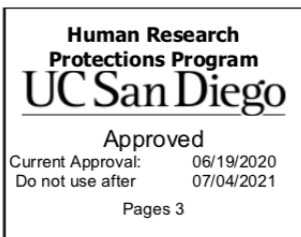
Accommodations: I am happy to make any/all accommodations possible to help students succeed in this course. Please let me know as soon as possible about any accommodations you may require.

Teaching Team, Sections and Office Hours

Who	email	What	Where	When
Teresa Chou	techou@ucsd.edu	Sections	Online!	Tue & Thu 4 - 5 Tue & Thu 5 - 6
		Office hour		Mon 4:30 - 5:30
Omar Popal	opopal@ucsd.edu	Section	Online	Tue & Thu 6 - 7
		Office hour		TBD
Michelle Zhang	mhz003@ucsd.edu	Section	Online!	Tue & Thu 2 - 3
		Office hour		Friday 10 - 11 am
Rachel Siretskiy	rsiretsk@ucsd.edu	Section	Online	Tue & Thu 10 - 11am
		Office hour		TBD
Shannon Tran	smtran@ucsd.edu	Section	Online!	Tue & Thu 3 - 4
		Office hour		Wed 5 - 6

Tentative Schedule BIPN 134, Summer 2020

Date	Topic
June 30	Intro gametogenesis in males gametogenesis in females Receptor signalling; HPG axis; Sertoli cells
July 2	Leydig cells follicular development female 2-cell theory; luteinization
July 7	Female hormone cycling menstrual cycle energy reserves and the menstrual cycle
July 9	Semen; capacitation and hyperactivation of sperm Fertilization; prevention of polyspermy; implantation Test #1, Thursday, 1:00
July 14	Pregnancy: complications and endocrinology progesterone and GABA _A receptors Parturition
July 16	Parturition complications; multiples lactation Test #2, Thursday at 1:00
July 21	Sexual development: X and Y chromosomes Development of internal reproductive organs Development of external reproductive organs
July 23	puberty Reproductive aging: females Reproductive aging: males Test #3, Thursday at 1:00
July 28	Infertility: females (ovulatory and anovulatory) Infertility: males (sperm production and psychology) Infertility treatments
July 30	contraception: hormonal and non-hormonal pregnancy prevention
Sat Aug 1, 11:30 - 2:30 pm	Final exam: Comprehensive



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University of California, San Diego
Consent to Act as a Research Subject

Investigating the Impact of Pedagogical Choices on University Student Learning and Engagement

Who is conducting the study, why you have been asked to participate, how you were selected, and what is the approximate number of participants in the study?

Gabriele Wienhausen, Director of the Teaching and Learning Commons, together with her education research colleagues is conducting a research study to find out more about how pedagogical choices affect student learning and experience in the classroom. You have been asked to participate in this study because you are a student in a class that is being studied or used as a control. There will be approximately 500,000 participants in this study.

Why is this study being done?

The purpose of this study is to create knowledge that has the potential to improve the learning and educational experience of students at UC San Diego and beyond.

What will happen to you in this study and which procedures are standard of care and which are experimental?

If you agree to be in this study, the following will happen:

- Your data from this class including grades, homework and exam submissions, and survey responses will be included in the analysis to determine the effectiveness of the pedagogical techniques used in this course compared to other similar courses.

How much time will each study procedure take, what is your total time commitment, and how long will the study last?

Your participation involves only agreeing to let us use your data in our analysis. It will require no time on your part above the time you put into this course without agreeing to the study.

What risks are associated with this study?

Participation in this study may involve some added risks or discomforts. These include the following:

1. A potential for the loss of confidentiality. We will not share your personally identifying data with people outside our research team. Data will only be kept in anonymized form for research purposes. Course data will not be used for this research study until after final grades have been posted and will be rendered confidential by removing any identifiers before analysis. Your instructor will not know whether or not you are participating in this study until after final grades have been posted. Data from students who opt out of the study will be removed prior to data analysis. Research records will be kept confidential to the extent allowed by law. Research records may be reviewed by the UCSD Institutional Review Board.

Since this is an investigational study, there may be some unknown risks that are currently unforeseeable. You will be informed of any significant new findings.

What are the alternatives to participating in this study?

The alternatives to participation in this study are not to participate. If you choose to opt-out of participating in this research study, we will exclude your data from analysis. Whether you participate will have no impact on your experience or grade in the associated class as the professor will not know who is or is not participating in the study until after final grades are assigned.

What benefits can be reasonably expected?

There is no direct benefit to you for participating in the study. The investigator, however, may learn more about how to improve student learning, and society may benefit from this knowledge.

Can you choose to not participate or withdraw from the study without penalty or loss of benefits?

Participation in research is entirely voluntary. You may refuse to participate or withdraw or refuse to answer specific questions in an interview or on a questionnaire at any time without penalty or loss of benefits to which you are entitled. If you decide that you no longer wish to continue in this study before the end of the quarter, simply respond to the online opt-out form here: <https://goo.gl/forms/JSBRjEmkES6W6xYc2>. If you decide to opt out after the quarter has ended, you must contact Laurel Nelson (laureln@ucsd.edu) and give the quarter and the course from which you would like your data withdrawn.

You will be told if any important new information is found during the course of this study that may affect your wanting to continue.

Can you be withdrawn from the study without your consent?

The PI may remove you from the study without your consent if the PI feels it is in your best interest or the best interest of the study. You may also be withdrawn from the study if you do not follow the instructions given you by the study personnel.

Will you be compensated for participating in this study?

You will not be compensated for participating in this study.

Are there any costs associated with participating in this study?

There will be no cost to you for participating in this study.

Who can you call if you have questions?

Gabriele Wienhausen and/or her colleague has explained this study to you and answered your questions. If you have other questions or research-related problems, you may reach



Gabriele Wienhausen at gwienhausen@ucsd.edu or (858) 534-3958.

You may call the Human Research Protections Program Office at 858-246-HRPP (858-246- 4777) to inquire about your rights as a research subject or to report research-related problems.

Your Consent

If you consent to participate in this study, no action is needed. If you DO NOT consent to participate in this study, or you choose to opt-out at any time during the quarter, please submit this form online at https://docs.google.com/forms/d/e/1FAIpQLScs0Cznypp4SxQJOsFMgP9nFDjJ0zzYPIsBWsiP3_wiWkdjaA/viewform. Your instructor will not have access to the list of students who opted out until after grades are posted. Note that you must separately opt-out of the study for each course involved in this study.

I am not 18 years or older or I do not consent to anonymized research use of my data from the course specified below.

Course name: _____

Course section number: _____

Term: _____

Name: _____

PID: _____

