Course Name

May 07, 2025

Table of Contents

# About

What is the essence/purpose of this course or module (2-3 sentences).



Figure 0.1: C-MOOR logo

### Audience and Prerequisites

What is the target audience?

**Prerequisites**:

* Prereq 1
* Prereq 2

Why are these needed? Provide a brief explanation that will help instructors decide whether it’s a good fit for their students.

### Format

* **Class Type:**
* **Lesson Length:**

### Learning Goals

1. Goal 1
2. Goal 2
3. Goal 3

### Core Competencies

This activity addresses the following core concepts and competencies:

**Vision and Change**

**Genetics**

**Bioinformatics**

Core concepts and competencies are taken from the following sources:

* [Vision and Change in Undergraduate Biology Education](https://visionandchange.org/) AAAS report
* [Genetics Core Competencies](https://genetics-gsa.org/education/genetics-learning-framework/) by [GSA](https://genetics-gsa.org/)
* [Bioinformatics core competencies for undergraduate life sciences education](https://doi.org/10.1371/journal.pone.0196878) by [NIBLSE](https://qubeshub.org/community/groups/niblse)

### C-MOOR Content Collection

This content is part of a collection of teaching resources developed by C-MOOR. C-MOOR works to break down barriers to scientific participation and build pathways for the next generation of data scientists through authentic research experiences. Learn more about C-MOOR by [viewing our projects](https://github.com/c-moor), or read about how C-MOOR is [integrating research experience into undergraduate biology courses](https://www.cloviscollege.edu/alumni-and-community/c-moor/c-moor.html) at Clovis Community College.

# 1 Introduction

## 1.1 Lecture: Welcome to Your Genomics Adventure!

[Slides: Welcome to Your Genomics Adventure!](https://docs.google.com/presentation/d/18hYo8xrYkyq3rG7RUy3n3-jWFK_JPs5NNW3HmM9HUeQ/edit?usp=sharing)

## 1.2 Activity: Create Accounts

### 1.2.1 Purpose

Over the course of this semester, we will use the following online platforms: - [C-MOOR Academy Discussion Forum](https://help.c-moor.org) – Join the community to get help and share your findings - [Google Docs](https://workspace.google.com/products/docs) – Collaborate on assignments and scientific posters - [Galaxy](https://usegalaxy.org) – Analyze data with >10,000 tools using a graphical user interface - [SciServer](https://sciserver.org) – Access virtual machines preinstalled with RStudio, Bioconductor, and more

### 1.2.2 Activity

*Estimated time: 30 min*

#### 1.2.2.1 Instructions

Create accounts on the following online platforms:

1. C-MOOR Academy Discussion Forum – <https://help.c-moor.org>

* Submit your username using [this form](https://docs.google.com/forms/d/e/1FAIpQLSctd0jPax7Ww9b9XGbzY0PTwmPgm6VQICmsOhVTl6OCDx18Hw/viewform)

1. Google Docs – <https://docs.google.com>

* Test by opening [tax-data-gut.tsv](https://drive.google.com/file/d/1vL6adVIrqxpONbae8rUsneK3tbdCpmR-) with Google Sheets

1. Galaxy – <https://usegalaxy.org>
2. SciServer – <https://sciserver.org>

#### 1.2.2.2 Questions

Fill out your username and insert a screenshot of that username in the boxes below.

| 1. C-MOOR Academy Discussion Forum. |
| --- |
| <Username: insert screenshot> |

| 2. Google Docs. |
| --- |
| <Username: insert screenshot> |

| 3. Galaxy. |
| --- |
| <Username: insert screenshot> |

| 4. SciServer. |
| --- |
| <Username: insert screenshot> |

#### 1.2.2.3 Grading Criteria

* Download as Microsoft Word (.docx) and upload on Canvas

#### 1.2.2.4 Footnotes

**Resources**

* Google doc

**Contributions and Affiliations**

* Frederick Tan, Johns Hopkins University

Last Revised: January 2025

## 1.3 Lecture: The Scientic Process

[Slides: The Scientic Process](https://docs.google.com/presentation/d/1VQE-rXASXIdf8rWLP5UTcrAhM_DcznARVigPTHTfw8M/edit?usp=sharing)

## 1.4 Homework: Post Introductions

### 1.4.1 Purpose

The purpose of this assignment is to learn how to post to the C-MOOR Academy Discussion Forum. This forum will be the primary place for students, their instructors, and experts to communicate about the student’s research project, professional development opportunities, and more.

### 1.4.2 Learning Objectives

1. Learn how to post to a discourse community.
2. Examine the differences between private and public discourse categories.

