

BMB 408 and MICRB 408 Course Syllabus - Fall 2018

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Instructor Office Hours: Appointments made through Starfish.

*Note: As the supervising faculty member for all BMB and MICRB 408 experiences, I am more than happy to meet with any student enrolled in BMB or MICRB 408 that has questions or concerns about their experience as a learning assistant, teaching assistant, or lab assistant. However, the majority of your interactions will be with the faculty member assigned to the course that you are facilitating (referred to in the remainder of this document as supervising faculty member). Any course specific expectations for your BMB and MICRB 408 experience should be agreed upon by the supervising faculty member and student, and should be listed on your BMB / MICRB 408 enrollment form.

Meeting time: There are no meeting times outside of what is required by your supervising faculty member.

Required Materials: Materials (ie course assignments) will be posted on CANVAS. Other required materials may be assigned by your supervising faculty member (such as course textbook, worksheets, etc.)

Course Goals: The goals of BMB 408 and MICRB 408 are for students to assist in the instruction of undergraduate laboratory and lecture courses, and in doing so, students are expected to gain communication skills that will aid them in their future careers in science. In addition, as part of the instructional team, students in BMB and MICRB 408 will influence the learning environment in their assigned courses in a positive manner. Lastly, students in BMB and MICRB 408 will gain an appreciation for the application of evidence based teaching strategies.

Course Objectives: By the end of the semester, students will be able to

- observe teaching practices and reflect on the effectiveness of those practices in a manner that helps shape their own teaching philosophy.
- affect the classroom climate in a positive manner.
- facilitate learning through one-on-one or one-to-many interactions.
- be aware of logistics needed to help a class run smoothly, and as needed assist with classroom logistics, such as set up, distribution and collection of materials, etc
- list and complete any trainings (ie FERPA, Lab Safety, Biosafety, etc) required for the specific classroom that the student is assisting with.
- reflect on their experience as a course assistant (learning assistant, teaching assistant, or lab assistant) and provide feedback to the instructor of the class for which they are assisting.
- discuss principles and objectives of classroom exercises.

Grading:

85% Performance (feedback from supervising faculty member)

10% Completion of surveys / reflection assignments

5% Completion of any necessary training modules

General Classroom Principles

Eberly Code of Mutual Respect and Cooperation: The Eberly College of Science Code of Mutual Respect and Cooperation (<http://science.psu.edu/climate/code-of-mutual-respect-and-cooperation/Code-of-Mutual-Respect%20final.pdf>) embodies the values that we hope our faculty, staff, and students possess and will endorse to make The Eberly College of Science a place where every individual feels respected and valued, as well as challenged and rewarded.

Diversity and Educational Equity Statement: I consider this classroom to be a place where you will be treated with respect. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Penn State is "committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others" as stated in [Policy AD29 Statement on Intolerance](#).

Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University's Report Bias webpage](http://equity.psu.edu/reportbias/) (<http://equity.psu.edu/reportbias/>)

Penn State statement regarding students with disabilities: "Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations."

Counseling and Psychological Services: Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\)](http://studentaffairs.psu.edu/counseling/)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Mandated Reporting Statement: Penn State's policies require me, as a faculty member, to share information about incidents of sex-based discrimination and harassment (discrimination, harassment, sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation) with Penn State's Title IX coordinator or deputy coordinators, regardless of whether the incidents are stated to me in person or shared by students as part of their coursework. For more information regarding the University's policies and procedures for responding to reports of sexual or gender-based harassment or misconduct, please visit <http://titleix.psu.edu>. Additionally, I am required to make a report on any reasonable suspicion of child abuse in accordance with the [Pennsylvania Child Protective Services Law](#).

Academic Dishonesty Statement: Academic dishonesty is not limited to simply cheating on an exam or assignment. The following is quoted directly from the "PSU Faculty Senate Policies for Students" regarding academic integrity and academic dishonesty: "Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students." All University and Eberly College of Science policies regarding academic integrity/academic dishonesty apply to this course and the students enrolled in this course. Refer to the following URL for further details on the academic integrity policies of the Eberly College of Science: <http://www.science.psu.edu/academic/Integrity/index.html>. Each student in this course is expected to work entirely on her/his own while taking any exam, to complete assignments on her/his own effort without the assistance of others unless directed otherwise by the instructor, and to abide by University and Eberly College of Science policies about academic integrity and academic dishonesty. Academic dishonesty can result in assignment of "F" by the course instructors or "XF" by Judicial Affairs as the final grade for the student.