

**T CORE 102A: INTRODUCTION TO SCIENCE
“DISEASES THAT CHANGED THE WORLD”
AUTUMN 2018**

Course Information

(The course schedule is on the last page of this syllabus)

Class Times: MW, 1:30-3:30 PM, PNK 104

Instructor: Jutta Heller, Ph.D.

Office Location: SCI 206

Office Phone: 253-692-4316

E-mail: jheller3@u.washington.edu

- The best way to get in touch with me is via email, as I check it regularly during the day, evenings, and even on weekends (sometimes). While I will do my best to get back to you as soon as possible, don't expect a prompt reply after-hours or on weekends.
- **E-mail Policy:** http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Resources available to you: <http://www.tacoma.uw.edu/teaching-learning-technology/e-syllabus-campus-information-resources-policies-expectations>

Walk-in Office Hours: Mon & Wed 11 am – 12 pm (in TLC), Thurs 1-3 pm (in SCI 206), other times by appointment

Please take advantage of my office hours. I really want to help you understand the material and will be more than pleased to talk with you. A willingness to ask questions is the hallmark of a mature, serious student. I am here to help you. You have to do your part, though, and make the effort to come talk to me. And please don't wait until mid-quarter when you've fallen way behind. Start early.

Other Academic Services and Statements (follow the hyperlink for more information)

<https://www.tacoma.uw.edu/faculty-assembly/syllabi-service-statements>

UW-Tacoma 2018-2019 academic calendar (including course add, drop and withdrawal deadlines):

<http://www.tacoma.uw.edu/office-registrar/2018-19-academic-calendar>

Course Description

This course will investigate human diseases that significantly affected the course of history. We will consider the biology, transmission and treatment of these diseases, as well as their historical, medical, ethical and social impact on world history.

Course Web Page on Canvas

The TCORE 102 homepage is on Canvas. You can get to Canvas from the main UWT webpage at <http://www.tacoma.uw.edu/>, then mouse over “Tools” at the top and select “Canvas” from the menu that appears. You should be automatically enrolled in the course and see it listed on your “Dashboard”. The Canvas course page has the course syllabus, lecture slides, additional readings, important announcements and handouts, and other fun and useful information that may be added over the course of the quarter. Be sure to check the Canvas site frequently for announcements and uploaded material. Let me know if you have any trouble with this and we can figure it out together.

Required Texts and Materials

- Book: Sherman IW. 2007. Twelve Diseases That Changed Our World. Washington (DC): ASM Press.
- Additional materials posted on Canvas.
- A calculator – does not need to be fancy, but should **NOT** be attached to your cell phone.
- Internet access (computer lab or personal computer).

Course Requirements & Grading

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

The course grading scheme is set up in such a way that missing just one or two small things will not have a huge impact on your grade, but missing several will!

Learning Objectives

ABILITY TO APPLY THE PROCESS OF SCIENCE

- Understand science is evidence based and grounded in the formal practices of observation, experimentation, and hypothesis testing
- Understand and apply basic principles in experimental design
- Identify problem-specific methodologies
- Gain hands-on experience collecting data to draw conclusions
 - Observations and procedures– importance of documentation
- Evaluate scientific information and the methods used to generate the information

ABILITY TO USE QUANTITATIVE REASONING

- Understand that mathematics underpins science
- Generate and interpret tables and graphs

BILITY TO UNDERSTAND THE RELATIONSHIP BETWEEN SCIENCE, MATH AND SOCIETY

- Understand science/math as a human endeavor in which all people can participate
- Understand how societal issues influence the direction of science and math
- Understand how science and math influence our everyday lives
- Build a sense of civic responsibility

COMMUNICATION/SELF EXPRESSION

- Formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Identify, analyze, and summarize/represent the key elements of a text.

GLOBAL PERSPECTIVE

- Think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university's general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you'll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Assignments

Read each assignment description (excluding in-class assignments) *well before* the due date and ask your instructor for clarification if needed. Assignments are to be completed individually, unless otherwise stated. Your instructor may not be able to access certain formats on Canvas, thus electronic submissions must be .doc, .docx, or .pdf. Graded assignments cannot be redone for a grade increase.

