BMB200 Syllabus
US15

Table of Contents
1. Instructor Information
2. Course Information
3. Communication in the course
4. Grades
5. Assessments
6. Academic Honesty
7. Students with Disability Requests

1. Instructor Information

1.1. Contact information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
<th>Office</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Haudek</td>
<td><a href="mailto:haudekke@msu.edu">haudekke@msu.edu</a></td>
<td>517-353-4377</td>
<td>Virtual: Tues. 10-11 am &amp; Thurs 3-4 pm or by appointment (link below in section 3.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>219 Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Bixi Zeng</td>
<td><a href="mailto:zengbixi@msu.edu">zengbixi@msu.edu</a></td>
<td></td>
<td>In-person: by appointment</td>
</tr>
</tbody>
</table>

2. Course Information

BMB200: Introduction to Biochemistry
Summer 2015; Online section; 4 credits
The online section of this course is for very highly motivated, self-paced learners. There is a large amount of content available in this course from various sources and it is expected that students will visit multiple resources, extract and organize important information and self-monitor their own learning in order to be successful in this course.

2.1. **Course Rationale:** In this course, you can learn how the food you eat lets you live. All food can be broken down into four major components, the same major components required for life. This class will systematically present the physical and chemical properties of these components, the role of each of these components in your body, and the processes by which your body utilizes these components.

2.2. **Course Goal:** When you successfully complete this course you will have a conceptual understanding of how the basic components found in the food you eat function in your body.

2.3. **Course Objectives:**

2.3.1. Explain the roles water, chemical equilibrium, and pH play in your body.

2.3.2. Recognize the chemical structure of the molecular building blocks found in the food you eat and identify the important chemical and physical properties of these building blocks.

2.3.3. Describe how these molecular building blocks polymerize into larger molecules and organize into cellular structures.

2.3.4. Compare and contrast the functions of these building blocks and their polymers in living cells.

2.3.5. Explain how the chemical and physical properties of these building blocks cause them to carry out their specific functions in your body.

2.3.6. Describe the basic cellular pathways used to break down the food you eat to produce the cellular building blocks and capture the energy your body needs.
2.3.7. Discuss the relationship between coenzymes and vitamins and explain the roles of specific coenzymes in metabolism.

2.3.8. Explain basic physical and chemical concepts that underlie cellular processes and apply these to problems involving your body’s utilization of food.

2.3.9. Explain how information is stored and passed on based on the chemical and physical properties of the molecules found in living cells.


2.4.1. **Prerequisites:** General chemistry and organic chemistry.

3. **Communication in the course**

3.1. **Instructor to student:** Course information will be mainly distributed through the D2L course management system. This will include emails, announcements and calendar postings. You should get in the habit of checking D2L regularly for course-related information and have emails forwarded from the system to an email account you check regularly.

3.2. **Student to instructor:** General questions about the course should be posted in the appropriate Discussion thread found in the Introduction folder in D2L. Specific questions about course content should be posted in the Discussion thread in D2L in the appropriate Module folder. You are also welcome to post links to other sites/resources that you found that helped you understand the material better. This may help your fellow classmates or be incorporated in future sections of the course!

**If emailing the instructor, make sure to include “BMB200” in the subject line.**

Questions emailed directly to the instructor that have general course relevance to other students (i.e. where can I find my score for assignment #3, how many quizzes can we drop?, etc.) may be posted by the instructor in the appropriate Discussion thread after removing any identifying information. This
helps reduce the number of repetitive email questions in the course. If you do not want your question potentially posted in a D2L discussion thread, please indicate this in the text of your email.

3.3. **Discussion forum and peer communication:** Discussion forums in the course will be monitored by the course instructors. Students are encouraged to post questions about course content, helpful links to other materials they’ve found or news items related to the course in these discussion threads. However, it is expected that students post only course or college relevant and appropriate content in the course discussion forums. Good discussion forum etiquette is expected of all students; treat both instructors and other students with respect. Disagreements are OK to have in the discussion threads, but name-calling, offensive or vulgar language, etc will not be tolerated. First-time violators will be given a warning; repeated violations may result in a ban from discussion forums, a grade penalty or if severe enough, unenrollment in the course.

3.4. **Virtual office hours:** Virtual office hours are an opportunity to interact with the instructor directly and ask questions or get help with course material. Office hours are held every week at the time(s) indicated above in Section 1. If the scheduled times are not convenient for you, please email the instructor to find another agreeable time to meet either in-person or virtually.

To join the virtual office hours, you will need to use Zoom video conferencing software. This software allows for video-conferencing, text chat and screen sharing to/between multiple simultaneous users. Zoom is a free add-in that works with most web-browsers; you can learn more and get technical help at [https://msu.zoom.us](https://msu.zoom.us). The first time you visit the office hour link, you will be prompted to download and install a small application. You may choose to join the office hours with/without video and/or audio. The link to access virtual office hours will remain the same for the entire semester: [https://msu.zoom.us/j/592128158](https://msu.zoom.us/j/592128158)

If requested, the meeting ID is: 592 128 158
4. Grades

4.1. Grading: Final grades will be based on the assessments shown below:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weight</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
<td>Average score of all homeworks; highest attempt score used for each homework</td>
</tr>
<tr>
<td>Quizzes</td>
<td>36%</td>
<td>Drop ONE lowest quiz score; then use average of remaining quizzes</td>
</tr>
<tr>
<td>Take It Deeper</td>
<td>54%</td>
<td>Value of each TID assignments will be indicated in the directions posted in D2L; all TID assignments used to determine course grade</td>
</tr>
</tbody>
</table>

The course grades will be determined based on the scale shown below. Grades will be rounded to the nearest tenth of a percent.

