RESOURCES AVAILABLE TO YOU (use them well to improve your grade!)

1. The course Web site  
2. Podcasts  
3. Getting your questions answered  
4. Finding out what's going on in the course, if schedules have changed, etc.  
5. Problem sets  
6. Problem-solving sessions  
7. Discussion sections  
8. Books on Course Reserves

1. **THE COURSE WEB SITE**  The URL is classes.biology.ucsd.edu/bipn100.FA14, and the site is linked from the Biological Sciences Undergraduate Students home page; look for the “Class Web Sites” link.

There is a lot of information on the Web site:

(1) **Announcements about what is happening in the course; the home page is the very best source of up-to-the-minute information about the course,**
(2) The syllabus for BIPN 100 and a list of reading assignments in your textbook.
(3) PDF versions of the Power Point slides that I am likely to use during the lectures.
(4) An outline version of the material that we will discuss during the quarter. Be SURE to use these outlines.
(5) Problem sets
(6) Keys to exams in the course (eventually both the exams from Spring Quarter 2011 AND this quarter's exams).
(7) Solutions to problem sets, MAY be posted after all sections have met each week; I'll let you know.
(8) Corrections of any errors in the outline or on the Web site (I hope there won't be any, but just in case.) and any additional material that is of interest.

If you have questions about the course, check the Announcements and the General Information on this Web site FIRST! THEN check with the TAs or with me. (Other students may not be a good source of information.)
Please notice that the Course Outlines and Power Point slides include many figures. Information is packed concisely into figures, and it is important that you pay attention to EVERY figure to learn what it says and to improve your skill at interpreting this common form of scientific communication. To encourage you to develop this skill, most exams will include figures, even some that you've never seen before. You'll be asked to interpret these figures or graphs, or you'll be asked to learn from the graph and then answer questions that require you to use what you've learned—just like on the MCAT, DAT, or GRE.

**HINT FOR SUCCESS:** Many students who have earned A's in this class report that they found the Power Point PDFs to be most helpful if they look through the slides AND read the Course Outlines **before** the lectures. If you print slides and bring them to class, they reduce the amount you need to write down as lecture notes, and they provide you with a copy of the figures projected during lectures, so you can take notes and write extra information on the print-outs. BE SURE TO PRINT THE SLIDES SO THEY'RE LARGE ENOUGH FOR YOU TO READ. Squashing too many slides on a page makes them useless, so trying to save paper really means wasting paper.

2. **PODCASTS OF LECTURES** I will Podcast my lectures, but **this course is not designed to be a Web-based course.** To reach the Podcasts use your Web browser to go to <podcast.ucsd.edu>. You can listen to each lecture from that site or download it to your MP3 player. Remember: these are audio files; no figures are included and they don't include anything that I write on the board.

Please let me know if you find Podcasts to be useful and in what way you're using them. If no one comments, I'll conclude that students don't use the Podcasts and don't care about them. In that case I may stop Podcasting, so if you think the Podcasts are useful, be sure to let me know that!

3. **GETTING YOUR QUESTIONS ANSWERED** can be difficult in a class the size of BIPN 100. I would like to answer your questions during lectures, but I may not be able to stop and provide individual attention in the middle of a lecture. However, I really do want to answer your questions. In an attempt to solve this problem, I have set up several alternative routes to help me answer your questions.

(1) When my schedule and the weather permit it, **I can be found right after lecture** immediately southwest of Peterson Lecture Hall, and I'm happy to answer student questions there. (I leave the lecture hall as quickly as possible to make room for the next class, so **please plan to meet me outside, typically near the southwest corner of the building.**)

(2) **Go to Sections!** Small discussion groups offer a more comfortable environment for asking questions and listening to what is said in response to questions asked by other students.

(3) **Come to my office hours and/or to your TA's office hours.** We hold office hours to serve YOU, and they are the times when we will for sure be available; I strongly encourage you to make use of that time. **I will hold between 2 or 3 office hours each week, depending on how many**
students use them. One of them will be scheduled at the beginning of the quarter, and that one will be located in a conference room.

On **Wednesday, October 8**, students will vote in class at the end of the lecture on the times for my other one or two office hours. Potential times will be posted in the “Announcements” section of the course Web site. The winning times will be announced in class and on the Web site on Friday, April 4.

I try to be available at other times by appointment, but I have a demanding schedule, so I may not be able to manage it. You can definitely count on seeing me at my scheduled office hours.

**ONE MORE THING:** My office is tiny and crowded, so my in-office office hours accommodate only one student at a time. If several students attend one of these office hours, I need to have a fair way to ensure that I talk to them in the order in which they arrived, so you will be asked to write your name on a sign-in sheet, and I am scrupulously careful to talk with students based on their order on that list.

