

Biology 102L Syllabus Spring 2020

Introductory Biology Laboratory with Research: Microbial Interactions (Hunting for Microbes)

Course description: Even though microbes are small, they live everywhere. Although they usually live in mixed populations in the natural environment, it is possible to study them when they are separated from other species from within their habitat. Looking for these microbes can be done using aseptic pure culture techniques and microscopy. One motivation for isolating and studying these microbes in the lab is that humans use natural products produced by bacteria as therapeutic drugs, including antibiotics. In this course bacteria from the soil will be collected, isolated, and analyzed to attempt to discover new natural products they may produce. Students will be able to make their own predictions about how different soil treatments might affect bacteria. Additionally, some microbes identified by students will be further pursued by members of Dr. Elizabeth Shank's microbiology research lab here at UNC. In addition to gaining experience in the scientific process, this course will enhance the topics from Introductory Biology by teaching major microbiology techniques, introducing new scientific skills, and emphasizing the collaborative nature of an authentic research project.

Course Overview

This lab is intended to reinforce the topics covered in the lecture course and to expose you to collaboration and writing in the sciences. Through hypothesis testing, data collection, and discovery, the course focuses on interpretation of data and critical thinking. You will be expected to write a report that apply methods learned in lab to test hypotheses and present your findings at a poster presentation. You will learn to think scientifically through observations and experimentation and work on your own research project.

Course Format

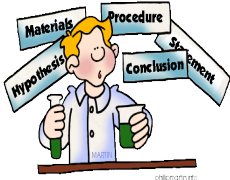
This lab meets weekly for 2 hours and 50 minutes with some "outside of lab" times needed to prepare for or perform certain procedures that cannot be done during regular class time. You will use microbiological tools such as microscopy, Gram Stain, Aseptic technique, pipetting, serial dilutions, pure culture isolation and computer skills throughout the course to use for bacterial identification and your research project. As the semester progresses you will write a lab report on your soil treatment project using the techniques you learned in the previous weeks. The lab also includes a quiz and midterm to assess what you have learned. A poster presentation is done at the end of the semester where you and your group will interpret your results and then showcase your research at the QEP Research and Making Expo.

Course Goals and Learning Objectives

This course will enable you to:

1. Collect data using microscopes, staining techniques, DNA analysis and coculture screening.
2. Analyze a scientific article and understand the importance of each section.
3. Understand the process of science and generate and test your own hypothesis after collecting and treating soil.
4. Organize and interpret your data in lab notebooks and in a full lab report.
5. Collaborate with other students on your research project and present your findings to others in the scientific community.

Date: Week of	Experiment/Activity	Assignment Due Before Class
Jan 15 (401) & 16 (402) LAB 1	<ol style="list-style-type: none"> 1) Microbe Physiology & Diversity – Why study microbes? Where are they found? Discuss as a class 2) View protists under microscope and compare to bacteria 3) Stain different bacteria to identify by shape and color using microscopy 4) Practice the sterile streak technique 	<ul style="list-style-type: none"> •Read Chapters 1 & 2 of Microbe Hunters (<i>Readings</i>) •Watch video tutorial of Gram Stain under <i>Videos</i> and Sterile streak technique under <i>Sterile Technique</i>, copy these protocols into your lab notebook •Read Microscopy documents under <i>Microscopy</i>
Jan 22 (401) & 23 (402) LAB 2	<ol style="list-style-type: none"> 1) Group presentations of historical figures in microbiology with peer feedback 2) Each group discusses a section of the assigned scientific paper in class 3) Observe previously streaked plates for growth and examine under microscope, record results in your lab notebook including pictures 4) Work in groups to come up with question about a treatment that might affect bacterial function 5) Plate streak practice using bacterial stock plates 	<p>Read article on Bacterial Hand Contamination (link posted in Sakai) and Antibiotics in Nature article under <i>Readings</i></p> <p>Group presentation to be presented in lab</p>
Jan 29 (401) & 30 (402)	<ol style="list-style-type: none"> 1) Quiz on material from previous two weeks 2) Do serial dilutions (dilute known bacterial stock and plate, refrigerate for a week and count on Feb 5 & 6) 3) Special talk about Dr. Shank's research 4) Make predictions about treatments and possible effects on bacteria 	<ul style="list-style-type: none"> •Prepare for Quiz •Read information about performing serial dilutions (under <i>Serial Dilutions</i>) •Work on lab report outline for experiment to be done