Did you know that you and other UW students can get a **FREE subscription to Microsoft Office 365**? Visit <https://www.washington.edu/itconnect/wares/uware/microsoft/microsoft-office-365-proplus/>

In-class activities & exercises = 30 points

- There will be exercises to be completed during most lectures. They may also be based on answering questions or completing exercises that I ask you to work on in groups during lecture. This will help me find out what questions and unclear points still remain at the end of lecture. Since these are measures of participation and exist to encourage attendance and engagement, there will be **no make-up for missed in-class activities**.
- **Reading Quizzes:** there will be a short quiz at the start of any class for which there was a reading assignment from the book. **Please be sure to be on time for this quiz as it cannot be made up!**

Homework

- **Responses (blogs): 4 x 10 points each = 40 points.**
You must respond to the prompts provided throughout the quarter. These prompts are based on a topic or an issue we have discussed in class. Your blog (200-300 words) can describe the issue being addressed, including personal feelings and opinions, as well as what you think the societal impact is. Keeping a blog (aka "free write") will allow you to develop key skills in critical analysis and writing communication. Assessment rewards thoughtful analysis in your own words and clear, succinct writing.

Quizzes and Exams

- **Two (2) quizzes: 15 points each (30 pts total)**
- **Two (2) exams, including final: 50 points each (100 pts total)**

The quizzes and exams may cover any material related to subjects discussed in lecture, class discussions, or readings. The quizzes and the exams will be a mixture of problems, open-ended questions, and even multiple-choice or fill-in-the-blank questions.

Authentic Lab Experience = 15 points

- As an "introduction to science" course, it is critical for you to experience the scientific process rather than just hearing about it. We will conduct an experiment that looks at the antibiotic resistance in *Staphylococcus epidermidis* bacteria isolated from your skin. Part of this laboratory experiment will be to submit your hypotheses and results in a report. A detailed description of this assignment will be posted on Canvas.

Group Project = 80 points total (45 for progress reports, plus 35 for final presentation)

- Early in the quarter you and one or two of your peers will select a disease of local or global concern and research it from as many angles as you can: molecular, medical, social, psychological, ethical, legal, historical, etc, and develop a public health initiative (or plan) to educate the public about disease prevention, screening, etc. You get to choose the disease, but it has to be one that was NOT covered in detail in class! As part of this assignment you will also do research on one or more scientists who were/are significantly involved in the discovery or research of this disease. You will be completing various parts of this assignment with instructor guidance throughout the quarter.
- **You will be submitting three regular reports on the progress of your research. Think of these progress reports as “drafts” or summaries of your research to date. Each progress report is worth 15 points. More details will be provided in class and on Canvas.**
- This group project will result in either:
 - o an oral presentation to the class that will allow you to develop speaking skills
 - o **or** a video – such as a Public Service Announcement (PSA) or documentary. UWT staff will help you learn how to film and edit your video, so no technical knowledge is required (see <http://www.tacoma.uw.edu/information-technology/multimedia-and-video-production>)
 - o **or** a poster presented at the Fall Student Showcase in early December (date TBD).
- Either of these assignments is worth 35 points. A detailed description of this assignment will be posted on Canvas.

Points per assignment:

Quizzes (2 x 15 pts) 30 pts (10%)

In class exercises and Reading Quizzes 35 pts (11.7%)

Homework assignments (Blogs and Problem sets) 40 pts (13.3%)

Lab Experiment Report 15 pts (5%)

Exams (2 x 50 pts) 100 pts (33.3%)

Group Project Progress reports (3x15 pts) 45 pts (15%)

Group Project Presentation 35 pts (11.7%)

TOTAL POINTS POSSIBLE 300 pts

Group Work

Group work is to be equally distributed among the members of your group. Please inform your instructor if a group member is not doing his/her share of the work and you have tried unsuccessfully to resolve the issue. You are still responsible for turning in a complete Final Project even if one or more of your group members drops the class or fails to participate. Those who do not contribute will receive a score of zero for that assignment.

