



**Biochemistry 100:  
Biochemistry Freshman Seminar  
Spring 2020**

Thursday, 11:00 am – 11:50 am, 1116 Biochemistry Bldg

**Course Website:** <https://canvas.wisc.edu/courses/193477>

**Course Credits:** 1

**Course Designations and Attributes:** None

**Credit Hour Definition:** This class meets one 50-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities for about 2 hours out of the classroom for every class period. Additional information about meeting times and expectations for student work are included below.

**Instructional Mode:** In-person

**Instructors:**

Dr. Lynne Prost, Faculty Associate

2139A Biochemistry, 420 Henry Mall, [lprost@wisc.edu](mailto:lprost@wisc.edu)

Office hours: Tues 10-11 (Biochem 2139A) and Wed 9-10 (Biochem Badger Market)

Dr. Mario Pennella, Associate Faculty Associate

1142E Biochemistry, 420 Henry Mall, [mpennella@wisc.edu](mailto:mpennella@wisc.edu)

Office hours: Tues and Thurs, 12-1

Dr. Clarisse van der Feltz, Postdoctoral Research Associate

Course curriculum assistant

**COURSE INFORMATION:**

**Course Description:** The Freshman Biochemistry Seminar will introduce freshmen to the discipline of biochemistry, to the UW Biochemistry Department, to some of the research projects the faculty are pursuing, to the University, and to the career options open to an individual with a biochemistry undergraduate degree.

**Requisites:** None

**Course Learning Outcomes:** By the end of the semester, students should:

1. Know enough about the biochemistry major at UW-Madison to begin to determine whether biochemistry is a major they want to pursue.
2. Feel like a member of the biochemistry department community and feel comfortable interacting with faculty.
3. Understand the variety of career opportunities available to individuals with biochemistry and/or life science backgrounds.
4. Be able to identify resources at the university that will help them succeed at UW-Madison.
5. Be able to read parts of a scientific paper.

**Grading:**

Grade	Points
A	90 – 100
AB	85 – 89
B	80 – 84
BC	75 – 79
C	70 – 74
D	Below 70

**Course Assignments:**

*10 points – Attendance and Class Participation* – You are expected to attend all class meetings and actively participate in class. If you are ill, please notify a member of the teaching team prior to the start of class. You are responsible for submitting all assignments on time. If you are absent on the day of an in-class assignment, without prior arrangements, you will not receive credit for the activity.

*5 points – Life Science Major Group Project* – You will work with a group of students who are all interested in learning more about a life science major. You will answer a series of questions about this major to create a major profile. The project can be found on Canvas. 1 pt out of the 5 will be assigned for reviewing all of the profiles and answering a short question about them.

*10 points – Choice Assignments (2 reflections, each 5 points)* – You will type short reflections on learning experiences of your choice. See Choice Assignment Guidelines on Canvas for options and writing prompts.

*10 points – Biochemistry Problem Set* – You will complete a set of problems related to the lectures from the previous two class periods.

*20 points – Research Paper Questions (2 question sets, each 10 points)* – You will answer short questions regarding the assigned peer-reviewed research paper. See Canvas for the questions. Also see Canvas for videos to help you with the questions.

*10 points – Prepare an Integrated Four-Year Plan* - You will complete a tentative four-year plan of courses for your intended major. Out-of-classroom learning experiences will be integrated into your plan. See Guidelines, including examples, on Canvas.

*10 points – Research Experience Assignment (2 assignments, each 5 points)* – You will complete two assignments related to an in-class research experience. The first assignment will be to prepare for the research experience, and the second will be to analyze your results.

*25 points – Final Paper on Faculty Research* – In groups of 5-6 students, you will conduct an interview with a biochemistry faculty member about their research and their career. In addition, you will read scientific literature about the faculty member's research area. Based upon the information from the interview and the literature you will write a 3-page (double spaced) paper about the faculty member and his/her research program. Although you will conduct the interview as a group, your paper will be written individually. Guidelines and grading rubric can be found on Canvas. Five points of the total 25 are assigned for peer review of the faculty interview paper. You will review one of your classmate's papers and provide thorough feedback to help improve your classmate's interview paper. This review will happen digitally via the course website.

**Course Schedule:**

<b>Week</b>	<b>Topic</b>	<b>Assignment Due</b>
Jan 23	Entrance Survey Course Intro	
<i>Public Service Fair 1/29</i> Jan 30	Study Skills and Student Services Dr. Amy Betzelberger	
<i>STEM Fair 2/3 and 2/5</i> <i>Career Fair 2/4</i> Feb 6	Biochem 501 Lecture Dr. Pennella	Choice Assignment 1
<i>Student Org Fair 2/11</i> Feb 13	Biochem 551 Lecture Dr. Prost <i>and Life Science Majors</i>	
Feb 20	Guest Faculty Talk Dr. Judi Simcox	Majors Assignment Part 1
Feb 27	In-class Biochemistry Problem Set	Majors Assignment Part 2 Problem set (due at the end of class)
Mar 5	Paper Discussion 1	Paper Questions 1
Mar 12	Paper Discussion 2	Paper Questions 2
Mar 19	SPRING BREAK	
Mar 26	Faculty Interview Prep	Integrated 4-Year Plan
Apr 2	Faculty Interview and Lab Tour	
Apr 9	Research Experience 1	Faculty Interview Paper First Draft Due
Apr 16	Research Experience 2	Research Assignment 1 Faculty Interview Paper Peer Review
Apr 23	Pre-Health Guest Panel	Research Assignment 2
Apr 30	Biochem Careers Guest Panel Exit Survey	Faculty Interview Paper Choice Assignment 2

## **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

## **DIVERSITY & INCLUSION**

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>