<p style="text-align: center;">LAB 3</p>	<p>5) Groups come up with treatment experiment then each will use own soil</p>	<p>on Feb 5 & 6 (Outline of lab report format under <i>Writing Your Lab Report</i>)</p> <ul style="list-style-type: none"> Record planned experiment for treating soil including protocols, reagents, descriptions... in lab notebook
<p>Feb 3-5</p>	<p>Meet with Aimee Deconinck (GRC) to discuss soil treatment. Make appointment during her office hours.</p>	<p>Be sure to have a hypothesis and a protocol on how you want to test the hypothesis before meeting Aimee</p>
<p>Feb 5 (401) & 6 (402)</p>  <p style="text-align: center;">LAB 4</p>	<p>1) Lab notebooks will be collected and checked</p> <p>2) Count serial dilution plates from Jan 29 & 30</p> <p>3) Bring in soil, treatment day!</p>	<p>Before coming to lab let TA know what supplies/materials will be needed for treating your soil. Let your TA know by Feb 3.</p> <p>Read information about calculating CFU/mL on Sakai under <i>Workbook</i></p>
<p>Feb 12 (401) & 13 (402)</p> <p style="text-align: center;">LAB 5</p>	<p>1) Lab Report Outline Due</p> <p>2) Make cfu dilutions of treated soil, streak fresh soil on plates for lab report</p> <p>3) Learn how to streak from frozen stocks</p> <p>4) Learn how to use fluorescence microscope</p>	
<p>Feb 13 (401) & 14 (402) (Sign up on Sakai)</p>	<p style="color: red;">Count CFUs from dilution plates of frozen aliquots, send counts to your TA</p>	
<p>Feb 19 (401) & 20 (402)</p> <p style="text-align: center;">LAB 6</p>	<p>1) Make practice coculture plates by mixing soil and provided reporter.</p> <p>2) Re-plate mixed co-cultures and unmixed control plates for picking tomorrow during lab</p> <p>3) Record ideas and experimental procedure in Lab notebook, Notebook check</p> <p>4) Work on Excel to generate a graph</p> <p>5) Review midterm material</p>	<ul style="list-style-type: none"> Read protocol for setting up screen plates (under <i>Protocols</i>) Be prepared to begin co-culture screen experiment

Feb 20 (401) & 21 (402) (Sign up times on Sakai) LAB 7	1) Examine co-culture plates and look at ratios of reporter colonies to soil colonies 2) Identify inducing soil organisms on co-culture plates by observing fluorescence using dissecting scopes	Work on Lab Report
Feb 26 (401) & 27 (402)	Midterm Make coculture plates	Prepare for midterm
Feb 27 (401) & 28 (402) (Sign up times on Sakai) LAB 7	1) Record results of secondary screen 2) Pick possible inducing colonies from Feb 26 & 27 plates. Pick a maximum of three each from untreated and treated plates. 3) Pictures	
March 4 (401) & 5 (402) LAB 8	Make glycerol stocks of possible inducer populations Peer edit rough draft of lab report	Write rough draft of lab report
March 11 (401) & 12 (402)	NO LAB – SPRING BREAK Read about 16S identification and bacterial phylogeny	Lab Report Due
March 18 (401) & 19 (402) LAB 9	1) Set up another secondary screen for untreated and treated soil using a different reporter. Incubate 24 hours.	
March 19 (401) March 20 (402) (Sign up on Sakai)	Do a fluorescence viewing (yes or no) of the screening from day before.	
March 25 (401) & 26 (402) LAB 10	1) Notebook check 2) Do Genomic Prep and PCR of selected bacteria	Read about PCR from link in message and on Sakai
April 1 (401) & 2 (402) LAB 11	1) Practice using BLAST 2) Do BLAST of bacteria isolates 3) Build phylogenetic tree using a given sequence 4) Do PCR clean up and send for DNA sequencing	Need laptops for DNA analysis
April 8 (401) & 9 (402) LAB 12	1) Discuss what posters are and how to put one together 2) Make phylogenetic tree using your sequence 3) Clean up the lab	Bring in lab notebooks Make appointment with Aimee Deconinck to discuss poster
April 15 (401) & 16 (402) LAB 13	Group poster presentations in lab	
April 22 (2 sessions) 2:00pm-5:00pm	QEP Research and Making Expo Blue Zone Kenan Memorial Stadium	Showcase research from the semester!

