



DEPARTMENT OF BIOCHEMISTRY

BCHM 30700 – Biochemistry Syllabus

CRN: 27331

Spring 2026

COURSE SUMMARY

Students who enroll in BCHM 30700 have wide-ranging interests and aspire to pursue careers in biological or life sciences and engineering, medicine, veterinary medicine, animal science, dietetics, food science, botany, plant sciences, and nutrition. This course will provide students with the basic foundation of biochemistry concepts that will be required for the pursuit of their academic and career objectives. The first third of the course will use a structure-based approach to introduce students to central biomolecules including nucleic acids, proteins, carbohydrates, and lipids. As each biomolecule is described, its relevance and context will be demonstrated using real-world examples drawn from human health and agriculture. This part of the course will cover the molecular basis of protein structure and the catalytic activity of enzymes. During the second third of the course, the essential features of the central dogma will be described with an emphasis on the enzymes and macromolecules that are involved in replication, transcription and translation. The final third of the course will cover metabolic pathways and focus on the interconnection between glycolysis and the citric acid cycle and the production of chemical energy by the formation of proton gradients.

Pre-Requisites: A passing grade in one of the following:

CHM 256 / CHM 257 / CHM 262 / CHM 267 / MCMP 205

LEARNING OUTCOMES

Upon completion of BCHM 30700, students with a passing or above grade will be able to:

- Examine the structure/function relationship of biological macromolecules.
- Outline the central dogma of molecular biology.
- Describe intermediary carbon metabolism: glycolysis, the citric acid cycle, oxidative phosphorylation and photosynthesis.
- Evaluate case studies and articles that discuss the contributions of biochemistry to society, including improvements to medicine, agriculture, and the economy.

TEXTBOOK

Essential Biochemistry, 5th Edition, by Pratt and Cornely. Published by John Wiley & Sons, Inc. Access to WileyPLUS online is strongly recommended. Practice problems may be referenced in the text, and you may be directed to the text for resources.

SUGGESTED VERSIONS	ISBN
E-text	978-1-119-71285-5
Loose-leaf, binder-ready text	9781119713258
E-text with WileyPLUS	9781119719922

For those who do not purchase the text above, I recommend you plan on using the free online textbook, Fundamentals of Biochemistry by Jakubowski and Flatt:

[https://bio.libretexts.org/Bookshelves/Biochemistry/Fundamentals_of_Biochemistry_\(Jakubowski_and_Flatt\)](https://bio.libretexts.org/Bookshelves/Biochemistry/Fundamentals_of_Biochemistry_(Jakubowski_and_Flatt))

BRIGHTSPACE

The syllabus for the course, along with all content and links to additional resources, required software, and assessments, will be available via the Purdue University Brightspace site at <https://purdue.brightspace.com>

COMPUTERS

A reliable computer or laptop is required in order to take this course. A tablet such as an ipad may not be sufficient. Usually you cannot install software or hardware on a shared computer (such as in the computer labs on campus, or in a library), so it is assumed that you have your own computer for this course. Course deadlines will not be extended for computer breakdowns or crashes. Make sure you back up your work remotely if necessary to avoid losing work when a computer breaks down.

If you cannot take assessments by their due dates because of lack of access to a computer, software, internet access, you may forfeit the points for that assessment. There may be system requirements for running the software that is needed. Neither your instructor, nor your TAs, will be able to troubleshoot any computer issues for you, however, you may contact ITaP, or the Academic Success Center for help.

INTERNET ACCESS

You will need regular wired access to high-quality internet that will allow you to take online assessments. Poor connectivity will not be accepted as an excuse for not reviewing content, missing assessment deadlines, or browser or system crashes on your end. If you experience a sudden internet failure, please do your best to reach out to your TAs as soon as possible.

The consequences of low download speed will be disruptions to streaming video and other content, and accessing other course materials. The consequences for low upload speed will be inability to participate in online help sessions, or video meetings with your instructor or TAs. There are multiple platforms you can use to check your connection speed. Neither your

instructor, nor your TAs, will be able to troubleshoot any internet connectivity issues for you, but ITaP may be able to help.

TIPS:

1. Run a **speedtest** on your computer: <http://beta.speedtest.net/>
2. **Malware** can build up and bog down internet processing, and even though the connection speed is high quality, the internet may be extremely slow. It is recommended that you use some type of malware checker/remover/cleaner.
3. Make sure there are not **high demands on your bandwidth** while you are taking an assessment. If your roommates are playing online video games, streaming movies etc, that will impact the bandwidth available to you, and may cause your assessment to fail.

