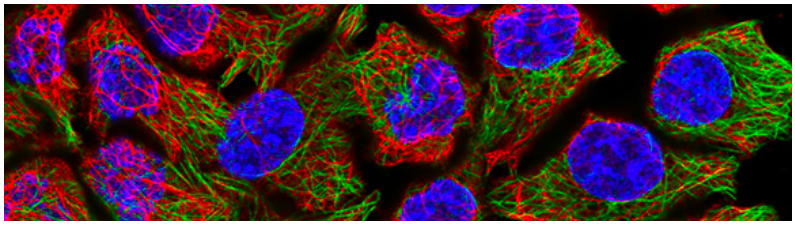
MCDB 138 Syllabus

Developmental Biology

Fall 2017



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510 OHRC; Office hours: M, Th 3PM-4PM. Additional office hours will be announced prior to midterms and final exam.

The best way to contact me is by email: klyons@mednet.ucla.edu

TA Name(s), Office Hours, email information, Location: TBA

Course Materials

- Textbook: **Principles of Development, 5th edition, by Lewis Wolpert**. The textbook will be available for purchase in the Bookstore. I will also place copies on reserve at the UCLA Powell and Biomedical libraries. You are NOT required to purchase the textbook. However, feedback I have received from most students indicates that the textbook is very helpful.
- Link to CCLE **course site**

- Powerpoint presentations, lecture notes, assigned papers are available on the course site

- Additional videos of developing embryos and animations of cell movements are available on the course site

Course Description

The goal of this course is to introduce you to the exciting field of developmental biology. This field asks the question, "How does a single cell, the fertilized egg, give rise to a complete new organism containing multiple cell types and organs, all arranged in specific locations and all of the correct size?" This is arguably the most amazing thing any cell can ever do. We will learn what types of cells are capable of this extraordinary behavior. We will consider the various chemical and physical cues that trigger initial differences among cells in the early embryo, and how these cues trigger changes in gene expression. We will consider the identities of key genes that cause cells to become different, and how cells maintain these differences over the life of the organism. We will investigate how growth and development in different regions of the embryo are coordinated so that the resulting structures develop in the right place with respect to each other. We will see how subtle changes during development can lead to major changes in the final form of the organism. We will therefore explore how even subtle changes that affect development can have profound consequences for evolution. We will also explore the connection between mechanisms of normal development and disease etiology. We will examine key developmental processes in different types of organisms, including worms, sea urchins, flies, frogs, mice and humans. This will enable us to see that some aspects of development are shared across the entire Animal Kingdom, and that different organisms use unique solutions in other cases. We hope this exploration will give you a deep appreciation for the conservation of developmental mechanisms, but also for many types of strategies that can be employed.

We hope to help you learn how to experimentally approach the topics of development, and we will see that different organisms offer different opportunities and limitations for analysis. We will consider how developmental biologists

formulate and test hypotheses in different model organisms. You will become familiar with cutting edge molecular, genetic and imaging techniques that are applicable to analysis of many aspects of development.

We hope that you will find developmental biology exciting and relevant, and that you will come away from this course with an appreciation of the unifying molecular genetic principles that underlie the generation of complex form in all animals. We hope that you will agree that given our ever-increasing capabilities to manipulate stem cells to recapitulate developmental events, and to modify genomes to impact tissue form and function, an understanding of basic developmental principles will enrich your understanding of the promises and pitfalls awaiting us.

Learning Outcomes for this Course

- Identify the key differences and similarities in developmental strategies used by phylogenetically distinct organisms.
- Describe the varied mechanisms by which differences in gene expression are generated, and explain how these differences are used to establish the anterior-posterior and dorsal-ventral axes in the embryo.
- Explain how changes in gene expression and developmental strategies used by different organisms relate to evolutionary change.
- Recognize the experimental tools of developmental biology, and identify which organisms are amenable to specific experimental approaches.
- Analyze and evaluate the significance of the scientific data that has led to our current understanding of developmental processes, and articulate conclusions based on these data.
- Formulate testable hypotheses regarding specific developmental processes, and design approaches to test the hypotheses.
- Explain the relationship between developmental programs and congenital birth defects, and describe the relationship between the aberrant deployment of developmental programs and diseases like cancer.
- Use your knowledge of developmental biology to make scientifically informed decisions about the future promises and challenges (both scientific and ethical) of stem cells, genome modification, manipulation of signaling pathways, tissue engineering for organ generation, and other strategies for the treatment of human congenital disease, and for the preservation of species.

