

BIMM 100 – Molecular Biology

Winter 2020, 4 units

Professor: Shannon M. Lauberth, PhD

Office: 3202 Bonner Hall

Office Hours: Tuesday 9:30-10:30 AM in 3146 Bonner Hall, starting Tuesday, January 14th.

Email address: slauberth@ucsd.edu (Please use BIMM 100 in the subject line).

Contact: Course questions will be addressed on the course discussion board (on canvas). Attend lectures, discussion sections, IA and professor office hours, and talk to your fellow students to get answers to individual questions.

Instructional Assistants (IAs):

Name	Email Address
Ivy Fernandes	ihfernan@ucsd.edu
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Class website: <http://canvas.ucsd.edu>

Class hours: Tuesdays & Thursdays, 6:30-7:50 PM, in CENTR 101.

Important dates:

Thursday, February 6th:	MIDTERM (6:30-7:50 PM; in class).
Friday, January 31st:	Deadline to drop the class without "W" on transcript.
Friday, February 14th:	Deadline to drop with "W" grade on transcript.
Tuesday, March 17 th :	FINAL EXAM (7-10 PM)

- For other important dates, see the Class Schedule.

Course Prerequisites: BILD 1 + organic chemistry (CHEM 40A and B or equivalent) + a lab class involving molecular biology (BILD 4 or BIMM 101 or BIBC 103). If included in your syllabus, please update! and their prerequisites. If you feel rusty on the material of the prerequisites, it is strongly recommended that you carefully read Chapters 1-5 of the *Lodish* textbook (8th ed), which covers material that is considered prerequisite and will only be mentioned in passing during class. Prerequisite classes for BIMM100 cannot be waived.

Purpose of the course: Molecular Biology is the study of gene structure, function and regulation at the molecular level. It describes fundamental mechanisms, shaped by evolution, that underlie all known life on our planet - mechanisms that when impaired, for example by mutation or by parasitic interference lead to human disease. You will be introduced to our current understanding of genome structure and gene expression and the key experimental observations and deductions made by scientists, which have shaped, and continues to shape,

our knowledge in this rapidly developing field of biology. As you will learn, this is a field of intense research with new exciting discoveries reported daily.

Learning objectives: After taking this class, you should know the key concepts of the central dogma of molecular biology and how insights into these concepts have been gained through experimental observations. You should also be able to interpret, and predict the outcome of, basic experiments to study factors and pathways in molecular biology processes.

The specific topics covered include the composition of genomes and the basic mechanisms of replication, transcription, RNA processing, translation, RNA turnover, epigenetic gene regulation and how the complexes that perform these activities identify their targets, carry out their function and can be regulated to meet cellular needs.

Doing well in this class requires solid prior understanding of genetics, biochemistry and organic chemistry.

COURSE STRUCTURE:

BIMM100 is a large class with ≈300-400 students, which all have different ways of learning. In an attempt to teach to all students, the course is structured in a way that offers multiple learning tools. These include:

Textbook (optional): Lodish et al. 'Molecular Cell Biology' 8th edition, Freeman, 2012 is optional, but highly recommended (earlier editions are okay as well). There are copies on reserve in the Biomedical Library. It is a reasonable and clear reference to own if you will continue in the biomedical sciences and is also used in BICD 110 - Cell Biology. It will give you another view of the material treated in lecture. The subjects treated in lecture are the materials you will be tested on, though the particular questions may be formulated using material from the book. Reading the same topics in the book explains the selection of topics a second time, sometimes in greater depth. Some nice animations and other helpful material related to the book can be found at the textbook web site: <http://bcs.whfreeman.com/lodish7e/>

Lectures: Lectures will cover the central topics of molecular biology in the order indicated in the schedule, although the specific order can deviate a bit from that indicated, depending on time. The order of the topics discussed during lectures is different from the order in the textbook. The lectures are divided into three sections covering 1) Genes & Genomes, 2) Basic mechanisms of gene expression, and 3) Regulation of gene expression. Along the way, we will discuss key experiments and deductions that underlie the understanding of the different processes. The pages in the textbook (8th ed) corresponding to the material discussed during lectures are indicated in the schedule.