LECTURES

Attendance at lectures is expected and encouraged, but will not be tracked. You do not need to let me know if you will be absent; just make sure you keep up with the material. Most students will achieve more success in this class when they attend lectures in-person. Lecture slides will be available online through Brightspace, and the lecture recordings will be available through Boilercast, though the quality of the Boilercast recordings cannot be guaranteed. Lecture slides and other course materials are divided into content areas on Brightspace to help you keep the material organized.

NOTE: If you miss class, you are expected to view the Boilercast recordings. There will often be important announcements made during class. Absence from class is not an acceptable excuse for being unaware of class announcements, or any other content discussed during class. It is not appropriate to expect your instructor or TAs to cover this information with you individually, although if you have questions about any content after viewing the Boilercast recordings, you are welcome and encouraged to attend a TA help session.

There will be supplemental applied content lectures that will be delivered by the professor. These will focus on how the content we have covered applies to a variety of everyday and no-so-everyday situations.

ASSESSMENT

Homework Quizzes

You will have a Homework Quiz for every single chapter! These quizzes will be completed on Brightspace and most will have 25-40 questions for each quiz. Homework Quizzes will be untimed, and you will have two attempts at each quiz. The highest attempt will be scored. You should plan to spend a significant amount of time working on these Homework Quizzes. The purpose of the Homework Quizzes is to make sure you are engaging with the material and to give you a structure in how you set up your studying. These Homework Quizzes may not cover every aspect of the material you are expected to know, and the questions will focus largely on *remembering and understanding* the material. The Homework Quizzes will be available during the week when the content is being covered, and will be due the following Monday night.

Post-Quizzes

You will have a PostQuiz for every single chapter! These quizzes will be completed on Brightspace, using Lockdown Browser, and will have 10-20 questions for each quiz. Quizzes will be timed, and your **first attempt at the quiz will be what is scored**. You will be allowed an additional attempt at the quiz to see what questions you might have missed. The purpose of the PostQuizzes is to test your mastery of the material in relatively small chunks (ie, each chapter). These PostQuizzes will not cover every aspect of the material you are expected to know, and the questions will focus largely on *analyzing and applying* the material, with less focus on

remembering and understanding. PostQuizzes will be open for 48 hours on the Sunday and Monday following when the material was covered in class.

Examinations

There are 4 exams in this course. Three in-semester exams and a cumulative final. All exams will be completed remotely, using Lockdown Browser, within a 24 hour window. There are three in-semester exams that will be given, and cumulative final exam.

Each in-semester exam is worth 100 points, and the final exam is worth 150 points. All exams will consist of a timed multiple-choice quiz.

The purpose of exams is to address content mastery, and they will focus primarily on application, analysis, and evaluation of material. There will be content on the exams that you have not seen before. There will be occasional sample exam questions added to the lecture material

Due dates

As mentioned above, you will have a Homework Quiz and a PostQuiz for every chapter we cover. That means you have multiple things due every week. Rather than having lots of different due dates and times, each week's assignments will be due on Monday night. In weeks where we cover two chapters, that is a LOT. You are advised not to leave it all to Sunday/Monday! There is no penalty for submitting your Homework Quizzes early. 😊 Make sure you keep an eye on the due dates on Brightspace to ensure you don't miss anything. **There will be no rescheduling of any quiz for any reason.**

Time allotted on Quizzes and Exams

When PostQuizzes and Exams are created, the professor completes an analysis of how long is a reasonable time to complete the questions in each Quiz. **A default time of 1 minute per question will NOT be applied.** Questions requiring remembering and basic understanding of content will usually be allotted less than 1 minute; questions requiring analysis or application of material may be allotted more than 1 minute. If you have testing accommodations that allow for increased time on exams, please make sure you have your DRC letters submitted ASAP. They can't be retroactively applied to quizzes that have reached their due date in the course.

Study Guides

There will be ungraded Study Guide questions available for you to complete to aid in your studying for the course. The questions on the study guides may not cover every aspect of the material you are expected to know, and the questions will focus primarily on *remembering and understanding* the material. Though these are ungraded, weekly TA help sessions will go through comprehensive answers to the questions if you want.

GRADING SCHEME

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Final Exam	150 points
Homework Quizzes (17)	170 points (10 points each)
PostQuizzes (17)	255 points (15 points each)
Molecaular Case Studies (x4)	100 points (25 points each)
[‡] Knowledge Assessment	25 points
*End of course survey	8 points

Total points 975 (+ up to 33 points of extra credit)

[‡] Points for the knowledge assessment are awarded partially based on completion of the assessment, and partly on your score. This is extra credit.