How to Succeed in this Course (Expectations for Students)

Scientific discoveries and the concepts that govern our thoughts about the way organisms develop are the result of the work of the community of scientists. Therefore, you will achieve the greatest understanding of this material and the greatest enjoyment of it by participating **actively** in the process: work with your classmates to test your understanding of the material, participate in discussion sections, come to my office hours and/or those of your TA, and engage in discussions during lectures.

General Strategy: We learn best by approaching material in different ways. You can do this in the following ways: attend lecture, read the lecture notes, read the text, and come to office hours where we can discuss the material together. These different approaches will re-inforce each other. The most efficient way to learn well is to learn actively. This means taking notes on the lectures and on the text. Then, work with your notes: reorganize them and rewrite them into different topics; use them to explain various interesting topics to your colleagues in the class. Ask yourself and your colleagues various questions and see if you can answer them without your notes.

The most efficient way to study for this (or any course) is to set aside time EVERY DAY to work with the material. It is best to set aside the same time every day (e.g, 7-9 PM every night). Doing this can entrain your brain to process the information you take in from specific courses. Every person is different, but I have learned that the top students in this course devote about two hours per day to studying for this course (and more time prior to exams).

What is the point of memorizing? Learning about a new subject is in many ways like learning a new language. It involves learning new words that describe unfamiliar processes, organisms and structures. As with learning a new language, only when you have a basic vocabulary will you be able to appreciate the underlying structure and conceptual organization of developmental biology as a field of study. Once you have a basic vocabulary, you will be able to read the exciting literature in this field, and discuss the implications of new findings with others. The basic vocabulary for this course will be the names of developmental processes, genes that control these processes, and the organisms that are used to discover these processes. The best way to practice your new vocabulary is by using it. This means discussing concepts and their meanings with your colleagues in office hours, discussion, sections, and outside of class; you can't become proficient with a new language, scientific or otherwise, all by yourself.

Goals of the Powerpoints: The Powerpoint lectures present the most important concepts and the experiments that have led to our current beliefs about developmental mechanisms. This should be your primary focus.

Goals of lecture notes: A set of lecture notes accompanies each Powerpoint presentation. The goal of these notes is to help you follow the material being presented during the lectures. These notes help to explain why certain concepts we discuss are foundational to the field. The words that are in **bold type** are vocabulary words that you need to understand.

Goals of the assigned reading in the textbook: The textbook for this course is well-written but goes into far greater detail than we will go into during lectures. These details are often helpful to enhance your understanding of how a specific developmental process works, how an experiment is done, or what the results mean. You are NOT expected to memorize details that are found only in the texbook but are not covered in lecture notes or the Powerpoints. Use the textbook as a way to enrich your understanding. I recommend that you read the assigned reading prior to lecture for an overview, without attempting to memorize the material--just focus on

the concepts. Don't expect it to make sense the first time you read it. I will be presenting figures from the textbook in each lecture. After lecture, you will be able to go back to the textbook to look specifically at those figures and to read the associated text. In this way, you will be able to focus on the key concepts and experiments that shape the field.

Goal of reading the scientific papers: The best part of learning a new language or a new scientific field is being exposed new points of view and being able to express new ideas. This includes reading scientific literature and seeing experimental approaches in use that you would not otherwise understand. We will therefore be reading six papers and discussing them together in discussion sections. We have chosen recent papers that are among the best and most influential papers in the field, but that also coordinate with the lecture material and are understandable to you. We recognize that you are not experts, and there will be some challenging technical jargon or unfamiliar techniques. We will do our best to identify these challenges ahead of time, and we will go over the details of the papers in discussion section. You will then write a short report on each paper, which you will turn in the week following your discussion of the paper. *The goal is not to memorize the content of these papers—it is to (a) appreciate how great scientists articulate ideas and test hypotheses about developmental events, (b) help you learn to read and think about original scientific literature, and (c) help you learn to articulate your thoughts in a concise and precise way.* Whether or not your career involves research, we want you to be a critical consumer of information and to be able to communicate the importance of scientific discoveries to others.