On the day before each lecture (at the latest), a copy of the lecture slides (in pdf format) will be uploaded on the course website. It is highly recommended that you download and print out the lecture slides so that you can follow the lecture by taking notes on it. They comprise a skeletal record of what happens in the lecture. However, you may find the lecture slides unintelligible without your own written notes. Therefore, don't think of them as a second, independent "book" you can read but instead as a collaborative record of the lecture that you will create.

Think-tank sessions: Most lectures start with an overview on the board of the material discussed during the previous class period and that introduces the content for that day's lecture. This is meant to remind and test students on the most important concepts discussed as we

move along, and should present an excellent opportunity for taking notes. We will focus on problem sets as they will be particularly relevant for exam preparation.

Clickers: To achieve participation credit, you will need an i-clicker. New and used i-clickers are available at the Price Center bookstore. Make sure to get an i-clicker and not a different system (such as H-ITT or PRS). i-clickers 1 and 2 are both compatible with the class.

Clickers will be used for rapid feedback to foster interactive learning in a large classroom setting. Clicker questions (usually 3-6 per class) will be used during class time to make students think about, and discuss with each other, how the newly discussed material fits within the bigger picture of molecular biology, and how experimental observation and experimental design can address questions in molecular biology. **Participation points will be granted if you answer all questions during lecture and miss no more than 2 lecture sessions.**

To obtain credit for clicker use, please register your i-clicker ASAP, and no later than **Mon Jan. 13th**, on the class website (<http://canvas.ucsd.edu>).

Assignments: Class assignments will be posted on the class website on most Thursdays during the quarter. Assignments are used as a tool to promote understanding of the discussed topics through problem solving. 5% of your participation will be earned by working through the assignments and actively participating in the discussion sections. The homework assignments are not handed in. It is **very strongly** recommended to work through the assignments either alone or in study groups.

To best prepare yourself for exams, I highly recommend you to sit down with each assignment and take them as if they were exams – i.e. write down your answers. Do this before hearing answers from other students, discussion sections and/or keys. Answer keys for assignments will be posted close to each of the exams.

Discussion sections: Discussion sections will be held by IA's once a week, most weeks of the quarter (see Discussion section schedule posted on canvas). The discussions will be based primarily on the Assignments posted the previous week. The IA's will lead a discussion based on the Assignments to make participating students arrive at the correct answers. The IA's will not provide the answers on their own. To get the most out of Discussion sections, it is therefore critical to have first worked through the Assignments alone or in study groups and then to participate in the discussion during the Discussion sections. Discussion section attendance accounts for 5% of your total score. Active participation in Discussion sections helps your learning.

IA office hours: The information related to each IA's office hours is provided in the schedule. If you cannot make it to your IA's office hour you are welcome to attend office hours of any other IA and/or the Professor. The time and location of Discussion sections and office hours will also be posted on the class website.

Academic Achievement Hub Information:

1. **Supplemental Instruction (SI) and Study Groups:** The Academic Achievement Hub of the Teaching + Learning Commons will be offering academic support programs during Winter Quarter - 2020 in support of the BIMM 100 course. Sessions begin on **Tuesday, January 7th**. Commons Academic Achievement Hub SI and Tutoring works — data indicates that students who take advantage of SI and Tutoring earn better grades. In fact, 95% of the students who attended six or more visits in SI and Tutoring earned a

higher grade in their courses and overall GPA (per student visit data analysis on SI and Tutoring support for Calculus and pre-Calculus at UC San Diego). Offered for the course is the Study Group program which is based on the SI- model. Supplemental Instruction, Study Group, and Tutoring (Content and Learning Strategies) is a key way to support your learning in this course. The peer-to-peer interactions provides you with a session to explain, explore and elaborate what you know. Simultaneously, it allows you to clarify what you might struggle to understand and also to develop skills and strategies to be highly successful with the content. All programs are open to all students in the class and are free.

