Proteins 2 Q responses

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| Name |
| test |
| Kaivalya Dandamudi |
| Ruairidh Barlow |
| Thomas Raymond |
| Adithya Balu |
| Diana Marquez |
| Ryan Duong |
| Fadi Hijaz |
| Bethany Yachuw |
| Lamis Farah |
| Nikhita Puthuveetil |
| Darius Saunders |
| Jesse Raynor |
| Jared Mann |
| Aisha Ikram |
| Aarthi Prakash |
| Bharath Peddibhotla |

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| PS1 |
| PS1 |
| No not questions 1-3, but I'm having trouble understanding question 4. The entire 2nd half of the question does not make sense to me. It would help if we could go over the sizes in the question by looking at the picture given. |
| No |
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| Will you show us the proper picture (your version) for number 2? |
| No |
| Regarding question 3, if one of the fatty acid tails of a phospholipid were removed, I am confused how the membrane would be drastically structurally changed considering it still has another hydrophobic tail that can form a bilayer. Would the permeability of the membrane simply increase? |
| Regarding the bubble, I get the general idea but I would just like to better understand the contribution of the physics of the structure since I know that physical properties and laws can become obsolete at the micro level and how that might apply to concepts in our class. |
| None |
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| No |
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| Can you go over question 3 in class? I am not sure how to go about the drawing on this one. |
| At what scale are we making measurements based off of. |
| Not as of now. I will contact you if I have further questions. |
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| Protein |
| protein |
| No |
| No |
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| none |
| No |
| Nope |
| Which is the more appropriate/applicable model of the protein binding DNA, with color convention or backbone only. What does each model show and in what circumstances would we use each. |
| None |
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| No |
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| This made for a very interesting read while I was in the waiting room. |
| No not at yet |
| No I do not. |
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| Res-proposal |
| Res Proposal |
| Yes and yes. I am just waiting back to hear from my potential mentor to see if they are willing to be my mentor. |
| I am waiting on a response to my email sent on Saturday. |
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| Still searching for a topic that's more in line with molecular biology |
| Yes. I'm still working on getting a new mentor. |
| Yes and Yes. |
| I am relatively clear on the nature of the proposal, and am very happy with my topic and current candidate mentor. I will take note of the calendar for Feb. 3 |
| I am not happy with my topic. I should have a better idea of my new topic by Tuesday afternoon. |
| I have yet to reach out to my mentor as I am still researching his work to be able to reach out properly. |
| I'm happy with my topic but I'm having difficult finding a mentor who has experience in virology. I think that VCU does not have a virology department. Do you know how I could go about finding a mentor who has experience in virology (and I know you specifically mentioned eukaryotic viruses)? In other words, how do I find faculty who've specifically have worked with eukaryotic viruses? What other alternatives are there other than PubMed?   Additionally, what should I do if I've found a research article written by a faculty member but I can't access it (even when I went through VCU) without buying it? |
| Yes I am clear and I am happy with my candidate |
|  |
| Yes, I am happy with my mentor and my topic. I have even spoken to an old mentee of hers that did a project similar to mine! Really hope this CBD and glial cells idea works out. Just need to narrow my topic down at this point, which I am in the progress of doing. |
| Yes, but I still need to look into finding better research articles. |
| Yes I am. I am currently working on crafting my email to Dr. Greene to speak to her about my research proposal idea. |
| I am not happy with my topic since it wasn't entirely approved. I am actively in the process of trying to find a new problem/new mentor. I have not been able to make the progress I would like regarding other things because I am trying to spend my time at the moment on this area before I get too far behind. |