Helping You Succeed & Creating an Inclusive Classroom Community (Instructor, TA, and Community Expectations)

Instructor: I hope to get to know as many of you personally as possible. Because this is a large class, this is best done in the context of office hours. I get to know you best through the interactions we have as a group. I will have regular office hours as posted on the website. I may need to reschedule some of them due to travel commitments. I will also arrange for extra office hours in advance of midterms and the final exam. Please let me know as soon as possible if you are unable to attend my regularly scheduled office hours due to other course commitments. I will work with you to the best of my ability to identify occasional alternative office hours. I will also do my best to be available for individual office hours in case you want to discuss personal interests, challenges, exams, or study strategies.

It is definitely to your advantage to try to attend the regularly scheduled office hours because you will benefit greatly from interactions with your colleagues. They will likely ask important questions that haven't occurred to you, answer the questions that I raise in ways that bring insight to all of us, and our group discussions will reinforce those concepts and facts that are the most important for you to become familiar with.

Please contact me (I am easiest to reach by email) to schedule an appointment or if you are experiencing difficulties. I also welcome chances to meet if you are excited about a specific topic and want to discuss it further.

TAs: Your TAs will hold regular discussion sections. It is always in your best interest to attend your regularly scheduled discussion section so that your TA gets to know you personally and so that you will get the credit you deserve for course participation. We understand that you may not be able to attend a section on occasion due to illness or a time conflict. In this case, your best option is to go to a discussion section held at a different time by your TA. The next best option is to go to one run by a different TA. *However, it is your responsibility to make sure that both TAs know you have attended and participated in order for you to receive credit for attendance*. As noted below, *we will excuse one missed discussion section*. After that, we will excuse an absence only if you have a very good excuse (documented medical problem or **pre-approved** absence per university regulations).

Your TAs will also hold regular office hours. They will be able to go over the details of Powerpoint presentations and the scientific papers. Because the TAs will grade the scientific paper reports, they will be your best resource for understanding the papers and the questions we will ask you to think about.

Community: The Center for Education Innovation and Learning in the Sciences (CEILS) maintains a website with resources available to students to address concerns and enhance your educational and social experience at UCLA. UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website.

The UCLA Center for Accessible Education (CAE) facilitates academic accommodations for regularly enrolled, matriculating students with documented permanent and temporary disabilities. Accommodations are designed to promote successful engagement in the UCLA academic experience. If you are interested in receiving disability-based academic accommodations, you may schedule an appointment to meet with an intake counselor in order to determine your eligibility for services.

How Your Learning Will Be Assessed (Grading Policy)

The final grade for the course will be calculated based on the following categories:

Midterm Exams (2)	**(in class, closed book)**	**320 pts (160 pts each)**
Discussion participation		**100 pts**
Discussion assignments	**(6 take-home reports)**	**240 pts (40 pts each)**
Open book quizzes	**(2 in class quizzes)**	**50 pts (25 pts each)**
Final Exam		**290 pts**
		1000 pts

Midterms and final: The midterm and final exams will consist of short answers (T/F, multiple choice, fill in the blank, short phrase, etc), and will cover the lecture material. The questions will be designed to test your understanding of developmental concepts and the experimental basis for our belief in these concepts, developmental mechanisms used by different organisms, and key developmental genes. There will be some questions (approximately 15 points per midterm) on the papers you will read for the discussion section. These will be designed to assure us that you read the paper and participated in the discussion, not to test if you can memorize fine details.

The final will cover the entire course, but will be weighted toward the material covered after the midterms (approx 70% post-midterm vs. 30% pre-midterm).

We (I and the TAs) encourage you to ask for clarification of specific questions during the exam so that we can correct any misunderstandings on the spot. However, if in the course of grading we find that certain questions were unclear or open to multiple interpretations, we will regrade them. If you find that a question associated with the scientific report is confusing, you can explain in your answer how you are interpreting it, or better yet, come and speak with one of us ahead of time.

As discussed above, if you are not happy with your performance on an exam, I or the TA will be happy to go over your exam so that we can help you master the material and demonstrate your mastery going forward.