### 1.4.3 Introduction

Before beginning this assignment, you should have already made an account on the C-MOOR Academy Discussion Forum and been added to the course Category by your instructor. Within the C-MOOR community, you will find Categories, which can be either private or public. In this course we will use both. In our private category, students can talk to each other and their instructor and their conversations will not be publicly available. In the public category, students’ posts will be visible on the web. The value of public discourse communities is that you might get responses by experts that you do not know. In this assignment, students will post to both a public and private Category within the Community.

### 1.4.4 Activity 1 - Create a Topic in a Private Category

*Estimated time: 20 min*

#### 1.4.4.1 Instructions

1. Visit the C-MOOR Academy Discussion Forum (help.c-moor.org) and log in.
2. It is a good idea to bookmark this page so that you can easily access it throughout the course.
3. Read through the categories in the C-MOOR Academy Discussion Forum. Notice that some categories (at least one) have a lock next to them. This is a Private category, only visible to you, your classmates and your instructor. If you cannot see your course’s private category when you log in, email your instructor so that they can add you.
4. Click on the private category that belongs to your class: Spring 2025. In this private channel, we will add a “New Topic” in which you can introduce yourself to the class.
5. This first post will be an introduction to your class, including a bit about you and a photo.
   1. Tell your group about yourself. Answer the following questions.
   2. What is your name?
   3. Why did you decide to take this class? What are you excited to learn about this semester?
   4. Tell us one thing you like to do outside of school and work.
   5. Include a photo:.
   6. Selfie: if you would like, post a photo of yourself.
   7. Unselfie: or post a photo of something else. Maybe something that you feel represents your life right now, or a picture of something you love. A pet maybe. Just make sure it tells us something about you.
6. Play around with the platform to personalize your post. As you can see in the discourse topic, you can add emojis, upload images, embed content, etc. These features appear in plain text as you’re typing, but you can see a preview of your post on the right. For your first few posts you may see a Welcome Box on the right instead, you can close this to see the preview. Once you have posted a few times, the Welcome Box will stop appearing.
7. When you are done, click “Create Topic” and it will post for the class to see.
8. If other students have posted their introductions, read them and leave a couple replies. This is a discussion platform after all!

#### 1.4.4.2 Resources

* [C-MOOR Academy Discussion Forum](https://help.c-moor.org)
* [How to add a bookmark in Chrome](https://support.google.com/chrome/answer/188842?co=GENIE.Platform%3DDesktop&hl=en)
* [Discourse New User Guide](https://meta.discourse.org/t/discourse-new-user-guide/96331)

### 1.4.5 Activity 2 - Reply to a Topic in a Public Category

*Estimated time: 10 min*

#### 1.4.5.1 Instructions

1. Navigate back to the C-MOOR Academy Discussion Forum front page.
2. Click on the “Breakroom” Category. This is an informal category where we can chat about non-science related topics.
3. Look for a topic called “Enduring a Snow Storm” Click on the topic.
4. Read the topic and then click “Reply”.
5. The same box will pop up as you used to to post a topic earlier.
6. Write a reply to the topic.
7. When you are finished click “Reply” to post.

#### 1.4.5.2 Resources

* [C-MOOR Academy Discussion Forum](https://help.c-moor.org)
* [Discourse New User Guide](https://meta.discourse.org/t/discourse-new-user-guide/96331)

#### 1.4.5.3 Grading Criteria

* Submit URL to your Private Category Topic on Canvas

#### 1.4.5.4 Footnotes

**Contributions and Affiliations**

* Katherine Cox, Johns Hopkins University
* Valeriya Gaysinskaya, Johns Hopkins University
* Frederick Tan, Johns Hopkins University
* Stephanie Coffman, Clovis Community College

Last Revised: January 2025

# 2 Scientific Literature

## 2.1 Lecture: What’s in Your XYZ?

[Slides” What’s in Your XYZ?](https://docs.google.com/presentation/d/1ph3LFw6i_mtv6ZJXssTf0-im7PhgV4FRJslDG0ICCws/edit?usp=sharing)

## 2.2 Activity: Taxonomy Profiling Spreadsheet

### 2.2.1 Purpose

First hands-on experience with real data! Compare kraken2 output for [Zymo Gut Microbiome Standard](https://www.zymoresearch.com/products/zymobiomics-gut-microbiome-standard?srsltid=AfmBOoqP_zq131c2GTidPCM0j6yA3JFcGQ0haUNu1jAJI9RQ9qsXLYSF) and [Zymo Human Fecal Reference](https://files.zymoresearch.com/protocols/d6323-zymobiomics_fecal_reference_protocol.pdf). Introduce concepts of taxa and relationships, begin forming data analysis goals like comparing how many species, most abundant species, etc. See accompanying [slides](http://docs.google.com/presentation/d/16lpgWFU6jzh-e7HuwXLHmUFpsnE8NreMzL-nTn8cJVk).

