



School of Molecular & Cellular Biology

MCB 292

Experiential Learning in MCB, 1-2 Credit Hour(s)

INSTRUCTOR: Dr. Shawna Naidu
209 Burrill Hall
shawna@illinois.edu

CLASS MEETINGS: TBA
Office Hours by appointment

Course Overview and Description:

Students enrolled in MCB 292 will participate in a volunteer experience that relates to a social issue AND to the student's major or future career. Written reflections and a final presentation are designed to help students make connections between the MCB curriculum, social issues, and their future careers.

Student Learning Outcomes:

At the end of the course students will be able to:

- construct a relevant and meaningful bridge between the MCB curriculum and social issues.
- communicate effectively with stakeholders, supervisors, peers, mentors and clients about needs, issues, and problems as well as offer insights, observations, and personal and societal impact statements.
- identify social and historic issues in science or a chosen field or career and envision their role in shaping the future of those issues.
- apply the scientific method to the experience to gain a deeper understanding of the societal issues and their role in them, both currently and in the future.

Course Text/Materials Information: none

Course Website, Course Tools: Moodle

Grading Information and Breakdown

Grade (S/U): Students will be graded on the following items in the course (Satisfactory work will require regular participation and contribution at the experience and thoughtful and comprehensive work on the proposal, the reflections, and the final presentation of the experience):

- Proposal (10%)
- Regular, weekly participation at the organization (30%)
- 7 written reflections in response to prompts (30%)
- Final project with checkpoints in the format of the student's choice (30%)

Process:

Students will select an organization or activity with which they intend to volunteer for an average of 5-10¹ hours per week over the course of the semester. Selection of the organization/activity is flexible but should relate to a social issue AND to the student's major or

¹The expected time commitment depends on the number of credits enrolled with 1 credit equal to approximately 5 hours per week. MCB Honors students MUST enroll for 2 credits (a 10 hour/week commitment) in order to use MCB 292 to satisfy one of their MCB Honors requirements. Other students may choose 1-2 credits.

future career. The experience should be a new one (with an organization the student has not previously worked with) OR should represent a substantial change and/or increase in responsibility or activity if continuing an ongoing interaction. Students should draft and submit a proposal in the semester **prior** to their enrollment term. The **proposal** should include the following:

1. Name of the organization/activity.
2. Contact person's (Supervisor) name and contact information for the organization/activity.
3. A written description of the proposed work/activity (OK if details are not worked out fully).
4. A written description of what **social issue** the student is focusing on, and how the experience relates to the student's MCB education or future career goals.
5. **If applicable**, a description of how the involvement represents a substantial change from previous work within the same organization.
6. A list of goals for the experience.

FORMAT: Please provide a numbered list (1-6) with headings as written above and your responses under each heading. Your name should be on the document.

Proposals must be emailed to Dr. Shawna Naidu (shawna@illinois.edu) no later than one week prior to the first day of classes for the enrollment semester. Submission of a proposal is not a guarantee that approval will be granted for enrollment in MCB 292. Proposals will be reviewed, and students notified of acceptance or rejection as soon as possible. It is highly recommended that you contact Dr. Naidu to discuss and/or submit your proposal BEFORE the due date, so that you have time to make any revisions necessary to enhance the likelihood of acceptance.

General Calendar (with grading details)

- Proposal (10%)
- Regular, weekly participation at the organization (30%)
 - Qualified participation and the recording of such will be determined by MCB staff and the experience supervisor.
- 7 written reflections in response to prompts (30%)
 - Week 3: Describe your basis for choosing this particular experience. **OR** Describe your initial expectations for what you will do and what you may learn.
 - Week 5: Describe the knowledge or information you bring to this experience. **OR** If your experience seems comfortable or easy so far, describe how you can challenge yourself to move beyond that comfort.
 - Week 7: Discuss a difficulty or obstacle that you have encountered so far and explain how you have overcome that. **OR** Identify whether or not your initial expectations match your experience. If not, please describe. If so, please elaborate.
 - Week 9: Describe how this social issue is of concern for you and how it relates to your current career choice. **OR** If your experience involves working with others, explain how you relate to those people, how your approach is similar and how it is different.