* End of course survey extra credit points will be awarded to the entire class if at least 80% of the class completes the survey. If less than 80% of the class completes the survey, these extra points will not be awarded to anyone.

The cutoff values for letter grades are as follows:

877.5 points	A
780 points	B
682.5 points	C
585 points	D
584 points and below	F

OBTAINING EXTRA HELP

Your TAs will each host a help session every week. Some will be in person, some will be online. That's a lot of help sessions! They can be contacted via email if you have additional questions. Additional resources, including Zoom sessions, may be offered if needed prior to exams. The professor will be available to answer questions before and after class and will also have regular online office hours. **Please note: any content-related questions asked via email should be directed to TAs. to ensure you get a timely response.**

ACADEMIC MISCONDUCT (Please read this in its entirety to make sure you don't inadvertently engage in one of these activities. Ignorance of the policies will not be considered in judgment of academic dishonesty)

NOTE: For all exams and molecular case studies, a random sample of students may be selected to discuss their submitted work with the professor, either individually or in a small group. Up to 10% of students will be selected for each assessment. Students are expected to be able to clearly explain and defend the reasoning behind their answers.

Inability to adequately discuss or explain submitted work will be treated as evidence that the work is not the student's own and will result in a grade of zero for the assessment, with the incident handled in accordance with the University's academic integrity policies.

There will be a Zero-Tolerance policy for lack of personal integrity in this course. At a minimum, cheating will result in zero points for the assignment or exam in question. It's also possible that a student will fail the class as a result. It is always best to avoid the very appearance of cheating.

Academic misconduct of any kind will not be tolerated in any course offered by the Department of Biochemistry. Information on Purdue's policies with regard to academic misconduct can be found at http://www.purdue.edu/studentregulations/student_conduct/regulations.html

A first incident of academic misconduct will result in a minimum of two actions:

- The incident will be reported to the Office of the Dean of Students. Academic misconduct may result in disciplinary sanctions including expulsion, suspension, probated suspension, disciplinary probation, and/or educational sanctions.
- Zero points will be assigned as the grade for the exam, quiz, or assignment in question.
- If the first incident is considered significant enough (e.g. dishonesty on the final exam), the result may be an automatic F for the course.

A second incident of academic misconduct will result in the above actions, plus the following:

- The professor will ask that the Office of the Dean of Students support their recommendation that the student be removed from the course.

The professor has subscriptions to "study aid" websites such as Chegg, Course Hero, Cram, Quizlet, and more. If they determine that your assignment answers come from one of these websites, or that you have used these websites inappropriately in completing any coursework, you have engaged in academic dishonesty, and you will be penalized accordingly. In addition, if it is determined that you share ANY course materials (questions and/or answers to questions) with any third party, including but not limited to friends, classmates, or a website, that is considered academic dishonesty, and you will be penalized accordingly. If it is determined in a future semester that such academic dishonesty has occurred (for example, you share your materials with a friend who will take the course in a future semester, or upload materials to a website), the penalties will be retroactively applied, and your course grade will be changed.

Please note reported incidences of academic misconduct go on record for reference by other instructors. Further, a record of academic misconduct is likely to influence how current/future situations are handled.

To provide you with an unambiguous definition of academic misconduct, the following text has been excerpted from "Academic Integrity: A Guide for Students", written by Stephen Akers, Ph.D., Executive Associate Dean of Students (1995, Revised 1999, 2003), and published by the Office of the Dean of Students in cooperation with Purdue Student Government, Schleman Hall of Student Services, Room 207, 475 Stadium Mall Drive West Lafayette, IN 47907-2050.

"Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [Student Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."

[University Senate Document 72-18, December 15, 1972]

More specifically, the following are a few examples of academic dishonesty which have been discovered at Purdue University.

- substituting on an exam for another student
- substituting in a course for another student
- paying someone else to write a paper and submitting it as one's own work
- giving or receiving answers by use of signals during an exam
- copying with or without the other person's knowledge during an exam
- doing class assignments for someone else
- plagiarizing published material, class assignments, or lab reports
- turning in a paper that has been purchased from a commercial research firm or obtained from the internet
- padding items of a bibliography
- obtaining an unauthorized copy of a test in advance of its scheduled administration
- using unauthorized notes during an exam
- collaborating with other students on assignments when it is not allowed
- obtaining a test from the exam site, completing and submitting it later
- altering answers on a scored test and submitting it for a regrade
- accessing and altering grade records
- stealing class assignments from other students and submitting them as one's own
- fabricating data
- destroying or stealing the work of other students
- Allowing another student to access your work for a course you have already taken

Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways:

- using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment
- submitting a document written by someone else but representing it as one's own"

RESPONSIBLE USE OF AI IN COMPLETING COURSEWORK

Advancements in Artificial Intelligence (AI) provide students with unparalleled access to information and problem-solving capabilities. However, with these advantages come the responsibilities of ethical use and academic integrity. This statement outlines the expectations and guidelines for the responsible use of AI in our course.

