

Human Reproduction

BIPN 134, Spring 2020

~~Mon, Wed, Fri, 11:00-1:50 pm, Centre Hall 101~~

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 **Wed** from **1-2** (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. I believe the library is piloting an online version of the book for a reduced fee.

*Your digital course materials are provided by the UC San Diego Bookstore through Canvas. You will need to **opt in** to the Inclusive Access program by **Saturday, April 18th 2020** to access the materials at a special reduced price. If you decide not to **opt in**, you will be responsible for sourcing the materials elsewhere.*

For any questions about billing please contact textbooks@ucsd.edu.

For any questions about using your eBook please reference [RedShelf Solve](#).

To opt-IN:

- Click the RedShelf link in Canvas
- Click View Course Materials
- Select "OPT-IN to Course Materials"

*You will have until **Saturday, April 18th 2020** to complete this process and you will be responsible for getting access to the materials elsewhere.*

Evaluation:	pre-lecture quizzes (first one due Sun Apr 5, on Canvas)	5%
	Survey	1%
	Short writing assignments	2 x 1%
	Weekly tests, starting Fri of Week 2 (on Canvas)	57%
	Final Exam (on Canvas)	35%

Online for spring quarter 2020

I will be posting lectures as soon as they ready, which is to say that our lectures will be posted “asynchronously” to our actual lecture times. This is to provide maximal flexibility for the students. 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. In this way, students ‘scaffold’ their knowledge themselves, and when answers to questions are provided, the learner has a metaphorical ‘bin’ into which that new information can be placed.

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. I will (try to) post the quizzes by midday Friday, and they will be due at 11:59 pm on Sunday. 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 Friday at the beginning of “class” (ie: 1:00 pm), starting Week 2 - on Friday April 10 - up to (and including) Friday June 5, for a total of nine tests. I will drop the lowest test score of the quarter. So, you will have eight tests count toward the 57%, making each test worth 7.125% of your year. Each test will last between 10 and 15 minutes. In order to maintain some modicum of standards for academic integrity, we will have the tests begin at 1:00 every Friday. Sorry about the lack of flexibility here.

Discussion Sections: are not mandatory, even if there were in-class discussion sections. **The discussion sections will all occur at the same time as they were originally planned.** The current model is that the IAs will host discussion sections using Zoom, and get you course material for practice. We’re working on specifics, and I’ll post more info about this as it unfolds.

Survey: there will be a survey deployed early in the quarter worth 1% of your grade. It will be deployed during Week 1 and likely due at the end-of-day on Monday of Week 2 (Apr 6).

Short writing assignments: there will be two writing assignments during the quarter. The first assignment will be distributed on Friday of Week 2 (Apr 10) and due Friday of Week 3 (Apr 17). The second assignment will be distributed on Friday of Week 4 (Apr 24) and due Friday of Week 5 (May 1). These assignments are each worth 1% of your grade.

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

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.

Teaching Team, Sections and Office Hours

Who	email	What	Where	When
Martin Arteaga	m5arteag@ucsd.edu	Sections	Online!	Fri 2-3 Fri 3-4
		Office hour		TBD
Nanea Dominguez	nkdoming@ucsd.edu	Section	Online!	Wed 10 - 11 Mon 2 - 3
		Office hour		TBD
Victoria Shi	c9shi@ucsd.edu	Sections	Online!	Wed noon - 1 Fri 4 - 5
		Office hour		TBD
Salam Allahwerdy	sallahwe@ucsd.edu	Section	Online!	Tues 6 - 7
		Office hour		TBD
Michelle Zhang	mhz003@ucsd.edu	Section	Online!	Thu noon - 1
		Office hour		TBD
Allison Rundquist	arundqui@ucsd.edu	Section	Online!	Thu 7 - 8 pm
		Office hour		TBD
Sehaj Sahota	sesahota@ucsd.edu	Section	Online!	Mon 11 - noon
		Office hour		TBD
Shannon Tran	smtran@ucsd.edu	Section	Online!	Thu 8 - 9 pm
		Office hour		TBD

Tentative Schedule BIPN 134, Spring 2020

Date	Topic
Mar 30 - Apr 3	Intro gametogenesis in males gametogenesis in females Receptor signalling; HPG axis
Apr 6 - 10	Male anatomy and 2-cell theory Female anatomy: follicular development Test # 1, Friday during class time female 2-cell theory
Apr 13 - 17	Female hormone cycling menstrual cycle Test #2, Friday during class time energy reserves and the menstrual cycle
Apr 20 - 24	hormonal regulation of menstruation Test #3, Friday during class time Fertilization: preparation of sperm
Apr 27 - May 1	Fertilization: capacitation and hyperactivation of sperm; acrosome reaction Test #4, Friday during class time Implantation and pregnancy
May 4 - 8	Pregnancy Pregnancy: complications Test #5, Friday during class time Parturition: hormonal control
May 11 - 15	Lactation Sexual development: X and Y chromosomes Test #6, Friday during class time Trisomies and monosomies of X and Y chromosomes
May 18 - 22	Development of internal reproductive organs Test #7, Friday during class time Development of external reproductive organs
May 25 - 29	Hormone signaling and organ development puberty Test #8, Friday during class time Reproductive aging: females
June 1 - 5	Reproductive aging: males Reproductive pathologies Test #9, Friday during class time contraception
Thu June 11, 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?

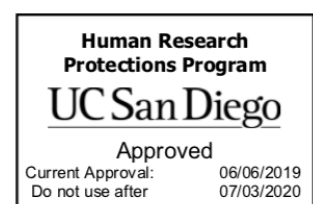
You will not be compensated for participating in this study.

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/1FAIpQLScs0Cznypp4SxQJOsFMgP9nFDjJ0zzYPlSBWsiP3_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: _____