Study Group Leader: Gabriel Lopez g6lopez@ucsd.edu
Study Group Schedule: Thursday 12-1:20pm York 3010

2. Study Group Overview

Study Group (SG) is a highly trained, peer-led program that targets difficult classes. High achieving students who have previously taken the course or have strong content knowledge related to the course facilitate the study sessions outside the classroom.

- Targets high-risk courses
- Includes your instructor in the process
- Helps you work with and stay up to date with course content and
- Provides an opportunity through group work to meet and collaborate with peers taking the course
- Offered as 1 drop in 80-minute per week sessions

3. Learning Strategies Tutoring (Metacognition Tutoring) Overview

Learning Strategies (metacognitive) Tutoring is a highly trained peer support program that supports

developing skills in time management, note taking, managing reading for understanding, test

preparation, and learning efficiency and strategies for all courses.

- Appointment based
- Aimed at promoting how to learn for success in college level courses
- Building self-efficacy in managing time and test preparation
- Offered each week as appointment-based sessions (Sundays through Fridays) and regular workshops multiple weeks during the quarter

Webpage Links:

Drop-in Content Tutoring: <https://academicsupport.ucsd.edu/content-tutoring/drop-in.html>

Supplemental Instruction: <https://academicsupport.ucsd.edu/supplemental-instruction-study-group/si-schedule.html>

Study Group: <https://academicsupport.ucsd.edu/supplemental-instruction-study-group/study-group-schedule.html>

Learning Strategies: <https://academicsupport.ucsd.edu/learning-strategies/workshop-schedule.html>

EXAMS & GRADING:

Your grade in BIMM 100 is entirely based on your final score. Your final score will be calculated the following way: **We will check photo ID at each exam, so please bring a photo ID.**

Electronic devices are not allowed. Anyone found looking at a computer, phone, or smart device will receive no points for the exam.

Practice exams: Practice exam questions will be posted about one week before each exam. As for assignments, to best prepare yourself for exams, I highly recommend you to sit down with practice exam questions and take them as if they were exams – i.e. write down your answers. Do this before hearing answers from other students, discussion sections and/or keys.

Before each exam, a review class will be held by IA's to go over practice exam questions and take general Q&A. Practice exam keys will be posted after the review class.

Midterm (40% of final score): The midterm exam is closed book and given during class time. It covers the material discussed up until the exam (see Schedule). The times of the midterm can be found in the schedule.

Final Exam (50% of final score): The final exam is given in finals week (see schedule). It is closed book and will cover the broader concepts of the entire course with focus on the specific material covered after the midterm.

Participation (10% of final score): 5% for discussion section attendance and 5% for i-clicker participation in lecture.

Clicker use: This is entirely based on clicker use, not on whether you get the answers correct. To get credit for the entire quarter, make sure that your clicker is registered with the class no later than **Mon January 13**. Do not register more than 1 i-clicker for this course. If you have more than 1 i-clicker registered then you will forfeit the points. *Note: It is your responsibility to remember to bring your clicker to every lecture and make sure that batteries are charged; i.e. no clicker credit will be awarded retroactively if the clicker is not used or doesn't work during lecture.* (However, with the expectation that all students forget their clicker once during the quarter, the full participation points (5% of your final score) **will be granted if you answer all questions during lecture and miss no more than 2 lecture sessions. If you miss more than 2 lectures then you forfeit the participation points.**

Cheating with clickers by having someone other than yourself using your clicker during class is considered a breach in academic honesty and will be reported to the Academic Integrity Office according to university policy for an investigation into academic dishonesty (see section on Academic Integrity below). Correct clicker use will be monitored by the instructor and IAs during class.