- Week 11: Writer's choice.
- Week 13: Describe the effect that this experience has had personally and how it has affected your career aspirations. **OR** Reflect on how your experience directly relates to your major or career choice.
- Week 15: Describe how this experience will impact you as a professional. Identify the least and most satisfying aspects of your experience and what you could have done differently, if anything. Describe what you learned about yourself. Identify how your experience differed from your initial expectations if it did. Finally, detail the most informative aspect of your experience.
- Final project with checkpoints in the format of the student's choice (30%)
 - Short, written description of chosen format for final project (week 8)
 - Outline (week 10)
 - Rough draft (week 12)
 - Final presentation/submission of final project (week 14)

Past Organization Affiliations:

- Avicenna Community Health Center
- CampusTown Urgent Care
- Champaign-Urbana Public Health District
- Clark-Lindsey Retirement Village
- Crisis Nursery
- Crisis Text Line
- Courage Connection (domestic violence support)
- Don Moyer Boys and Girls Club
- Education Justice Project
- Food Assistance and Well-Being Program
- MCB Communications Office Intern
- OSF Heart of Mary Medical Center
- Parkland Dental Hygiene Clinic (Spanish Interpreter)
- Personal Assistant for student with Disabilities
- Project READ
- Promise Healthcare
- Small Hand Infant Need and Diaper Pantry
- South Valley Hospice (remote)
- Undergraduate Classroom Support for MCB 151
- UniPlace (University Place Church Community Dinner)
- University YMCA New American Welcome Center
- We CU Community Engaged Scholars (matches with various organizations)
- Wesley Food Pantry

MCB Curriculum Policies

Course Policies

Regardless of whether a student has read these Course Policies, a student is charged with knowledge of them. These policies were developed in agreement with the Student Code.

Adding the Course after the Semester Start:

We understand that the University has an add deadline 10 days into the semester, but the University lets individual courses and/or programs determine their policies for late adds. We feel that students who choose to add a course late do so at their own discretion with knowledge that there may be points lost in the process.

Inclusivity Statement

The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive, or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases subject to university harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Avoid typing whole sentences or phrases in Caps Lock.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your e-mails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words

Contacting MCB Course Personnel

1. MCB course personnel are more than happy to assist students.
2. Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. As a student, please remember that when you email a staff member, it is important to include all pertinent information so that we can assist you in the most efficient and effective manner possible. This information includes:
 - The course rubric in the subject line
 - Your full first and last name
 - Your NetID (the first part of your illinois.edu email account)
 - Your UIN (9-digit number that you use to register for classes)
 - The course that you are concerned about (the course personnel often work with multiple courses)
 - Your section letter/number
 - The previous email "thread" or previous communicated information pertinent to the situation
3. Your cooperation will help us respond much more quickly to your concerns

Religious Observances and Practices

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices regarding admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the [Request for Accommodation for Religious Observances form](#) should any instructors require an absence letter in order to manage the absence. To best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the coordinator for the course to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

Disability Resources and Educational Services (DRES) Accommodations

1. We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the DRES as soon as possible. To contact DRES, you may visit 1207 S. Oak Street, Champaign, call 217-333-4603, or email disability@illinois.edu. We will try to meet all accommodations once the process has started. Please note that accommodations are not retroactive to the beginning of the semester, but begin the day you contact your professor, instructor, or coordinator with a current letter of accommodation from DRES.
2. If a student has DRES accommodations, documentation must be submitted to course personnel by the end of the second week of class.
3. If a student believes that they need DRES accommodations, they should contact DRES at disability@illinois.edu.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Exam Policies—this course has no exams

General Information

1. The course faculty and the TAs oversee the orderly conduct of students in discussions and may exclude a student who does not comply with a reasonable request in this regard.
2. All students are assumed to have read and understood the *Code of Policies and Regulations Applying to All Students, University of Illinois*, and will be expected to act accordingly.

The *Code* is available online at: <http://studentcode.illinois.edu/>

3. Concerns over exam grading, discussion teaching or grading, and exam or discussion absences should be taken up with the MCB 150 Course Coordinator, Melissa Reedy.
4. The deadline for grade corrections on all items is **one week** after corrected items are returned or grades are received.
5. Reference letters and recommendation forms are to be submitted to the student's TA, whose evaluation will be reviewed and countersigned by a member of the course faculty.

Electronic Media/Device Use:

- Use of any social or electronic media to share information, request information or make confidential information public is prohibited. Any use of this type may earn you a zero or a more extreme penalty at the discretion of the instructor on an assignment or assessment.
- Any violation of the social media policy on your account may result in a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any social media sites created in relation to MCB courses must grant access to course personnel upon request. Failure to provide access will result in a failing grade in the course for the group/site's administrator(s).
- No electronic devices, including smart watches, are allowed at exams.

Course Material:

- The material recorded is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only.