(4) You can ask your questions via e-mail, and I will try hard to reply **within 24 hours**. Many students have found this to be a convenient way to get questions answered. My address is kfrench@ucsd.edu. If you have a straightforward question that doesn't require personal interaction between you and me--and that doesn't require drawings or diagrams in my reply--you may be able to get a response within 24 hours during times when I would not otherwise be available, e.g., during evenings and weekends.

**FAIR WARNING--IF YOU SEND AN E-MAIL MESSAGE:** Like everyone else I am deluged with SPAM and threatened by viruses. As a result, I have installed a rigorous SPAM filter for incoming mail. Please include “BIPN 100” in your subject line. Otherwise my SPAM filter may block your message from my in-box, or I may delete it without reading it.

**4. HOW TO FIND OUT WHAT IS GOING ON IN THE COURSE.** Check the Announcements section on the home page of the course Web site, and/or come to the lectures. Important announcements will be projected at the start of lecture and may also be written on the blackboard, where they will be visible for the entire lecture.

**5. PROBLEM SETS** are included in this Web site. They consist of questions and problems of the same sort you will see on exams. **Working the problems on your own is PRACTICING to take the exams. Students who don't practice typically don't perform well.**

1. Most of the problems require you to **use** information, not simply to memorize it and parrot it back. The exams in this class consist largely of the same kind of question. They typically present new information or describe a situation and then ask you to apply what you have learned to explain, interpret, or predict something. **You need to know terminology and memorize some information to do well, but that's only the beginning.** Animal and plant physiologists think in terms of "word problems," not in terms of rote memorization.

2. You are most likely to do well in the course if you approach studying for physiology more like you would study for physics than like studying for descriptive biology. **In order to "do physiology," you MUST be able to solve problems.** Many students have learned this lesson the
hard way; don't be one of them. That is, **do the problems in writing on paper by yourself** or in a study group in which you *actively* participate. If you study with a group EXPLAIN the answers to each other and test each other rigorously. Then make up your own new problems--it's both fun and helpful.

**HOW TO GET THE MOST OUT OF THE PROBLEM SETS:**

**Step 1:** For each problem set, begin your work by treating it like a closed-book exam: using paper write the best, most complete, answer you can. (You'll be writing on paper as you take the exams.)

**Step 2.** THEN **improve** your answers by consulting your lecture notes, Course Outlines, textbook, Podcasts, etc.

**Step 3.** FINALLY (and not before steps 1 and 2), compare your answers with the solutions to the problem set, *concentrating on the DIFFERENCES between your answers and the answers on the key*. The similarities indicate what you know—and that’s good—but the differences indicate what you don’t yet know or don’t yet understand, so you can use them to identify and fill the gaps in your knowledge and understanding.

You will cheat yourself if you just read the solutions and say "Oh yeah, that makes sense." People who study passively by skipping the problem sets or maybe just reading through them, often express surprise at how difficult they find the exams, whereas students who worked the problem sets as described in the box above typically do very well on the exams and report that the exams are easy. **PRACTICE IS IMPORTANT.** Just reading through or recopying your notes is helpful, but it is **not** practicing the skills required in problem-solving.

3. Solutions to the problems on problem sets will be (a) discussed in sections and (b) posted on the course Web site after the final section meets each week.

4. One last reason to take the problem sets seriously: all information introduced to you on problem sets is part of the course material. You may see questions on exams that are based on information that was presented only in a problem set, so be sure you study the problem sets as part of the course.

Your textbook includes questions at the end of each chapter. Solving these problems will give you further practice. HOWEVER, unless you are a person who loves workbooks, save your money, and DON'T buy any workbook offered by the publisher.

**PROBLEM-SOLVING SESSIONS:** On Wednesday afternoons from 5 to 6 p.m., I will hold a problem-solving session in Pacific Hall 3500. These sessions are optional. We will discuss problems that are NOT found on the problem sets and that are intended to help you learn how a physiologist thinks about the human body.

**6. DISCUSSION SECTIONS:** Sections will not meet the first full week of the quarter; they will start the week beginning October 13. The times and locations of sections as listed in the Fall Quarter Schedule of Classes are not entirely correct. **A correct schedule will be posted on the course Web site by the end of Friday, October 17.** You don't have to attend sections if you don't
want to, and you don’t have to sign up for any particular section, BUT SECTIONS ARE VERY
USEFUL. Your TAs want to help you! Sections are an excellent time to go over any questions you
have about material in the lectures or textbook, and you can get help in understanding the solutions
to problem sets. In addition, if your TA knows that you have attended section regularly AND
have participated actively, he or she can advocate for you if your final total score is just below
a grade line.

7. BOOKS ON RESERVE: Course reserves for this course are at the Bio Med library. To help
you with expenses, copies of the textbook can be checked out for a period of time if you don't want
to buy one.