Any students found to be clicking in for classmates who are not in lecture, or if someone else is clicking for you when you are not in lecture, will get an automatic zero for ALL clicker points. This is considered cheating and will be reported to the Academic Integrity Office.

- Questions on the Midterm and Final will be in short answer format and must be answered in ink. Pencil can be used, but if so, no regrade can be requested.

- Pens and ID card (student ID or driver's license) are the only personal items you may have with you during the exam; any other items you bring (backpacks, hats, phones turned OFF, etc) must be placed entirely under your seat and are subject to being moved at the IAs'

and professor's discretion.

MISSED EXAMS: There are no re-grades or make-up exams, so unexcused absences from scheduled exams will be recorded as zeros. Unavoidable emergencies (serious illness, death in the family etc.) that affect your ability to take a scheduled exam require that you provide official documentation. Without such documentation, you will receive no points for that exam. If you miss the midterm or final AND have valid documentation, then you will be offered a 2 hour oral exam with Professor Lauberth on the Saturday following the regularly scheduled exam.

RE-GRADES: Regrading is limited to grading mistakes, and is not granted to requests for more partial credit for incorrect answers. If a grading error has occurred, you should submit a full request to Dr. Lauberth at the end of lecture within one week of the exam return date. Write a concise description of the alleged error on a separate, attached piece of paper. No-regrades are possible for exams written in pencil or non-permanent ink. If regrading is granted, the entire exam will be regraded. If anything on the exam submitted for regrading is found to be altered, it will be considered a breach in academic honesty and will be grounds for failure of the course as well as any additional disciplinary actions as indicated by the policy to maintain academic honesty (see section on Academic Integrity below).

- Any student who is observed to look at and/or copy off another student's paper during a midterm and/or final will be reported to the Academic Integrity Office according to university policy for an investigation into academic dishonesty (see section on Academic Integrity below).

Letter grades are assigned as follows:

90-100: A

80-89: B

70-79: C

60-69: D

Below 60: F

+/- grades are given to those close to the next grade level.

Since your own grade is not influenced in any way by how your classmates do, working together with your classmates will only help everyone involved. Studying in groups is highly recommended.

TIPS ON HOW TO DO WELL:

BIMM 100 (like many other university courses) is complex enough to reward the student who gives some thought to how to take it. The most important trick is to keep up. The pace is unrelenting because BIMM 100 must sometimes move rapidly using less than 20 lectures to cover the field of molecular biology, which is a rapidly expanding field due to intense research.

The following practices will help you best prepare for the exams:

1. Print out lecture slides before each lecture.
2. Be present and take good notes during lectures (the lecturer will often use the board for explanation, which slows down the pace and allows you to take notes on the lecture slides).
3. Actively participate in thinking about, and in peer discussions of, clicker questions.
4. Read the textbook – preferably before class (planned topics and corresponding textbook pages are indicated in the schedule).
5. Sit down and work through assignments and practice exams writing down all answers to the best of your ability - always before getting answers from Discussion Sections, Review

Classes, posted keys or other students. These (along with clicker questions) will give you the best idea of how exam questions are formulated.

6. Actively participate in discussions of the assignments during Discussion sections.
7. Take advantage of the SI and study group sessions

In addition, the “Solved Problems” at the end of each *Lodish* Chapter can give useful practice in problem solving.

Since your grade will be decided entirely from your final score and not based on how you do compared to other students in the class, it will never hurt you to help fellow students. In fact, research on learning has shown that whether you are on top of the material or are having a hard time understanding the concepts, you will improve your learning by discussing the material with other students. Participation in study groups and in peer discussion of clicker questions is therefore highly recommended.

A note of caution: Memorizing slides and texts is not an efficient method of learning for this class. While some memorization is required to become literate in molecular biology, the primary goal of the course, and what you will be primarily tested on, is understanding the key broader concepts of molecular biology and using this to formulate predictions and to interpret observations from simple molecular biology experiments as tested primarily through problem solving questions in the exams. These skills are best achieved by following the practices listed above.