- Video recordings of any kind are strictly forbidden.
- Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.
- Recording material from this course (including lectures, discussions, or other activities) is forbidden.
- Any violation of these policies will be forwarded to the Office of Student Conflict Resolution for disciplinary action.

Attendance Policies

1. Regular class attendance is expected of all students at the University. (<https://studentcode.illinois.edu/article1/part5/1-501/>)
2. If you find yourself ill, you must submit confirmation of a visit with a medical practitioner within 24 hours of your absence. The confirmation cannot be provided by a relative, even if the relative is a practitioner.
3. The Office of the Dean of Students will only provide informative letters to instructors for protracted illness of 3 or more days, certain emergencies and to be present during the serious illness of immediate family members (parents, legal guardian, spouse/partner, siblings, children, or grandparents). These letters do not excuse you from class but merely provide information for the instructor to consider regarding excusing the absence and permitting make-up work. Students must request absence letters from the Office of the Dean of Students after the student has returned to class but not more than 10 business days after the last date of absence.
4. Absences that may be excused without a letter include circumstances beyond the student's control such as medical treatment, surgery related to prolonged illness or injury, pregnancy, legal matters, citizenship or naturalization processes, or acts of nature which cause destruction to a primary residence or disrupt air travel. All will require documentation.
5. Absences that may also be excused without a letter from the Dean of Students Office include a conference or job, graduate or professional school interviews, though a best effort should be made to schedule these events to minimize class attendance disruption. All will require documentation.
6. Absences that will not be excused include family events such as reunions or weddings, or presence during serious illness of extended family members (aunt, uncle, niece, nephew, or cousin).
7. Absences, when they occur after the first day of classes but prior to enrollment in the course, will require the use of dropped assignments if applicable.
8. Absences will be handled according to individual course policy. (see the syllabus)
 - a. If you experience an illness (chronic, recurring or lasting three days or more) or other circumstance that causes an extended absence from class (lasting three days or more), please contact the Student Assistance Center in the Office of the Dean of

Students during business hours (8:30 AM - 5:00 PM). This office is located on the 3rd floor of the Turner Student Services Building, 610 E. John Street, Champaign, 217-333-0050. A representative of that office will provide us with the necessary information to address your circumstance. Please fill out an online absence form for your course which can be found on the course website (<http://www.life.illinois.edu/mcb/150/course/forms.html>).

Academic Integrity:

The Student Code will be applied in all instances of academic misconduct committed by students. This applies to all exams, presentations, assignments, and materials distributed or used in this course. You can review these policies in the Student Code, specifically (<https://studentcode.illinois.edu/article1/part4/1-401/>) Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

For non-academic campus assistance and support:

- See Office of Diversity, Equity and Access (ODEA) information at the end of this document.

Student Advocacy Resources:

- For student-centered advocacy programs and services visit: mcb.illinois.edu/undergrad/advising/resources.

University Information of Student Safety - Active Threats:

- **General Emergency Response Recommendations (Emergency Response Guide):**
- Security Threat. The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**
- **Only follow these actions if safe to do so.** When in doubt, follow your instincts - you are your best advocate!
- **RUN** – Action taken to leave an area for personal safety.
 - Take the time to learn the different ways to leave your building **before** there is an emergency.
 - Evacuations are mandatory for fire alarms and when directed by authorities! No exceptions!
 - Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
 - Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
 - Assist those who need help, but carefully consider whether you may put yourself at risk.
 - Look for **Exit** signs indicating potential egress/escape routes.
 - If you are not able to evacuate, go to an Area of Rescue Assistance, as indicated on the front page of this plan.
 - Evacuate to Evacuation Assembly Area, as indicated on front page of this plan.
 - Remain at Evacuation Assembly Area until additional instructions are given.
 - Alert authorities to those who may need assistance.

- Do not re-enter building until informed by emergency response personnel that it is safe to return.
- Active Threat: IF it is safe to do so, run out of the building. Get as far away as possible. Do NOT go to the Evacuation Assembly Area.
- **HIDE** – Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation.
 - Severe Weather:
 - If you are outside, proceed to the nearest protective building.
 - If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.
 - Active Threat:
 - Lock or barricade your area.
 - Get to a place where the threat cannot see you.
 - Place cell phones on silent.
 - Do not make any noise.
 - Do not come out until you receive an Illini-Alert advising you it is safe.
- **FIGHT** – Action taken as a last resort to increase your odds of survival.
 - Active Threat: If you cannot run away safely or hide, be prepared to fight with anything available to increase your odds for survival.