Discussion participation will be based on weekly attendance. *We will excuse one missed discussion section.* Therefore, your grade will be determined as follows: You will receive 4 points per session for showing up (4 X 9 = 45 points). A key goal of discussion section is to encourage interaction as experimental data from the scientific papers or lecture content are considered. Therefore, to receive the remaining 60 points, you will need to participate *each week* in the sections you attend by contributing to the discussion. Contributing to discussion will usually mean asking or answering conceptual questions about the material we will consider in class.

Discussion assignments. These are your 6 reports on scientific papers that you will be assigned. The full discussion schedule is posted on the course website. You will be able to download and read the papers the week before your discussion section. You will discuss the papers together in discussion section. At the end of discussion section, your TA will provide you with three questions that pertain to the paper. You will then have one week to prepare a short report (1.0 to 1.25 page, typed).

You are responsible for all six reports. If you turn in a report late without a valid excuse (per university definitions), you will be penalized at least 5 points*). However, **IF** you turn in all six reports, we will drop your lowest score on one report and replace it with your highest score*. *We will not replace a score if you do not turn in all of your reports.*

Open book quizzes: You will take open -book quizzes in discussion section in the weeks that the midterms are scheduled. These will be based on the material that will be covered in the midterms. The quizzes will consist of short answer questions. We hope this will help encourage you to stay current on the material!

Regrades and makeups: I and the TAs will be happy to go over your exam and reports with you, and if applicable, discuss how you can do better on the next exam. Grades will be available through MyUCLA.

Per university regulations, make-up exams will only be given in the case of an unavoidable emergency (almost always a *severe* medical problem). **To be fair to your classmates**, only if you contact me **before** the exam will it be decided whether your situation merits a make-up exam.

We understand that MCDB 138 is not your full-time occupation this quarter. For students who are unable to attend the regularly scheduled exam due to professional interviews or commitments such as attendance at scientific conferences, we will offer you the opportunity to take the exam **prior to** the regularly scheduled time. Please inform me **at least 2 weeks** prior to the scheduled exam so that an alternative exam can be designed for you, a room can be found for you to take it in, and people can be found to administer it. We will not be able to reschedule exams as a matter of convenience (i.e, because you have two exams in one week). Please plan ahead!

Final grades: Per university regulations, grade assignments are final, except for mistakes in adding up points or in grading exams, and cannot be appealed.

Grading Scale:

Letter Grade	Percentage
A+	99-100%
A	92%-98.9%
A-	88%-91.9%
B+	84%-87.9%
B	80%-83.9%
B-	76%-79.9%
C+	72%-75.9%
C	70%-71.9%
C-	64%-69.9%
D	60%-63.9%
F	0%-59.9%

Historically, 25-35% of the class has received a grade of A- or above. If needed, the flat scale will be adjusted in your favor to maintain at least these levels. It is possible (and hoped for!) that everyone in the course receives an A.

Why I do not grade on a curve: In recent years, research has shown that grading on a curve can create unnecessarily competitive environments at UCLA and elsewhere. For this reason, your grade is not based on how you did in comparison to your peers. Scientific understanding and progress advance best through interaction and discussion. Therefore, I hope you will work with your classmates to enhance your own understanding of the material.

Course Schedule

Lecture Schedule and Reading (Wolpert, 4th and 5th Editions). I recommend that you do the assigned reading prior to lecture for an overview, without attempting to memorize the material--just get a sense of the concepts and experiments we will cover in class. You can then go back to the textbook after lecture to use the textbook as a resource for a better understanding of the figures we discuss in lecture.