<table>
<thead>
<tr>
<th>If your overall percentage is between:</th>
<th>Overall course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>90.0</td>
</tr>
<tr>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>89.9</td>
<td>85.0</td>
</tr>
<tr>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>84.9</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>79.9</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>74.9</td>
<td>70.0</td>
</tr>
<tr>
<td></td>
<td>2.0</td>
</tr>
</tbody>
</table>
There are no extra-credit or bonus assignments planned for this class. Please give your best effort on each assignment to earn the best grade for the course.

5. Assessments

5.1. Homework: Each module will conclude with an online homework assignment. These assignments are designed to assess whether students have learned the necessary key points of the module. These assignments consist of a variety of question types and are untimed. Students will generally have multiple submission attempts at homework assignments and generally only their best score will be used. In this way, students are encouraged to revisit questions and topics that need additional learning and try the homework again to demonstrate learning. It is the student’s responsibility to check each homework assignment for the specific grading policies before starting. Because there are multiple attempts allowed for each homework and homework assignments are open for a length of time, there will be no “excuses” accepted for missing a homework assignment deadline. All homework assignment scores will be used to calculate your final course grade.

5.2. Quizzes: At the end of every unit, there is a quiz. Quizzes are timed, online assessments that address stated learning objectives for the instructional unit. Quizzes may contain questions that are taken directly from, are similar to or are unique from the homework assignments. Quizzes will contain a variety of question types; students should expect at least one short answer writing question on every quiz. Student will only have a single attempt for each quiz and may not be able to revisit previously answered questions, so students should be well prepared and have checked the quiz grading policy before beginning each quiz. Because only one submission is allowed and quizzes will have enforced time limits, your ONE lowest quiz score will be dropped from your final grade calculation. This dropped quiz will also cover problems such as
loss of power during the quiz, internet connection reset, emergency that require students to travel, etc. As such, there are no "excused" absences for missing a quiz deadline. If you cannot complete a quiz before the deadline for any reason, it will count as a your one dropped quiz. Any additional missed quizzes after the first will count as zeroes in the gradebook.

5.3. **Take It Deeper assignments:** Throughout the course there will be a variety of Take It Deeper (TID) assignments. TID assignments will generally require students to read and/or write about science journal articles provided in the course. The goal of these assignments is to allow students to see connections between the biochemistry they learn in the class with content they may read about in newspapers and magazines. Students should expect to have one of these assignments per week. Details and deadlines for each TID will be posted in D2L. Students are expected to complete all TID assignments and the course late assignment policy will apply. TID assignments will use Turn-It-In enabled dropboxes.

5.4. **Late assignments:** Some assignments may not be accepted after the posted due date. If assignments are accepted after the due date, any submitted late assignment will be assessed a 25% penalty for each day (0-24 hour period) it is late. Because assignments are open for a length of time before the actual due date, it is expected that students are working on assignments well before the deadline and **no “excuses” for missing a deadline will be accepted.**

6. **Academic Honesty**

The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards. Academic honesty as described in the Spartan Life Handbook (see in particular: Protection of Scholarship and Grades and Integrity of Scholarship and Grades) is expected in this course. Violations of academic honesty may result in one or more of the following: penalty grade or zero on a particular assignment, a penalty grade or zero for the overall course grade and/or an official report to the dean of your college, which may result in additional college- or university-level sanctions.

6.1. **Policies regarding students working together:** Working together in self-assembled groups can be a powerful way to increase your learning. This is especially true when
students encounter difficult content in college courses. Group work or study groups are encouraged while students are learning new material and exploring the recommended or alternative resources. Group work, such as discussing questions or helping locate resources, is allowed on the homework assignments, although direct sharing of answers is not tolerated. Group work is also allowed during some parts of TID assignments; reading and discussing the assigned articles is a valuable way to focus on the important topics or sharing a draft of your paper with a friend is a good way to get early feedback. However, it is the expectation that all quizzes and TID writing assignments are the individual and sole intellectual effort of the student enrolled in the course. As such, group work on these assessments is not allowed. If this policy is violated, repercussions as outlined in the Academic Honesty section will occur.

6.2. Turn-It-In: Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Students should use Turn-It-In to improve their own academic writing. Some students do not have experience in writing summary papers about articles with science content. TID assignments are designed to help you improve this ability. Using Turn-It-In to evaluate your summary work presents an opportunity to improve your academic writing. It allows you to see where you’ve used direct quotes from the article(s) or borrowed the author(s)’ ideas, in order to make sure these places are properly cited. In addition, it will allow you to determine the amount of “original” text that you’ve written and synthesized versus the amount of text that was written by the
article author. When reviewing your own work via Turn-It-In, you should consider whether you’ve used too much original text from the article and to make sure you’ve only included the most important quotes to support your own writing.

6.3. **Use of Social Media Derived from the Course**

As members of a learning community, students are expected to respect the intellectual property of course instructor and each other. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

6.3.1. Students may record or download lectures or any other classroom activities and use the recordings or files only for their own course-related purposes.

6.3.2. Students may not share the provided course recordings or downloads with other students enrolled in the class. Each student is responsible for accessing course content through the course web-page in D2L individually.

6.3.3. Students may not post their own or the provided course recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice, image or intellectual property is included in the recordings or file. This policy also applies to other students’ work which you may view or review during assigned course activities.

6.3.4. Any student violating the conditions described above may face academic disciplinary sanctions.

7. **Students with Disability Requests**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services
accommodation ("VISA") form. Please present this form to the course instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored as possible.