Student Resources/Where to go for Help:

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the [Student Assistance Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Sexual Misconduct Reporting Obligation at Illinois:

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Safety and Emergency:

University Police Department	<i>Emergency, 9-911 Non-emergency, 217-333-8911</i>
University Fire Department Emergency	9-911
Rosecrance Crisis Line	217-359-4141
Emergency Dean	300 Turner Student Services Bldg., 610 E. John St., 217-333-0050
Counseling Center	110 Student Services Bldg., 610 E. John St., 217-333-3704
McKinley Health Center	217-333-2700
McKinley Mental Health Center	1109 S. Lincoln, 217-333-2705
Psychological Services Center	3 rd Floor, 505 E. Green St., 217-333-0041
Local Sexual Assault Center, RACES	217-384-4444
Women's Resources Center	703 South Wright Street, 2nd Floor, 217-333-3137
Suicide and Crisis Lifeline	988
SafeRides (free nighttime campus ride program)	217-384.8188
SafeWalks (free walking escort service by Student Patrol 9 PM - 2:30 AM)	217-333-1216
Student Services and Advocacy	
Office of the Dean of Students	300 Student Services Bldg., 610 E. John St., 217-333-0050
Classroom Support, Teaching Skills, and Instructional Strategies	
Center for Innovation in Teaching & Learning (CITL)	249 Armory Building, 217-333-1462
Disability Services	
Disability Resources and Educational Services (DRES)	1207 S. Oak St., 217-333-1970

Gender & Sexuality Resource Center[Gender & Sexuality Resource Center](#)

323 Illini Union, 1401 W. Green St., 217-244-8863

Veterans Services[Chez Veterans Center](#)

908 Nevada Street, 217-300-3515

General Study Skills Assistance[The Jeffries Center](#)

130 Turner Student Services Bldg., 610 E. John St, 217-333-0054

[The Jeffries Center Tutoring & Academic Services](#)

1103 W. Oregon Street Suite E, 217-333-7547

[Writer's Workshop](#)

100b Main Library, 1408 W. Gregory Dr., 217-333-8796

****Additional academic assistance may be available through individual departments****Health Resources**[Health Education, McKinley Health Center Alcohol & Other Drug Outreach Team](#)1109 S. Lincoln Ave., 217-333-2700
Counseling Center, 610 E. John St., 217-333-3704[Sexual Health Educator](#)

McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2700

[Dial-A-Nurse, McKinley Health Center](#) (24-hour)

1109 S. Lincoln Ave., 217-333-2700

Health Resource Center, McKinley Health Center, Main Lobby

1109 S. Lincoln Ave., 217-333-6000
Monday-Friday 9:00 AM - 5:30 PM

Health Resource Center, Room 40 Illini Union,

1401 W. Green St., 217-244-5994

[Other Campus Locations Self Care Stations \(FA/SP Semesters\) locations and hours](#)Bruce Nesbitt African American Cultural Center
Asian American Cultural Center
La Casa Cultural Latina, Library 2nd Floor
Native American House, Main Library**Sexual Harassment/Assault & Acts of Intolerance/Hate Crimes**[Office of the Dean of Students](#)

300 Students Services Bldg., 610 E. John St., 217-333-0050

The Office of Diversity, Equity and Inclusion: www.diversity.illinois.edu

- Discrimination & Harassment Prevention
- Title IX
- Accessibility & Accommodations
- Inclusive Illinois

The Jeffries Center

For Fall 2024, the Jeffries Center's Tutoring and Academic Services will continue delivering services in person with some limited online availability. The OMSA offers free tutoring and academic services. Matched tutoring, online self-paced workshops and academic skills coaching are among the services featured in the OMSA's Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, IL. OMSA's services are designed to help students excel in college. As you have probably already noticed, college-level

learning is different from what it was in high school. No matter how well you performed before attending Illinois, there is always room to hone your study skills.

- To learn more about OMSA's tutoring services and to sign up for a tutor, visit <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/tutoring>.
- To learn more about the self-paced workshops and to take advantage of this opportunity, visit: <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/workshops>.

You are encouraged to make the most of your tutoring and workshop session(s) by:

- Requesting a tutor at the beginning of the term before tutors' work schedules are booked up.
- Come to each of your tutoring or workshop sessions prepared. Preparation includes having your textbooks, notes, and specific questions concerning the material. The more you prepare, the more you will get out of the session.
- Tutors do not serve as a substitute for our instructional faculty. Tutors will not "lecture" or "re-teach." They will provide strategies to help you improve your approach to mastering your course content. Tutoring is not a substitute for missed classes. If you miss class, make sure you get notes from a classmate and meet with your professor during office hours.