Objectives:

By adhering to these guidelines, students aim to:

1. Uphold academic honesty and personal integrity.
2. Ensure equitable access and opportunities for all students.
3. Develop skills for critical thinking and independent reasoning.
4. Understand the strengths and limitations of AI tools.

Guidelines for Responsible Use:

1. Original Work: Students should ensure that assignments submitted are original and based on their understanding. While AI can assist in research or provide general guidance, it should not produce work on behalf of the student.
2. Citation: Any content, ideas, or assistance obtained through AI tools must be appropriately cited, similar to any other reference or source. You will need to go and find the relevant citations from the primary literature (journal articles)! Note: you are asked to acknowledge where AI may have been used, but we do not cite AI. We cite humans. Find the appropriate citation in addition to acknowledging your use of AI.
3. Collaboration: If a student collaborates with AI tools, (And you will be encouraged to do so in this course!) they must specify the nature and extent of this collaboration in their submission. This includes providing details of the prompts used to generate the AI responses.
4. Prohibited Uses: AI should not be used to complete quizzes, exams, or any other assessments unless explicitly permitted by the instructor.
5. Accessibility: All students must have equal access to AI tools. If a particular tool is used in a course, it should be free of cost for all users.
6. Data Privacy: Students must be cautious when sharing personal or sensitive information with AI platforms and should be familiar with the terms of service of any third-party AI tools.

Consequences for Misuse:

Misuse of AI tools in coursework, which includes but is not limited to producing unoriginal work, uncited use of AI-generated content, or unauthorized assistance on assessments, will be considered a breach of academic integrity. Consequences will follow the Purdue's policies on academic dishonesty as detailed in this syllabus, which may include grade penalties, course failure, or more severe disciplinary actions.

Reflection & Discussion:

Students are encouraged to reflect on their experiences using AI tools and to discuss openly any ethical or academic concerns. Periodic class discussions or forums might be held to address advancements in AI and their implications in academia.

The promise of AI in enhancing learning and research is vast, but it must be used judiciously. Responsible use not only ensures academic honesty but also maximizes genuine learning and skill development. Students are urged to approach AI as a supplementary tool, not a replacement for their unique intellectual capacities and insights.

CLASS ATTENDANCE

In accordance with University policy, you are expected to attend every scheduled class. Please see the "LECTURES" section on page 9 for additional information. For the official university policy, see: www.purdue.edu/odos/services/classabsence.php and http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

MENTAL HEALTH & WELLNESS

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [Therapy Assistance Online \(TAO\)](#), a web and app-based mental health resource available courtesy of Purdue Counseling and Psychological Services (CAPS). TAO is available to all students at any time by creating an account on the [TAO Connect website](#), or downloading the app from the App Store or Google Play. It offers free, confidential well-being resources through a self-guided program informed by psychotherapy research and strategies that may aid in overcoming anxiety, depression and other concerns. It provides accessible and effective resources including short videos, brief exercises, and self-reflection tools.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 a.m.- 5 p.m. If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions in West Lafayette with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on [BoilerConnect](#).

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS offices in West Lafayette or Indianapolis.

EMERGENCY PREPAREDNESS

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course consult the class Brightspace site or e-mail or phone the instructor.

ON-LINE COURSE EVALUATIONS

During the last week of the semester, you will be provided an opportunity to evaluate this course and your instructor(s). To this end, Purdue has transitioned to online course evaluations. On Monday of the eighth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have one week to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

STATEMENT ON EXCELLENCE IN TEACHING AND LEARNING

- Respect: It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the experiences that students bring to this class be viewed as a resource, strength, and benefit. It is

my intent to present materials and activities that are respectful to all of you. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

- Continuing Improvement: Please let me know if something said or done in the classroom, by either myself, TAs, or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If/when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:
 - Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.
 - Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
 - Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.
- Names: If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- Help: If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. I truly believe we are a team working towards the same goal: your success. When you are successful as my student, I am successful as your instructor!