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| Sanger\_got |
| S&T article |
| Yes. I know I got the right one because it matches the title, year, page numbers, and authors that were given in the notes. |
| Yes, the title and the year of publication are the same as the article in the companion. Also the introduction confused me. |
| I have found and downloaded the article. It seems to be the right one as it has the same article name, authors, journal name, journal volume, and journal pages. It also is from 1951.   However, this questionnaire is asking for the 1953 article, while the companion only references the 1951 article. |
| The sub of the title states "Companion to Sanger & Tuppy (1951)" |
| Yes. I believe so. I found it on PubMed. |
| I matched the date, volume, and issue along with the appropriate title |
| I believe the question is meant to ask about the 1951 Sanger & Tuppy paper which I have downloaded, I believe it is the right one because even though I have not completely read it yet it does make mention of the Phenylalanyl chain that was also seen in the companion. |
| Yes I have found it. I searched the journal issue and page numbers and then verified by comparing the name of the article and the name of the authors. |
| I've found the article that was cited in the companion. I went to PubMed through the VCU libraries website and typed in the name of the article from the companion. I saw that there were 2 articles by Sanger and Tuppy so I looked for the one that corresponded with the journal and page numbers from the companion. Also, the one that talked about "The identification of lower peptides from partial hydrolysates". |
| I've checked with the citations to see if the page number, year, and volume match. |
| Yes  Pretty sure its the right one judging by the link and the publication. |
| I went to the journal's website, looked for the volume 49 and looked at the last couple issues of that volume for an article starting at page 463. |
| Yes I have found it because it is the same title and page numbers as listed in the title of the companion. |
| I followed the link that was provided and then saw the references listed below. |
| Yes. I had researched this article on the NCBI database for the 1951 with the same title and discusses similar topics between the two articles. |
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| Sanger\_up\_to |
| S&T extent |
| SQ8 |
| SQ18 |
| I haven't started |
| Not finished |
| SQ5 |
| SQ5 |
| read once but passively |
| SQ3 |
| Have not started |
| SQ6 |
| Just started it |
| SQ5 |
| SQ1 |
| SQ2 |
| I've skimmed so far. |
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| III.Sanger\_comment |
| S&T concerns |
| Going over SQ9 in class would be helpful for me.   No other questions. |
| Good to go for questions 1 - 9     12 - 16 were more difficult. |
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| No |
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| Could we discuss the different tables and paper chromatography graphs shown in the Sanger/Tuppy paper? I understand the graph for the most part, but am having trouble connecting how the table corresponds. |
| Of all the points made I would feel most comfortable reviewing not the strategy but instead the other tools and ideas that can be applied to the Sanger & Tuppy experiment with present technology. |
| None |
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| To be honest I have been sick and just been trying to catch up on a lot of things, so I'm trying to make sense of everything right now. |
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| Not at this time. |
| Are we suppose to answer every question in the notes for our own use or do we turn that in as well? |
| I think class time could be best spent if we discuss how to approach reading research articles for content. I need some help understanding what is important from an article and what can be understood at a lower priority. |
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| ThusFar |
| Misc |
| A. I think they are useful and I can't think of anything right now to make them more useful.  B. Are the SQ's in the notes/tutorials meant to be turned in or used as guidance questions to understand the material? I was confused about whether I had to formally turn in the questions for the What is a Gene tutorial. I simply used them to guide me through the activity, which I found to be more helpful. |
| They are very helpful. I always learn better in groups. |
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| It would be helpful if there was a list of faculty that have published papers (for the research proposal and etc) from VCU that are in line with molecular bio. |
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| Group time is nice and I think it effectively utilizes class time its nice to have that time to collaborate with different/new students. |
| None |
| I thought that the group session last Thursday was very helpful. I liked that we were given a specific problem to work on and I appreciated getting different explanations from everyone. I think it worked very well.     Could we go over problem 1.4 from the problem set in class? |
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| A. Yes and not really.  B. No |
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| Yes, they are very useful. I will be thinking of suggestions! |
| nope |
| I think that group problem sessions could be more useful if we analyze sections of articles or topics as a group rather than analyze the whole article. Groups can sometimes be very scattered with various opinions so possibly we could use a single article to analyze rather than multiple articles. |
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