Lecture	Date	Title	Reading 4e	Reading 5e
1	Sept 28 Th	What is developmental biology and why should we care?	Ch 1, 36-39* 93-105*, 368-70, 394-96, 399-403	Ch 1, 38-41*, 103-14*,309-16, 339-46, 348-52
2	Oct 3 Tu	What is so special about stem cells and gametes?	5-6, 329-333, 335-42, 399-406, Fig. 2.16,	4-6, 409-13, 414-23, Fig. 2.16, Box 8B (341)
3	Oct 5 Th	How does fertilization kick start the formation of an embryo?	Box1B, 35-37, 94-98, 109-11, 155-56, 295-301 343-48, 506-9, Fig. 3.15 (106)	Box 1B (7), 38-40, 107-8, 119-21, 123-25, 158-59, 369-76, 424-29, 569-73, Fig. 3.15 (116)
4	Oct 10 Tu	Getting down to business: How do we study gene expression and development in embryos? GUEST LECTURER	17-23, 120-25, 368-75, Box 3A (115) Box 3B (118) Box 5A (182) Box 6B (228)	17-24, 134-139, 312-21 Box 1E (26) Box 3B (128) Box 3D (138) Box 6C (250)
5	Oct 12 Th	The amazing oocyte: Ooplasmic (cytoplasmic) determinants and the emergence of pattern GUEST LECTURER	Fig. 1.28 (30), 40-46, 138-40, 216-21, 235-6, 331-3	Fig. 1.31 (32), 44-51, 188-91, 239-42, 257-58, 410-13
6	Oct 17 Tu	Maternal control of pattern formation in the early Drosophila embryo	35-66	37-71
	Oct 19 Th	MIDTERM 1 (in class)		
7	Oct 24 Tu	The transition from maternal to zygotic control of pattern formation in the Drosophila embryo	59-79	61-75, 77-83
8	Oct 26 Th	How is identity acquired along the anterior-posterior axis of the embryo? The conservation of homeotic gene function in Drosophila and vertebrates	81-6, 191-99, 562-8	90-5, 213-20, 630-8
9	Oct 31 Tu	How do changes in cell shape drive changes in the embryo?	289-95, 302-20	361-69, 377-81, 383-86, 389-91
10	Nov 2 Th	The emergence of form in the frog embryo: g formation and gastrulation	145-63	152-64

Lecture	Date	Title	Reading 4e	Reading 5e
11	Nov 7 Tu	Career decisions by cells in the frog embryo: developing or not into brain and neural tissue	173-86, 309-17, 468-475	185-88, 167-74, 196-205, 533-6, 538-9
	Nov 9 Th	MIDTERM 2		
12	Nov 14 Tu	On the importance of being flat: Gastrulation/Mesoderm formation in birds and mammals	141-45, 187-91, 199-202	196-213, 220-22, 226-9
13	Nov 16 Th	Neural development in vertebrates: Subdivision of the brain and spinal cord into discrete regions	202-06, 473-81	522-31
14	Nov 21 Tu	Cells on the move in the embryo: Directed cell migration. Axonal pathfinding and neural crest cells	186, 207-08, 318-20, 389-92, 484-492	223-4, 397-9
	Nov 23 Th	THANKSGIVING HOLIDAY		
15	Nov 28 Tu	Ectoderm: making sense of sensory placodes and ectodermal appendages in vertebrates	444-48, 459-61	490-4, Fig. 11.60 (508)
16	Nov 30 Tu	Branching morphogenesis and endodermal organs in vertebrates	150-54, 382-85, 451-54	154-7, 334-7, 498-502
17	Dec 5 Tu	Limb Development: Charles Darwin and The Curious Case of the Bat Wing and the Porpoise Paddle	411-31, 569-74, 579	446-71, 639-44, 649-51
18	Dec 7 Th	Sex and the Single Embryo	348-51	430-33
	Dec 15 Fri	FINAL EXAM 11:30 AM-2:30 PM		

*Read these sections for GENERAL information about the life cycles of the model organisms. Do NOT memorize details. The goal is to be able to explain why each model organism is suited for certain types of experiments, but limited for others.

Discussion Section Schedule. Papers for downloading will be available on the course website.

T	W	Th	Tasks
3 OCT	4 OCT		In section: INTRO No assignment due After section: Download Paper 1
10 OCT	11 OCT		In section: Discuss Paper 1
17 OCT	18 OCT	19 OCT MIDTERM1	In section: Turn in Paper 1 report Review for MIDTERM Open book QUIZ After section: Download Paper 2
24 OCT	25 OCT		In Section: Discuss Paper 2 After section: Download Paper 3
31 OCT	1 NOV		In section: Turn in Paper 2 report Discuss Paper 3 After section: Download Paper 4
7 NOV	8 NOV	9 NOV MIDTERM2	In section: Review for MIDTERM Open book QUIZ
14 NOV	15 NOV		In section: Turn in Paper 3 report Discuss Paper 4 After section: Download Paper 5
21 NOV	22 NOV	23 NOV HOLIDAY	In section: Turn in Paper 4 report Discuss Paper 5 After section: Download Paper 6
28 NOV	29 NOV		In section: Turn in Paper 5 Discuss Paper 6
5 DEC	6 DEC		In section: Turn in Paper 6 report Review for final

Student Resources for Support and Learning

Providing feedback to me and to your TAs: I encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren't helping. Please communicate with me or with your TA if there are ways that we can improve the course.