Attendance: Instructions and demonstrations begin on time, so plan to get to lab early. It is expected that you read through the lab activities in the lab manual before coming to lab so you are better prepared to work on the assignments and understand what you will be doing in lab. You are required to print the lab manual from Sakai and bring to lab each week.

You must be excused by your lab instructor within 48 hours of any absence. Permission to make up the lab missed is granted for:

1. Your own illness, or illness or death in your family with a written note from you.
2. Official university function with written excuse from the official in charge.

If you know you need to miss a lab, you should immediately contact your TA (you should write down your TAs email as soon as you get it in lab). Do not assume an email has been received unless you receive a reply. You may only attend another lab to make up the one you missed if your TA has excused you. An **unexcused** lab deducts 10 points from your final grade and counts as a zero on any missed work.

Safety: For safety reasons absolutely **NO FOOD or DRINK** is permitted in the laboratory rooms. Some lab exercises use dyes, stains and chemicals that might damage clothing. Pay attention to the lab you are doing each week so that you wear the appropriate clothing. You are encouraged to wear closed shoes. No visitors are allowed in the lab.

Lab Meetings: **Section 401** Wednesdays, (9:05am-12:05pm), **Section 402** Thursdays, (1:00pm-4:00pm).

Outside of Lab Meetings: Some weeks require you to come in and count bacterial colonies on plates, make calculations from your data, streak pure cultures or frozen stocks, or prepare plates in advance of class (**these 'off-class' obligations are noted in red above and will have sign up times on Sakai so you can plan around your class schedule**).

Instructors: Barbara Stegenga, Coker 211, bstegenga@bio.unc.edu

TAs: Farhan Lakhani and Raj Dutta

GRC (Graduate Research consultant): Aimee Deconinck. The GRC collaborates with and assists the students with their research proposals, research methods and ways to communicate their findings to others. There will be two required meeting times you must have with the GRC during the semester.

Sakai site: The syllabus, lab manual, assigned reading, schedule, links to videos and announcements will be on the Sakai site. Please check this site regularly.

Credit hours: 1

Meeting times: 3 hours per week

Co-requisite: BIOL101

Room: Coker 214 (for both sections)

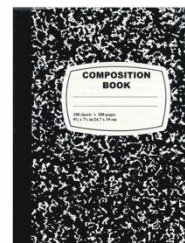
Text: There is no required text for this course. Assigned readings will come from primary literature, a book and news and will be posted on Sakai. The lab manual is on Sakai.

Lab Exercises: Assignments related to the readings and your research will be collected in class. In-lab assignments and quizzes will be given. You are required to participate each week in discussions and lab work in addition to keeping a lab notebook.

Mid-term: One exam for the course will focus on the assigned readings, PowerPoint slides, homework, learning outcomes, quizzes, lab reports, and in-class assignments. Test materials to study: lab notebook, lab exercises, reading, slides, and learning outcomes.

Presentation: The presentation will replace a final exam. You will present your findings to the rest of the class which includes a poster presentation.

Items to bring to class each week: Lab notebook (composition book), printed lab manual from Sakai, computer, writing utensils, creativity.



Grading



All written assignments are turned in to and graded by the TAs. Each of these written assignments is to be your own creative work and no collaboration outside of lab in writing these is allowed. Students do a peer review of the soil experiment draft that the TA then collects and grades. Drafts that are revised and graded are handed back to the student for use in writing the lab reports. The lab report is to be no more than 10 pages of text in length and no less than 5 pages of text. The outline should be 1-2 pages in length and the draft should be 2-3 pages in length. All written assignments are typed and include the Honor Code Pledge. The lab TAs grade lab reports from other sections to rule out any biasness.