Absences from exams

If you know in advance that you will have a legitimate conflict with a scheduled exam, please let me know in writing during the first week of the course the nature of your conflict and which date it applies to. We may be able to arrange to take the exam 1-2 days in advance. If you miss an exam for a legitimate but unforeseeable reason such as documented illness (one that reasonably prevents you from making it to the exam or a highly infectious and contagious disease), a makeup exam will be conducted at the next possible date and convenience of the instructor. Do not assume that you will be able to make up an exam if 1) it is not a documented medical emergency or 2) you do not provide me with written notice during the first week of classes. Please refer to the section below entitled “Disability Services” for special needs.

Final Grades

Your final grade will be calculated using the formula below. You will receive a point grade on all exams, exercises, and assignments that can be easily converted to a final percentage and a UW decimal grade using a standard UW Grade Schedule (see below). Any questions regarding final grades will be discussed at the beginning of the next quarter so that your instructor may enjoy her break. There will be no rounding up and requests to be "bumped up" to a higher grade will be ignored.

Grading Scale

Letter	% cutoff	UW decimal grade
A	97-100	4.0
	94-96	3.9
A-	93	3.8
	92	3.7
	91	3.6
	90	3.5
B+	89	3.4
	88	3.3
	87	3.2
B	86	3.1
	85	3.0
	84	2.9

Letter	% cutoff	UW decimal grade
B-	83	2.8
	82	2.7
	81	2.6
	80	2.5
C+	79	2.4
	78	2.3
	77	2.2
C	76	2.1
	75	2.0
	74	1.9
C-	73	1.8
	72	1.7

Letter	% cutoff	UW decimal grade
	71	1.6
	70	1.5
D+	69	1.4
	68	1.3
	67	1.2
D	66	1.1
	65	1.0
	64	0.9
D-	63-62	0.8
	61-60	0.7
E	59-0	0.0

Academic Standards/Plagiarism

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas—or unique phrasing of those ideas—without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others' ideas in texts, or attributes information from texts in one's own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Incomplete

http://www.washington.edu/students/genclat/front/Grading_Sys.html#I

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written

statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

Late Work

If you have a serious personal issue and need an extension on an assignment, please contact me **in advance** to make alternate arrangements and get a possible no-penalty extension. I reserve the right not to grant extensions. I do not grant extensions after due dates have passed. Late submissions of lab worksheets or assignments will not be accepted without an extension given prior to the due date. A late submission of the paper will be penalized at a rate of 1/3 off per day that it is late and is worth no points after 3 days, including weekends and holidays. I will not give you feedback on late assignments and papers (including drafts) and they will not necessarily be graded in a timely manner.

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom **ONLY** with the permission of the instructor. Activities that are non-relevant to the course, such as reading/writing emails, social networking, facebooking, surfing the web, playing games, and texting, are considered disruptive activities when class is in session **AND WILL NOT BE ALLOWED**. I will not hesitate to publicly ridicule students who do not comply with this policy.

Classroom etiquette

All classes and activities on the UWT campus are about learning, which often involves the exchange of ideas. However, the tone and intention behind that exchange are important. Civility, politeness, reasonableness, and willingness to listen to others are expected at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship. **To ensure a positive, effective learning environment, you must always act and speak respectfully to one another and to me.**

- Please arrive promptly, and do not pack up your things or leave until the lesson is over. If an exception is unavoidable, choose your seat unobtrusively.
- Attendance is expected at all class periods. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
- Your fellow classmates and your instructor will all appreciate it if you do not give them your contagious disease. Please do stay home from class if you are unwell and suspect it may be catching. It is your responsibility to contact your instructor to come up with a make-up plan.
- Class participation is critical and expected. Contribute to the learning atmosphere, ask/answer questions, engage in group work, and come prepared. Preparation may include having done any assigned readings, having had adequate sleep and/or caffeine, and having a positive attitude so you are *mentally* present - not just physically!
- Fully engaging in the course means that you should NOT be doing work for other classes, or socializing (in person or electronically) during our class time. If I deem your behavior disruptive, I may ask you to leave. If you are bothered by someone else, feel free to speak to them (respectfully) and don't hesitate to tell me.
- We will be engaging in a laboratory experiment in the middle of the quarter.
- Turn cell phones (pagers, laptops with alarms) off before you enter lecture, especially for exams!
- Do not bring children, friends or other visitors to class without talking to me about it first.
- In return you can expect from me to show you as much respect as you show me. I am always available to meet with you if there is anything you wish to discuss with me. Come to my office hours or make an appointment. I will also do my very best to return graded exams and assignments to you as soon as possible.