### 2.2.2 Learning Objectives

1. Explore taxonomy with Kraken 2 taxonomic assignment output.
2. Compare and contrast taxonomy between Zymo Gut Microbiome Standard and Zymo Human Fecal Reference.

### 2.2.3 Introduction

Metagenomics is the direct analysis of the genomes through genome sequencing of an environmental sample (soil, water, gut, etc). The purpose of the taxonomic classification of metagenomic sequences is to catalogue, classify and identify the species inhabiting a given environment. In the process, new species may get identified! After sampling, DNA extraction, DNA sequencing and genome assembly, genome annotation is used to assign taxonomy to the sequenced sample DNA. Here is where the Kraken 2 tool comes in; Kraken 2 is a taxonomic classification tool which assigns taxonomy to sequencing reads.

### 2.2.4 Activity 1 – Explore Zymo Gut Standard Metagenomic Diversity

*Estimated time: 25 min*

#### 2.2.4.1 Instructions

Perform the activity below and answer the embedded **questions**.

1. Access tax-data-gut.tsv and open with Google Sheets.
2. <http://drive.google.com/file/d/1vL6adVIrqxpONbae8rUsneK3tbdCpmR->
3. Identify what information is provided in columns of the tax-data-gut taxonomy file.
4. Col A = Counts
5. Cols B-H correspond to taxonomic ranks k(Kingdom), p(Phylum), c(Class), o(Order), f(Family), g(Genus) and s(Species)
6. Each row corresponds to a different taxa. There are 153 taxa that were classified for this sample.
7. Create a header row and enter column information.
8. Evaluate what proportion of data was taxonomically classified.
9. Insert a new column A; we will use this temporary column for calculations, so you can name this column “Calculations”.
10. In e.g. cell A2, calculate the sum of all reads observed in the gut std sample.

| **How many total counts are there?** |
| --- |
|  |

* 1. In e.g. cell A3, determine the percentage of unclassified reads.

| **What percentage of reads are unclassified?** |
| --- |
|  |

* 1. In e.g. cell A4, determine the percentage of classified reads.

| **What percentage of reads are classified?** |
| --- |
|  |

1. Identify abundant taxa (those at >1%)
   1. Select columns B through I
   2. In the Data menu, select “Sort range by column B (Z to A)”
   3. Insert a new column C; we will use this temporary column for calculations; you can name this column “% abundance”.
   4. In new column C, calculate % abundance for each row by dividing each count value by the total number of reads and multiplying by 100.
   5. Quantify abundant taxa.

| **How many abundant taxa (at >1%) do you observe?** |
| --- |
|  |

* 1. In new column D copy the lower taxonomic rank identified for the abundant species, and paste results in a table below:

| **% abundance** | Taxonomy |
| --- | --- |
| 20.1 | s\_\_Faecalibacterium\_prausnitzii |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Overall compare your results with the expected taxa and abundance for [Zymo gut standard documentation](https://www.zymoresearch.com/products/zymobiomics-gut-microbiome-standard?srsltid=AfmBOor0X27Jf1gfXVmyGu5nZq3M6fx6OJXdEc0t6rqSRBPww2qeY-Yd)?

* Note, the Kraken2 output does not distinguish different *E. coli* strains, so just combine them all into a single *E. coli group*!

| **How do your results overall compare with the expected taxa and % abundance from Zymo gut standard?** |
| --- |
|  |

1. Calculate ‘Low abundance’ for < 1% abundant taxa by adding together taxa at <1%.

| **What percentage of reads are classified in a low abundance taxa?** |
| --- |
|  |

1. Create a barplot of % abundance for your 12 abundant taxa via Insert Chart.

| **Paste your barplot of % abundance for the 12 most abundant taxa** |
| --- |
|  |

## 2.3 Activity: A short introduction to Galaxy

## 2.4 Homework: Pre-lab: Scientific Literature

### 2.4.1 Purpose

Obtain a high level overview of metagenomics by reading R.D. Sleator, C. Shortall, and C. Hill. Metagenomics. Letters in Applied Microbiology. 2008 Nov;47(5):361-6. [(pubmed.gov/19146522)](http://pubmed.gov/19146522)

### 2.4.2 Learning Objectives

* Read a review paper that summarizes the field of metagenomics.
* Broadly understand the scope of the review and the gaps in the field.