Your grade will be determined by a quiz, midterm, daily grades, grade on the lab report, poster presentation and on cleanup/group participation. Extra credit assignments are not allowed. If you are having trouble with assignments during lab, talk to your instructor first. You may also use tutoring services on campus for understanding concepts and the **Writing Center** for help with your written assignments. The Writing Center offers help with writing your lab report however, they can get very busy with appointments. They are unable to address the science but can give you feedback on the formatting and presentation of the content. For more information, visit <https://writingcenter.unc.edu/>

Grade Appeals

Any grading concerns (appeals) must be submitted within a week after the assignment is handed back in lab. The appeal must be typed and attached to the original assignment when turned in to the TA. Appeals do not guarantee points back, however, the grading TA will read your comments and make changes if necessary.

Any assignment that is turned in late will have 10% of the value deducted for each day it is late. Grades are no longer negotiable as of the final presentation day. Computer problems are not

acceptable excuses for late work therefore, you should always save your work frequently and in more than one location. Do not wait until the last minute to print your work.

Lab Reports: Lab reports are based on experiment performed in lab and should be written completely in your own words.

Quotations should be cited. Reports should be comprehensive descriptions of the hypotheses of interest, experimental methods designed to test those hypotheses, results of the experiments, and interpretations of the results. Guidelines for writing a lab report are in the laboratory manual and include:



- Limitation of 10 pages of text exclusive of title page and graphs, charts and tables. Lab reports should not be less than 5 pages of text.
- All text should be double-spaced
- All margins should be 1 inch
- Written in past tense and in paragraph form with the following sections: Introduction, Materials and Methods, Results and Discussion.

To help you write a full scientific lab report, Biology 102L requires students to write an outline (1-2 pages long), a partial draft (2-3 pages long and typed) and critique another student's draft report of the experiment. The outline should be written in standard hierarchical outline format using numbers and letters to identify sections and major points. The partial rough draft of the lab report should include the Introduction and Materials and Methods sections. The partial rough draft will then be critiqued in lab by your lab partners.

Exams: Biology 102L has one exam. The midterm is one hour and covers material from the first lab through the material covered just before the midterm. Leaving the lab during an exam is not permitted unless excused by the TA. Cell phones and smart watches must remain in the lab if leaving to use the restroom. Exams are practical and the format includes short answer, true/false, multiple choice and calculations.

Studying for the exam: In addition to studying terms throughout the manual and understanding the Learning Outcomes for each lab, it is important to know what you did in lab and why it is important. Ask yourself what was the goal of today's lab? How does it relate to what you studied in lecture? What was the purpose of using specific equipment? Peer tutoring is available in Dey Hall for students struggling with biological concepts.

Understanding the UNC Honor Code



The Biology 102 Lab course upholds the Honor Code within the University of North Carolina's Honor System. Academic progress in this course is determined by all graded work, therefore, no collaboration on any written work is allowed. We do encourage students to study together and collaborate on assignments that are not collected for grading or on assignments where permission to collaborate is given (Historical Microbiologist and Poster Presentation). Information about the Honor Code can be found at <https://studentconduct.unc.edu/instrument>.

So that there are no misunderstandings about academic integrity, we have provided examples of honor code violations below. In this course, students often work in pairs or groups to collect data. Students should not collaborate on any written assignments after leaving lab. Submitting work from other sources that is not properly referenced is also a violation of academic integrity. All work submitted must be your own independent written work. If you ever have trouble with an assignment, you should see your TA or instructor for help instead of asking help from your peers.

Possible honor code violations:

- Unauthorized collaboration on written assignments – all written work must be your own and written in your own words. Emailing, texting or using any other form of communication to discuss the writing of the assignment is prohibited.
- Plagiarism – practice of taking someone else's work and passing them off as one's own
- Cheating – Unauthorized behavior to gain an advantage (as on exams)
- Violation of procedures pertaining to the academic process (providing materials such as lab reports, exams, essays, quizzes and outlines) for others to use

Honor Code Pledge below should be included on the title page of LAB REPORTS.