Missing class

Make responsible decisions about your own and public health. Please contact me *as soon as possible* if you cannot make it in to a quiz or an exam for a *legitimate* reason like inclement weather, personal/family member illness, or a university-sponsored absence, so we can make alternate arrangements for making up what you missed. Please do not wait until the end of the quarter to contact me about missed assignments, as it gets progressively harder to arrange for a makeup!

Expectations

Although there is a large body of knowledge that you must know to succeed in biology, it is critical for you to do more than just memorize 'facts'. One of my primary goals is to emphasize critical and analytical thinking skills. I will ask you to identify the similarities, differences, and connections between processes and events, interpret experimental results, and identify unifying concepts. I want you to understand how and why things happen--not just that they do. This sort of understanding requires more active involvement on your part than just taking in facts and regurgitating them back to me on exams. When you encounter new material, continually ask yourself questions such as the following:

- How do we know this; how would someone find this out?
- Is this a detail or a major idea; does it apply to only this situation or to others?
- Does the concept or mechanism make sense? How does this fit with what I already know? For example, how does it relate to what we talked about three weeks ago? How is it different from or similar to other concepts or processes covered in lecture?
- What is its significance in this particular context and in the bigger picture? If we are talking about something on the organism level, how does that relate to what is going on at the cell or population level and vice versa?

Constantly challenge yourself with questions and figure out the answers. Whatever happens, don't just passively accept anything that you're told--especially if it doesn't make sense to you! To succeed in this course, it is crucial that you master the strategy of how scientists approach problems and that you think critically about them. Not only will you need to understand the concepts involved and remember terminology, concrete examples, and mechanisms, you will also need to be able to explain those ideas clearly and concisely and apply them to novel situations.

Attending lectures

Lectures introduce topics and how biologists think about them. Lectures may not always follow the material in the textbook, but will give you an idea of what points I consider to be most important. Exams are likely to be based heavily though not exclusively on lecture material.

You are responsible for all material covered in lecture. Come to class and take detailed notes. Not all areas of biology are equally interesting to everyone, but work at maintaining interest and focus. Challenge yourself by asking questions and by relating the material to everyday life.

When taking notes, don't try to write down every word. Use abbreviations, short phrases, or a consistent shorthand system to capture the main ideas. For each main idea, include some supporting details, examples, diagrams, or comments. Also be sure to write down new vocabulary terms and their definitions. Then review your notes as soon after class as possible; this is a good time to summarize each of the main points. Try to come up with several potential exam questions based on the material covered. You may also wish to compare your notes with those of classmates.

I will provide lecture slides from Powerpoint presentations on Canvas. I do this so that you can go back and review what we have covered. I urge you to print the slides out before class (in handout format) so that you can take notes directly on the sheet. Sitting and watching as I write on the slides is nowhere near as effective

as taking notes yourself. Powerpoint should be a tool, not a crutch. Writing your own notes forces you to engage with the material. Only when you actively engage with the material will you remember it and be able to apply it (on exams, for example!).

Using Your Text

Your text can be an extremely valuable resource at several stages of your study. Be sure to skim through the assigned material before lecture. You will be able to get more out of the lecture if you already have a sense of the context in which the material will be presented. After lecture, go back and reread the chapter, with an aim toward synthesizing what you learned in lecture, filling in the gaps in your understanding, and drawing connections between the ideas presented in this lecture and those presented earlier in the course. Highlight important points and/or make an outline as you go, numbering the key ideas and summarizing each section in your own words. Stop periodically and make sure you understand and remember what you just read.

Preparing for Exams

Study. The general rule for university classes is that you should expect to spend at least 3 hours out of class for every hour in class; for a 5 credit class, that means you should expect to spend about 15 hours each week beyond in-class time. These hours should be spent reading, writing, studying, or doing other activities related to the class. Don't wait until exam time to figure things out; there is too much material to master for cramming to work well. Spend time each day reading your text, reviewing your notes, learning new vocabulary, and working on problems or study questions. Simply reading the text passively will not do the trick. You must be able to work with the material, apply it to novel situations, solve problems, and perhaps most importantly, explain it clearly to another person.