### 2.4.3 Introduction

The vast majority of all micro-organisms on Earch remain uncultured [(K.G. Lloyd et al, 2019)](https://journals.asm.org/doi/10.1128/msystems.00055-18). Additionally, in complex environments like soil and water, most micro-organisms remain unidentified [(M. Delgado-Baquerizo, 2019)](https://doi.org/10.1038/s41396-019-0405-0). The field of metagenomics is a culture-independend approach which aims to remedy these gaps in knowledge [(J. Handelsman, 2004)](https://pubmed.ncbi.nlm.nih.gov/15590779/). Metagenomics is the study of genomic (sequencing) data obtained directly from environmental (and other, e.g. clinical) samples and provides new meaningful information on the diversity and function of microorganisms.

### 2.4.4 Activity

*Estimated time: 50 min*

#### 2.4.4.1 Instructions

Read the review paper “Metagenomics” by Sleator, Shortall, and Hill, 2008 Lett Appl Microbiol and answer the following questions.

#### 2.4.4.2 Questions

1. What is one thing you learned or find interesting in the paper?
2. Define a term that is new to you (e.g. metagenome, microbiome, 16S rRNA).
3. Ask a question about the review paper.

#### 2.4.4.3 Grading Criteria

Download as Microsoft Word (.docx) and upload on Canvas

### 2.4.5 Footnotes

**Resources**

[Google Doc](https://docs.google.com/document/d/1-ruTySaAnSE-_5d6_LTdre4UmmUAx6TxMrTYBW-f3jQ/edit?usp=sharing)

**Contributions and Affiliations**

* Valeriya Gaysinskaya, Johns Hopkins University
* Frederick Tan, Johns Hopkins University

## 2.5 Discussion: Scientific Literature Prelab

## 2.6 Lecture: Scientific Literature

## 2.7 Homework: Scientific Literature Activity

### 2.7.1 Purpose

Examine research on metagenomic diversity by reading Xue, *et al*. Metagenome sequencing and 103 microbial genomes from ballast water and sediments. Scientific Data.2023 Aug 10;10(1):536. [(pubmed.gov/37563185)](https://pubmed.ncbi.nlm.nih.gov/37563185/)

### 2.7.2 Learning Objectives

* Understand the purpose and experimental setup of the paper
* Understand the presented evidence (Figures and Tables) of the paper

### 2.7.3 Introduction

Understanding microbial composition and diversity in different environments is critical for assessing the benefits and threats of the bacterial community in that environment. In the publication by [Xue, et al. 2023](https://pubmed.ncbi.nlm.nih.gov/37563185/), the authors study microbial diversity in the ballast-tank water from two ships, with the idea that such a unique and isolated water environment may select for specific microbes. Luckily in their research they don’t find bacterium *Vibrio cholerae*, but that is exactly what they would find in the ballast water of cargo ships if they did the analysis during the cholera pandemic(s) of the 1800s.

### 2.7.4 Activity

*Estimated time: 90 min*

#### 2.7.4.1 Instructions

Based on the study by Xue, et al.2023, answer the following questions. The main text of the paper and the supplement can be found below, in the ‘Resources’ section of this assignment.

#### 2.7.4.2 Overview of the Paper (in class)

Determine the main objectives and purpose of the paper. Read the Abstract and the introduction with your group.

1. What is the purpose of this study?
2. What is the hypothesis in this study?
3. Describe the knowledge gap. In essence, what did the scientific community not know that this study was trying to answer?

#### 2.7.4.3 Methods (in class and homework)

1. Discuss how many and what samples were used for this study? Are there any replicates?
2. Discuss some methods used in this paper.
3. Discuss steps authors used to ensure their data is available to the public.

#### 2.7.4.4 Figures (in class and Homework)

**Methods.** How did the researchers test their hypothesis? Explain in your own words the methods in each figure.

| Figure | Methods |
| --- | --- |
| Fig. 1B | in class |
| Fig. 1C | in class |
| Fig. 2 | homework |
| Fig. 3A | homework |
| Fig. 3B | homework |
| Fig. 3C | homework |

### 2.7.5 Results (in class and Homework)

**Results.** What are the main findings from each figure?

| Figure | Main Findings |
| --- | --- |
| Fig. 1B | in class |
| Fig. 1C | in class |
| Fig. 2 | homework |
| Fig. 3A | homework |
| Fig. 3B | homework |
| Fig. 3C | homework |

#### 2.7.5.1 Conclusions (Homework)

1. Read the discussion section. What were the main conclusions the authors made in this study?
2. Do the figures agree with their conclusion?