"I pledge that no unauthorized assistance has been given or received in the completion of this work. Experiments described were performed by me and/or my lab group and this write-up is entirely my own creative work." Signature: _____

For ALL OTHER WRITTEN ASSIGNMENTS, use the Honor Code pledge below:

"I pledge that I have neither given nor received unauthorized assistance on this assignment and it is entirely my own creative work." Signature: _____

COPYRIGHT POLICY

All course materials including your class notes and in-class assignments are covered by University Copyright Policy, @<http://www.unc.edu/campus/policies/copyright%20policy%2000008319.pdf>. This means it is illegal and an honor code offense to share your notes or any other course materials with anyone not directly affiliated with this particular class, (i.e., no uploading materials to non-class sharing sites).

Resources



For students who register through **Accessibility Resources and Service (ARS)** <https://ars.unc.edu/> for different types of disabilities, you will be given accommodations such as extended time on exams or help in the lab if needed. Please note that lab exams can only be taken in the lab and not at a specific testing location through ARS. The lab exams have a practical component to them which ARS cannot provide.

The Department of Biology values the perspectives of individuals from all backgrounds reflecting the diversity of our students. We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this lab and this department an inclusive space for all students.


Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Technology Use

Computers are generally not needed in lab, unless you are asked to bring it in to do TA evaluations at the end of the semester and when we use it to run BLAST. It is not recommended to use a computer in lab because we use chemicals and other liquids that might damage your computer. If you choose to use your laptop, you are expected to use it only for the lab activities, which means no e-mail, no Facebook, no Twitter, no ESPN or any other online social media.

Gradescope will be used to grade the midterm and the lab report in this course. It allows for providing consistent feedback to students on assignments quickly.



If your instructor gave you the entry code for the course, you will be able to add yourself as a student. To do this, if you already have a Gradescope account, log into that account and navigate to your **Account Dashboard** by clicking the Gradescope logo in the top left corner, then click **Add Course** in the bottom right corner. If you don't have a Gradescope account yet, go to their [homepage](#), click **Sign Up** in the upper right corner, select Student, and put in your entry code in the sign-up form. If the entry code doesn't work, please email your instructor for details on how to access the course.

If you don't have an entry code, your instructor must add you to the course. Once you're added into Gradescope or an email with a link to the course if you already have an existing account. If the set password link in this email expires, you can request a new link from the [Reset Password](#) page.

Biology 102L Assignments

Topic	Assignment Due
Microbes, Microscopy, Identifying Bacteria	Gram Stain and Sterile Technique protocols written in Lab Notebook – 2pts
Scientific Paper Analysis, Microscopy continued, Graph Sample Data	Historical Microbiologist Presentations – 4pts Scientific Paper Section Discussions – 4pts Graph in Excel – 2pts
Serial Dilutions, Practice Plate Streaking, Special Talk	Quiz - 10pts
Treatment of Soil	Lab Notebook Checked – 5pts Lab Report Outline Due – 4pts
Midterm	Midterm – 30pts
Pick and Streak Practice, Fluorescence Microscopy, Begin Coculture Plate Practice	Lab Notebook Checked – 5pts Peer edit of rough draft – 2pts
Revise Lab Reports, Re-plate mixed cocultures	Take pictures of possible inducing microbes – 2pts
Lab Work	Lab Report Due – 20pts Lab Notebook Checked – 5pts
Lab Work (present at symposium/do evaluation of a poster)	Participation – 5pts
Final Day	Poster Presentation – 50pts

The final exam will be replaced by the presentation the last week of the lab.

Grade Scale:	87-89 B+	77-79 C+	67-69 D+
	93-100 A	83-86 B	73-76 C
	80-82 B-	70-72 C-	60-66 D
	90-92 A-		<60 F

Final grades will be assigned on the total number of points at the end of the semester.

Course Goals: The lecture and the reading material will provide the basic content. You will gain hands on experience with techniques in microbiology and molecular biology, learn how to formulate testable hypotheses, and design experiments to test them. You will read scientific literature and learn to take notes and write like a scientist.

Doing the Science will allow you to acquire basic laboratory techniques and skills needed to identify and screen for microbes. You will hopefully discover new small molecules secreted from soil microorganisms through co-culture screening. PCR and DNA sequencing will be performed to determine the species identity if time permits.

Sharing the science involves writing about your findings and giving a talk with your lab partners to the class and members of the scientific community about your science.

Understanding and communicating the relevance of the science includes reading and discussing articles on interactions within species of microorganisms and understanding how these interactions relate to human health.