Office Hours

Take advantage of my office hours and pre-exam review sessions. I really want to help you understand the material and will be more than pleased to talk with you. A willingness to ask questions is the hallmark of a mature, serious student. I am here to help you. You have to do your part, though, and make the effort to come talk to me. And please don't wait until mid-quarter when you've fallen way behind. Start early.

Study Groups

Study groups can be a powerful learning experience and can make studying more efficient, effective, and fun. Focused study with others allows you to pool your ideas and see material from a different perspective. It also gives you a chance to organize, verbalize, and explore your own ideas or questions and get feedback from the group. I strongly encourage you to form study groups that meet regularly to discuss the subject matter of the course.

To form a study group:

- Talk to people in class to find others with similar schedules and goals.
- Aim for 2 – 4 students per group. Larger groups may not give everyone a chance to participate fully; smaller ones may not generate enough ideas or feedback.
- Choose a convenient, comfortable place to meet, with minimal distractions. Schedule the first meeting early in the quarter, to clarify the goals of the group (to go over weekly study questions, to study for exams, to discuss the reading and/or ideas generated by the class, etc). I recommend a weekly meeting, but other arrangements can work well, too. Make verbal commitments not to schedule other activities during the agreed on meeting times.
- At the first meeting, discuss how long you will meet each time, the kinds of activities you think would be most helpful, if you would prefer a structured group that might assign particular duties or questions to

each person or a group that is more free-form, etc. If you find that the group you've signed up for doesn't have compatible goals or preferences, find another.

STUDY GROUP MEMBERS' CONTACT INFORMATION

Name	Email	Phone	Other

Other Academic Services and Statements (follow the hyperlinks for more information)

THIS IS A VERY IMPORTANT LINK TO BOOKMARK ON YOUR COMPUTER:

<https://www.tacoma.uw.edu/faculty-assembly/syllabi-service-statements>

UW-Tacoma 2018-2019 academic calendar (including course add, drop and withdrawal deadlines):

<http://www.tacoma.uw.edu/office-registrar/2018-19-academic-calendar>

Campus Safety Information

- **Escort Service:** Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.
- **In case of a fire alarm:** During an emergency evacuation, take your valuables ONLY if it is safe to do so. You could put yourself or someone else at risk by delaying your exit. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.
- **In case of an earthquake:** DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all-clear from somebody "official," the web or email.
- **Campus Safety's "Are You Ready?" website**
- **Emergency Response**
- **Sign-up for UW Alert: [washington.edu/safety/alert/](http://www.washington.edu/safety/alert/)**

Safe Campus - Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website ([washington.edu/safecampus/uwt/](http://www.washington.edu/safecampus/uwt/)) provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

Inclement Weather - Always check the UWT Home Page: official campus closures or delays will be announced there first. Course Announcements and Email regarding assignments and expectations during a closure will follow once the severity of the situation is known.

Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class(es) will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information. *For more information, follow the linked title.*

Email Policy - UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington email address. Faculty and staff are not obligated to respond to students using non-UW email accounts. Those who choose to forward their emails to a non-UW email address do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any email address, and any such problems will not absolve employees and students of their responsibility to know and comply with the content of electronic university communications sent to UW email addresses. *For the complete Policy Statement, follow the link in the heading title.*

Infants/Children in Class Policy. Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room (GWP 410 and MAT 204A). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict an infant, child, or children from being present in class.

Technology Requirements for Online Learning - How to be a successful digital learner: To do well, your technology should be reliable and fast. Your hardware should be up-to-date. Your machine should be protected from viruses. You should use secure passwords and know the site and sender when being asked to download a file. These are your responsibilities, as your online instructor won't be able to help you with your own, unique technology problems. *For more information, follow the linked title.*

Getting Help: Academic Support

Numerous campus resources are available to support your academic success. Know your options and seek help and resources when needed. Follow the hyperlinks for more information.

• **Disability Resources for Students (Office of Student Success)** - The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Resources for Students (DRS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DRS at 253-692-4508, or email at drs@uw.edu for assistance.