Personal Problems: Sometimes, factors out of our control make it difficult to focus on schoolwork. If you are having a personal problem that affects your participation, please talk to me so we can create a plan. If you are not comfortable speaking with me directly, please utilize the other student resources provided below in order to understand how to best approach success in this course given your personal needs. Please do not wait until the end of the quarter to share any challenges that have negatively impacted you. The sooner we meet, the more options we will have to support your overall academic success.

Academic Accommodations Based on a Disability: Students needing academic accommodations based on a disability should contact the UCLA Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations.

Campus Resources and Support Services around UCLA Available to Students:

- **Students in Crisis:** From the Office of the Dean of Students: Faculty and Staff 911 Guide for Students, commonly known as the "Red Folder." This tool is intended to provide you with quick access to important resources for assisting students in need.
- **Bruin Resource Center:** Includes services for transfer students, undocumented students, veterans, and students with dependents. http://www.brc.ucla.edu/
- **Counseling and Psychological Services Wooden Center West:** (310) 825-0768 www.caps.ucla.edu
- **Letters & Science Counseling Service:** A316 Murphy Hall: (310) 825-1965 www.college.ucla.edu
- **Academics in the Commons at Covel Commons:** (310) 825-9315 free workshops on a wide variety of issues relating to academic & personal success www.orl.ucla.edu (click on "academics")
- **Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36:** (310) 206-3628 www.lgbt.ucla.edu
- **Center for Accessible Education (Formerly Office for Students with Disabilities):** A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; www.cae.ucla.edu
  Dashew Center for International Students and Scholars 106 Bradley Hall: (310) 825-1681 www.internationalcenter.ucla.edu
- **Student Legal Services; A239 Murphy Hall:** (310) 825-9894; www.studentlegal.ucla.edu
- **Dean of Students Office; 1206 Murphy Hall:** (310) 825-3871; www.deanofstudents.ucla.edu

Additional Course Policies and UCLA Policies

Use of Laptops, Tablets or Phones in Class: You can decide if you want to use your laptop, tablet or phone in class. Following the Powerpoints on your laptop is a good approach. Research finds that laptop multitasking is likely to hinder not only your own learning, but also the learning of anyone who can see your laptop. For the sake of your peers' learning, I therefore ask that if you use an electronic device during class, either only have lecture notes showing, or sit in the back row.

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, we are all are responsible for maintaining standards of academic honesty. As a member of the University community, you are expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. I encourage interaction while learning the material, but cheating, plagiarism, collaborative work on written assignments such that you are sharing answers, or other kinds of academic dishonesty are unacceptable and will result in formal disciplinary proceedings, which may result in **suspension** or **dismissal**.

Forms of Academic Dishonesty (relevant to this course)**:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or a work produced verbatim by someone else--please pay attention to this when you write your reports on the papers we will be reading in discussion section.
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized use of someone else's report as your own

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Don't take chances– ASK your TA or your Professor if you are unclear about UCLA policy. Ignorance is NO defense. In addition, avoid placing yourself in situations which might lead your TA or Professor to **suspect you of cheating**.

Alternatives to Academic Dishonesty

- **Seek out help** – meet with your TA or Professor, ask if there is special tutoring or other arrangements available.
- **Drop the course** – can you take it next quarter when you might feel more prepared and less pressured?

- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

Remember, **getting caught cheating affects more than just your GPA**. How will you explain to your parents, family and friends that you have been suspended or dismissed? How will it affect your financial aid award and/or scholarship money? How will it affect your future career plans?

You have worked very hard to get here, so don't cheat! You don't need to. If you would like more information, please see the Dean of Students' Office in 1206 Murphy Hall, call at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

Please keep this syllabus easily accessible so that you can refer to it throughout the quarter. I look forward to getting to know you and supporting your learning in this course.