CLASS POLICIES:

Attendance: Attendance in class and during Discussion sections accounts for 10% of your final grade. You simply will not do well in the class if you do not put in significant effort.

Classroom etiquette: Please refrain from eating, reading newspapers, surfing the web, texting and engaging in conversations (except when prompted during clicker questions), or anything else that might distract others and yourself from paying attention during lectures. Please make sure to shut off cell phones. If you must leave class early, please sit in the back in an aisle seat so you can exit with the least amount of disruption to others.

Academic integrity/Cheating: Don't do it! You will likely get caught. I have zero tolerance for cheating and will maintain academic integrity in my classes. We must value the hard work of you and your classmates and to make sure success is merited and not devalued by those who haven't earned it. All suspicions of academic misconduct will be reported to the Academic Integrity Office, which reports directly to the Dean of the student's college. For the Academic Integrity policy at UCSD, see here: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>.

Those students found to have committed academic misconduct will face administrative sanctions imposed by their college Dean of Student Affairs and academic sanctions imposed by me. The standard administrative sanctions include: the creation of a disciplinary record (which will be checked by graduate and professional schools); disciplinary probation; and attendance at an Academic Integrity Seminar (at a cost of \$75). Students can also face suspension and dismissal from the University; those sanctions are not at my discretion. Academic sanctions can range from a score of zero on an exam to an F in the class. The appropriate sanctions are determined by the egregiousness of the Policy violation. Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to

me for investigation.

Please review UCSD's Policy on Academic Integrity, which can be found on this website: <http://students.ucsd.edu/academics/academic-integrity/defining.html>

It should be needless to say that it is much easier to pass this course, and any future courses that use this course as a prerequisite, by putting the energy into understanding the material of the course rather than into an attempt to pass the course by cheating.

Letters of recommendation requirements: Acceptance into programs to further your education can be very competitive and thus you should carefully choose letter writers who know you well and who can honestly state that you achieved one of the top scores in their class and that your demonstrated enthusiasm, diligence, and hard work makes the writer confident that you will be an excellent candidate for the school of application. Therefore, for me to write a letter of recommendation, you must have received an 'A' in the class and you must have been an active participant that I have had a chance of interacting with during the quarter. Given the size of the BIMM 100 class, lecturers of smaller classes or labs, or research supervisors, will usually know you much better and their letters of recommendation will therefore usually carry much more weight.

Disabilities/OSD: If you qualify for accommodations because of a disability, please submit to me an AFA letter from the Office for Students with Disabilities (OSD) as soon as possible, and no later than the second week of class, so that your needs may be addressed. The OSD determines accommodations based on documented disabilities. Please see guidelines at: <http://disabilities.ucsd.edu/> **You will need to coordinate scheduling of exams with me. All of these arrangements should be made within the first two weeks of the quarter.**

Enrollment questions: Administrative, advising, or registration questions should be submitted via the Virtual Advising Center (vac.ucsd.edu).

Problems? If you have serious medical or personal problems during the quarter, the university does allow medical withdrawals. Contact the Biology Student Affairs Advising Services office at 858-534-0557 or go to their website (<http://biology.ucsd.edu/undergrad/advising-services.html>).

Responsibilities:

In a class of 400 students it is impossible to teach directly to everyone's needs.

It is my (and the IAs) responsibility to keep the class organized, to come to class well prepared and to provide students with multiple pathways to learning the topics, including lecture slides, explanations on the board, clicker questions, assignments, practice exams, discussion sections, and office hours.

It is your responsibility to put a significant effort into the class, by coming to class with printed lecture slides, taking notes, actively participating in clicker questions/peer discussions, reading the textbook, working through assignments and actively participating in the discussion of assignments during IA discussion sections.

This way, BIMM 100 should be an enjoyable and exciting learning experience. Embrace this opportunity to understand the basics of molecular biology and, perhaps, one day you will contribute to this rapidly growing field in biology and medicine!

GOOD LUCK!