- **Library** - The UW Tacoma Library provides services and tools to support students at all levels of expertise. You can:

- check out books and videos,
- [borrow technology](#), including laptops, graphing and scientific calculators, cables, phone chargers, headphones, and more,
- check out many [required textbooks](#),
- [book rooms for group study](#), and
- do [3D printing](#), and more.

Librarians help students become more confident about the research process, including developing paper topics, utilizing effective research strategies, and evaluating resources. Scheduled or drop-in help is available. Visit our website at www.tacoma.washington.edu/library or see us in person in the Snoqualmie (SNO) or Tioga Library Buildings (TLB).

- [Research Support](#) - Get assistance starting a research project.
- [Subject Librarians](#) - Make an appointment with a subject librarian to talk about library resources, research strategies, focusing a topic, evaluating information and more.

- [Teaching and Learning Center](#) - The Teaching and Learning Center offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located on the 2nd floor of the Snoqualmie Building (Snoqualmie 260) and online. Our schedules for appointments and drop-in visits are posted on our website at tacoma.uw.edu/tlc. For special needs or subject tutoring requests, please email uwteach@uw.edu or call 253-692-4417. Our service summarized:
 - [Writing & Spanish support](#): writing consultations, online tutoring, workshops & support
 - [Quantitative skills support](#): peer tutoring available for math, science, statistics and more...
 - [ESL Support](#) - Help for students whose first language is not English

- [Technology Support](#) - Labs, software, equipment checkout and help with Canvas, Google, email, logins, etc.

- [Online Support for Your Course Work](#) - "Succeeding in an online course means being organized, self-reliant and aware of UW Tacoma's online support services. We're here to help you succeed, but it's up to you to "come to class" often, know the electronic resources available, and stay on course!"

Getting Help: Self and Family Support

Everyone needs a little help sometimes. Here are a few campus resources on campus to help you get through those challenging times.

- [Bias Incident Reporting Website](#) - A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond.

- [Center for Equity & Inclusion](#) (WCG 104) - Resources and support for students regarding diversity, equity, inclusion and social justice issues.

- [Child Care Assistance](#) (MAT 103) - Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family Friendly Spaces, priority access at the MUSE, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit <https://www.tacoma.uw.edu/childcare-family-support->

[services/childcare-family-support-services-0](#) or contact the Huskies and Pups
RSO: huskiesandpups@gmail.com

- **Emergency Aid** - Life can be unpredictable. Unexpected costs and needs can cause significant stress and impact student academic success and personal well-being. That's why the three campuses of the University of Washington have Emergency Aid to support currently enrolled UW students.
- **Military-Connected Student Statement** - If you are a student who is a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, then stay in contact with your instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your instructor aware of any complication, then he/she will work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resource for veterans, service members, and families are located in the Veteran and Military Resource Center, TLB 307A. The VMRC can be reached at uwtva@uw.edu, 253-692-4923
- **Counseling Center (Office of Student Success)** - The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtshaw@uw.edu, or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting www.tacoma.uw.edu/counseling.
- **UWT Student Health Center** - All UW Tacoma students who pay the Services and Activities Fee (SAF) now receive student health services at six Franciscan Prompt Care clinics: Bonney Lake, Burien, Gig Harbor, Lakewood, Puyallup, Tacoma. The “distributive care model” provides students more ways to access health care through six CHI Franciscan Health prompt care facilities throughout the Puget Sound, as well as access to Franciscan Virtual Urgent Care, at no additional cost. The Franciscan Prompt Care clinic located across the street from St. Joseph Medical Center, just up the hill from campus, is designated as the UW Tacoma clinic where students will receive priority treatment. The former Student Health Services clinic located in Laborer's Hall on Market Street has closed. These changes do not affect which students can utilize Student Health Services. All current SAF-paying UW Tacoma students have access to Student Health Services, even those who have health insurance. **All appointments are now scheduled by calling 253.428.2200.**
- **The Pantry** - Providing supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Stop by during weekly drop-in hours (DOUGAN 104) Monday-Thursday, 9am-3pm or complete the online Food Request Form at tacoma.uw.edu/thepantry.
- **Resources for low income and people experiencing homelessness:** <http://mdc-hope.org>
- **Shelter for Young adults near our campus:** Beacon Center - Shelter for young adults 18-24. Open daily 6:30pm – 6:30am. Doors close at 10 pm. Located at: Beacon Senior Center 415 South 13th Street Tacoma, WA. The shelter has 40 beds and serves young people ages 18-24. Please call 253-256-3087 for more information. <http://www.communityyouthservices.org/piercecounty.shtml>