NON-DISCRIMINATION POLICY STATEMENT

Purdue University's non-discrimination policy will be upheld in this classroom. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

LECTURE SCHEDULE*

Week	Topic	Chapter(s)	Assignments Due by End of Week
1	Introduction to the course	—	—
1	The Chemical Basis of Life	1	—
1	Aqueous Chemistry	2	Knowledge assessment; Homework quizzes; Post-quizzes (Ch. 1–2)
2	Dr. Martin Luther King Jr. Day – No class	—	—
2	Nucleic Acid Structure and Function	3	—
2	Protein Structure	4	Homework quizzes; Post-quizzes (Ch. 3)
3	Protein Structure	4	—
3	Protein Function	5	—
3	Protein Function	5	Homework quizzes; Post-quizzes (Ch. 4, 5)
4	Molecular Case Study	—	Pre-reading and Molecular Case Study assignment
4	Molecular Case Study	—	—
4	How Enzymes Work	6	—
5	Enzymes, Enzyme Kinetics, and Inhibition	6–7	—
5	Enzyme Kinetics and Inhibition	7	—
5	Molecular Case Study	—	Pre-reading for Molecular Case Study; Homework quizzes; Post-quizzes (Ch. 6, 7)
6	Molecular Case Study	—	—
6	Carbohydrates	11	—
6	Carbohydrates and Lipids	11, 8	Molecular Case Study assignment; Homework quizzes; Post-quizzes (Ch. 11)
7	Lipids and Membranes	8	—
7	Exam 1 Q&A	—	—
7	Exam 1 (Module 1 content), remote	—	Exam 1 (Module 1 content), remote: Fri Feb 27; Homework quizzes; Post-quizzes (Ch. 8)
8	DNA Replication and Repair	20	—
8	DNA Replication and Repair	20	—
8	Transcription and RNA	21	Homework quizzes; Post-quizzes (Ch. 20, 21)
9	Protein Synthesis	22	—
9	Protein Synthesis	22	—
9	Molecular Case Study	—	Pre-reading and Molecular Case Study assignment; Homework quiz; Post-quiz (Ch. 22, due Sun Mar 15)
10	Spring Break – No class	—	—
10	Spring Break – No class	—	—
10	Spring Break – No class	—	—

Week	Topic	Chapter(s)	Assignments Due by End of Week
11	Molecular Case Study	—	—
11	Exam 2 Q&A	—	—
11	Exam 2 (Module 2 content), remote	—	Exam 2 (Module 2 content), remote: Fri Mar 27; Molecular Case Study assignment
12	Metabolism and Bioenergetics	12	—
12	Glucose Metabolism	13	—
12	Glucose Metabolism and Diabetes	13	Homework quizzes; Post-quizzes (Ch. 12, 13)
13	The Citric Acid Cycle	14	—
13	The Citric Acid Cycle	14	—
13	Molecular Case Study	—	Homework quiz; Post-quiz (Ch. 14); Pre-reading for Molecular Case Study
14	Molecular Case Study	—	—
14	Oxidative Phosphorylation	15	—
14	Oxidative Phosphorylation	15	Homework quiz; Post-quiz (Ch. 15); Molecular Case Study assignment
15	Photosynthesis	16	—
15	Photosynthesis	16	—
15	Exam 3 (Module 3 content), remote	—	Exam 3 (Module 3 content), remote: Fri Apr 24; Homework quiz; Post-quiz (Ch. 16, due Sun Apr 26)
15	Exam 1–3 review	—	—
16	Fun Biochemistry Topics	—	—
16	Fun Biochemistry Topics	—	End-of-course surveys
16	Final Exam (cumulative)	—	Final exam: remote (date TBD)

*Schedule is subject to change.

- Exam dates will not be changed, except in the event of an emergency on campus.
- Homework Quizzes and PostQuizzes are due on the Monday night following the last day the chapter was covered in class, except for the quizzes for Ch22, and Ch16, which are due on the Sunday night.
- Molecular Case Studies: These are activities you will complete in class to apply the foundation content we cover. There will be pre-reads for these to make sure that we can make optimal progress when we meet to work on these in class. Active participation in Molecular Case Studies is one of the best ways to prepare for exams, as it will give you real-life practice analyzing, applying, and evaluating information from the course.

This assignment schedule may not be comprehensive. There may be other assignments given as needed to help you practice and gain mastery of the content, the details of which can be found on Brightspace. Please contact your TA if you have any questions about assignments or due dates.

Other important dates:

2/17	Lunar New Year
2/1-2/28	Black History Month
2/15	Maha Shivaratri
2/17	Pancake Tuesday
2/18	Ramadan start
2/28	Linus Pauling Day
3/3	Holi
3/20	Vernal Equinox