

Biology 315 - Genetics
Term 1, 2018

<u>Day</u>		<u>Lecture Topic</u>	<u>Reading</u>
M Aug	27	The Science of Genetics Mitosis & Meiosis	Ch. 1 Ch. 12 pp326-339
T	28	Mitosis & Meiosis Problems- Ch.12: 3-5,8-10,13,15,19, & 21 Mendelian Genetics	Ch. 12 pp326-339 Ch. 11
W	29	Principles of Segregation & Probability Problems- Ch. 11: 1,3-8,10,11,17,25 & 27 Independent Assortment	Ch. 11 Ch. 11
Th	30	Independent Assortment Problems- Ch.11: 2,9,15,18,19,21,23,28 & 31 Sex Linkage and Sex Determination Problems- Ch. 12: 23-27,30,32-34,46 & 47 Extensions of Mendelian Genetics	Ch. 11 Ch. 12 Ch. 13
F	31	Extensions of Mendelian Genetics Problems- Ch. 13: 3,5-9,13, 30,31,34,36,37, & 38 Research Proposal Due – 9:00 AM Paper Critique Topic Must Be Approved	Ch. 13
M Sep (AM)	3	Linkage, Recombination, & Mapping Problems- Ch. 14: 1,3,4,6,9,10,11,16,17,18,22,23,25 & 27	Ch. 14
M (PM)		Tetrad Analysis – Unordered Tetrads	
T	4	Ordered Tetrads Chromosomal Mutation Critique Due – 9:00 AM	Ch. 16
W	5	Chromosomal Mutation Problems- Ch. 16: 1,2,4,5,6,11,15,16,18,25,-28,30,34,35,36,38 & 39	Ch. 16
Th	6	Is DNA the Genetic Material DNA Structure & Organization Problems- Ch. 2: 1,2,4,5,13,15-20,23,24,27,32 & 38	Ch. 2
F	7	EXAM 1	
M (AM)	10	DNA Replication & Recombination	Ch. 3
M (PM)		Replication & Recombination Problems- Ch. 3: 1-4,14-18 & 35	Ch. 3
T	11	Epigenetics	

W	12	Transcription Jason Napoli-Guest Speaker-How to Find a Job after Cornell-2:00-3:00 Last Day to Submit a Paper Draft	Ch. 5
Th	13	Dr. Richard Kraig-Guest Speaker Transcription Problems- Ch. 5: 1-4,7,9,11,14,21 & 23 Protein Structure & Translation	Ch. 5 Ch. 6
F	14	Translation Problems- Ch. 6: 2,5,6,7,11,12,13,17,18,22,23,24,31,33 & 34 Cell Cycle	Ch. 20 pp578-581 PP588-593
M (AM)	17	Cell Cycle Lab Research Paper Due - 9:00 AM	
M (PM)		DNA Mutations Problems- Ch. 7: 4,9,10,13,17 & 29	Ch. 7
T	18	Oral Lab Reports	
W	19	EXAM 2	

About the Course:

What is the most fundamental life science? Different biologists will certainly give different answers, but many scientists would claim that it is genetics. Consider that the things we study in biology, including most of the physical characteristics, behavior, and the ways organisms live, are inherited. Therefore, in order to understand an organism fully, it is essential to understand its heredity. Genetics is the study of heredity. We will explore and analyze two of the three main branches of contemporary genetics: (1) transmission genetics, the study of the pattern of transmission of traits from one generation to the next and (2) molecular genetics, the study of the genetic material that carries information from one generation to the next.

Course Learning Objectives

- Students will develop skills in critical reading of original scientific literature.
-These skills will provide the tools necessary to read current professional literature in any field.
- Students will learn to participate actively in their own education by developing and conducting an independent research project.
-Students will design experiments and generate and interpret their own data.
-Students will understand the relationship between their experiments and concepts covered in class.
- Students will understand the role of genetics in defining biological processes.
- Students will come to understand how their level of understanding of a biological process increases by using a historical approach to science.
- Students will appreciate that recent advances in molecular biology are due to our ever increasing depth of understanding of basic biological processes.
- Students will understand the language of genetics and effectively communicate principles in both written and oral forms.
- Students will solve a variety of genetic problems using analytical skills.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, communication, and vocation.

Instructors:

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Textbook:

iGenetics A Molecular Approach (3rd Edition) 2010

Peter Russell

Benjamin Cummings, Publishers

Meeting Times:

Lecture & Lab - 9:00-11:00 AM & 12:30 - 3:00 PM

9/4/18-9/6/18- We will start at 8:45 AM

Office Hours:

I have no organized office hours. I'm usually in my office after class until about 6:00 p.m. I can also arrange to meet with you in the evenings and/or on weekends. If you are having problems with the class, come and see me as soon as possible.

Grades:

Research Proposal	F	8/31	40 pts
Critique	T	9/4	40 pts.
Exam 1	F	9/7	100 pts.
Laboratory Research Paper	M	9/17	100 pts.
Oral lab reports	T	9/18	50 pts
Exam 2	W	9/19	100 pts.
TOTAL 430 pts.			

90-100%	A
85-89%	A-
80-84%	B+
75-79%	B
70-74%	B-
65-69%	C+
60-64%	C
55-59%	C-

Lecture & Lab Slides:

Slides used in lecture and lab are posted on the college's network. Open assignments on 'srv2'(K:), open CTepper, open 315 and finally open lecture. The slides can also be found in Moodle (BIO 315).

Exams:

The exams will be a combination of short answers (requires a paragraph or two), problems and essay questions. Scoring well on these exams will require that you understand the material and convey that understanding in a clear and concise manner. Copies of old exams can be found on my Web page (<http://people.cornellcollege.edu/ctepper/315.html>)

Problems:

I have assigned a set of problems for most lecture topics. These problems can be found in your text and I have posted the answers on my network space. Open assignments on 'srv2'(K:), open CTepper, open 315 and finally open problem solutions. The answers can also be found in Moddle (BIO 315). You will not have to hand in the solutions to these problems, nor will they be graded. Your exams will consist of problems and if you expect to do well in this course, I **strongly** encourage you to complete these problems. If you are having trouble with the problems, please come and see me.

Attendance:

Lecture: Students are expected to attend all lectures. If you have a legitimate reason for missing class or a deadline, e-mail me **BEFORE** class begins. Each unexcused absence will result in the loss of 10 points from your cumulative point total.

Lab: You are expected to be in lab during scheduled lab periods. You may only work on your research projects in the lab when one of the instructors is present. I will allow students to work in the lab from 8:30 – 9:00 AM (in order to start experiments with long incubation periods). Additionally, I will leave the lab open from 3:00 – 5:00 PM for experiments that require longer incubation and run times to complete. Attendance and effort in the lab will be taken into account when lab grades are determined.

Research Proposal**Research Paper Critique****Oral Lab Reports:****Research Paper:****Academic Honesty Expectations:**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."

Students with Disabilities:

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/documentation/index.shtml>

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.