•**Oasis center** - Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders. Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching learning and action! **Office Phone: 253-671-2838**. Emergency Cell Phone: (253) 988-2108

•**Short-Term, No Interest Loans** - The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Funds are generally available within one to four working days, only to students who are currently attending the university (loans cannot be processed between quarters). Repayment is due by the next quarter, or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest on the short-term loans but there is a service charge added to the repayment amount. Students may apply online through [MyUW](#) under "Personal Services." Paper application forms are also available in the Financial Aid Office, but the processing time is longer. [Learn more about short-term loans](#)

•**Emergency Aid** – Because life can be unpredictable. <http://www.washington.edu/emergencyaid/>

•**Student Advocacy and Support** - The Office of Student Advocacy and Support assists students to set goals and find on campus supports to meet life challenges that create barriers to achieving their educational goals. For more information. <https://www.tacoma.uw.edu/student-engagement/student-advocacy-support>

(COURSE SCHEDULE ON NEXT PAGE)

COURSE SCHEDULE*

* Subject to change at instructor's discretion.

Wk	Day/Date	Lecture Topic(s)	Readings from text
1	Wed 9/26	Introductions and Course Overview: Syllabus, Canvas, etc.	
2	Mon 10/1	“How I Learned to Love the Library”; The spread and impact of diseases	Biographical Survey due (Canvas)
	Wed 10/3	Introduction to the Biology: Cells & Molecules	
3	Mon 10/8	Introduction to Bacteria; The Plague	Sherman Ch. 5
	Wed 10/10	Cholera; group project prep time	Sherman Ch. 3
4	Mon 10/15	Quiz 1; View slides of pathogens under microscopes	Meet in SCI 217. Wear lab-appropriate clothing. Group Project Progress Report #1 Due
	Wed 10/17	Tuberculosis	Sherman Ch. 7 Response/Blog #1 due
5	Mon 10/22	Antibiotic resistance and Antibiotic resistance lab exercise, Part 1	Lab Exercise Handout Meet in SCI 217. Wear lab-appropriate clothing.
	Wed 10/24	Midterm exam review; Midterm Exam	
6	Mon 10/29	Antibiotic resistance lab exercise, Part 2 Group project prep time	Meet in SCI 217. Wear lab-appropriate clothing.
	Wed 10/31	Eukaryotic Pathogens and their diseases: Malaria	Response/Blog #2 due Sherman Ch. 8
7	Mon 11/5	Antibiotic resistance lab exercise, Part 3; Introduction to Viruses	Meet in SCI 217. Wear lab-appropriate clothing. Group Project Progress Report #2 Due
	Wed 11/7	Smallpox	Sherman Ch. 4 & packet
8	Mon 11/12	VETERAN'S DAY OBSERVED. NO CLASS	
	Wed 11/14	Quiz #2; Influenza	Sherman Ch. 10
9	Mon 11/19	Field Trip to Tacoma Historical Society	Response/Blog #3 due
	Wed 11/21	No CLASS (Pre-Thanksgiving)	
10	Mon 11/26	HIV/AIDS; group project prep time	Sherman Ch. 11
	Wed 11/28	Vaccinations: History and current issues; Intro to Genetics	Sherman, pp. 57-67 Group Project Progress Report #3 Due
11	Mon 12/3	Genetic Disorders: Hemophilia and the Royal House of Europe	Sherman Ch. 1 Response/Blog #4 due;
	Wed 12/5	Oral presentations	Final project due
12	Mon 12/10	Final Exam 1:30 PM	

Disclaimer: Topics, readings, due dates and the rest of this syllabus may be revised or updated as the quarter unfolds. Such changes will be announced in class, and additionally an updated version of this document may be posted on Canvas. It is your responsibility to keep abreast of these changes! *Absence is not an excuse for ignorance of these changes.* **If you need to take time off to observe religious holidays, please let me know. I am happy to accommodate your request.**