#### 2.7.5.2 Future Directions (Homework)

1. Scientific work builds on previous studies. What do you believe could be the next step to further the work these researchers did?

* What follow-up question(s) do you have for the authors?

1. What is the impact of this research area in general (or this study in particular?)

* Do you believe further research in this area may benefit society? Can we build on what this study found?
* Do you think there are risks associated with such studies?

### 2.7.6 Grading Criteria

* Download as Microsoft Word (.docx) and upload on Canvas.

### 2.7.7 Footnotes

**Resources**

[Google Doc](https://docs.google.com/document/d/1kKnvMGq8jBfwKzC7W5YEJ7CtTgFNahAaDfV3LNknznM/edit?usp=sharing)

**Contributions and Affiliations**

* Valeriya Gaysinskaya, Johns Hopkins University
* Frederick Tan, Johns Hopkins University

## 2.8 Presentation: Scientific Literature Activity

# 3 Microbial Genomes

# 4 Taxonomy Profiling

# About the Authors

These credits are based on our [course contributors table guidelines](https://www.ottrproject.org/more_features.html#giving-credits-to-contributors).

| Credits | Names |
| --- | --- |
| **Pedagogy** |  |
| Lead Content Instructor(s) | [FirstName LastName](link%20to%20personal%20website) |
| Lecturer(s) (include chapter name/link in parentheses if only for specific chapters) - make new line if more than one chapter involved | Delivered the course in some way - video or audio |
| Content Author(s) (include chapter name/link in parentheses if only for specific chapters) - make new line if more than one chapter involved | If any other authors besides lead instructor |
| Content Contributor(s) (include section name/link in parentheses) - make new line if more than one section involved | Wrote less than a chapter |
| Content Editor(s)/Reviewer(s) | Checked your content |
| Content Director(s) | Helped guide the content direction |
| Content Consultants (include chapter name/link in parentheses or word “General”) - make new line if more than one chapter involved | Gave high level advice on content |
| Acknowledgments | Gave small assistance to content but not to the level of consulting |
| **Production** |  |
| Content Publisher(s) | Helped with publishing platform |
| Content Publishing Reviewer(s) | Reviewed overall content and aesthetics on publishing platform |
| **Technical** |  |
| Course Publishing Engineer(s) | Helped with the code for the technical aspects related to the specific course generation |
| Template Publishing Engineers | [Candace Savonen](https://www.cansavvy.com/), [Carrie Wright](https://carriewright11.github.io/), [Ava Hoffman](https://www.avahoffman.com/) |
| Publishing Maintenance Engineer | [Candace Savonen](https://www.cansavvy.com/) |
| Technical Publishing Stylists | [Carrie Wright](https://carriewright11.github.io/), [Ava Hoffman](https://www.avahoffman.com/), [Candace Savonen](https://www.cansavvy.com/) |
| Package Developers ([ottrpal](https://github.com/jhudsl/ottrpal)) [Candace Savonen](https://www.cansavvy.com/), [John Muschelli](https://johnmuschelli.com/), [Carrie Wright](https://carriewright11.github.io/) |  |
| **Art and Design** |  |
| Illustrator(s) | Created graphics for the course |
| Figure Artist(s) | Created figures/plots for course |
| Videographer(s) | Filmed videos |
| Videography Editor(s) | Edited film |
| Audiographer(s) | Recorded audio |
| Audiography Editor(s) | Edited audio recordings |
| **Funding** |  |
| Funder(s) | Institution/individual who funded course including grant number |
| Funding Staff | Staff members who help with funding |

## ─ Session info ───────────────────────────────────────────────────────────────  
## setting value  
## version R version 4.3.2 (2023-10-31)  
## os Ubuntu 22.04.4 LTS  
## system x86\_64, linux-gnu  
## ui X11  
## language (EN)  
## collate en\_US.UTF-8  
## ctype en\_US.UTF-8  
## tz Etc/UTC  
## date 2025-05-07  
## pandoc 3.1.1 @ /usr/local/bin/ (via rmarkdown)  
##   
## ─ Packages ───────────────────────────────────────────────────────────────────  
## package \* version date (UTC) lib source  
## bookdown 0.41 2024-10-16 [1] CRAN (R 4.3.2)  
## cachem 1.0.8 2023-05-01 [1] RSPM (R 4.3.0)  
## cli 3.6.2 2023-12-11 [1] RSPM (R 4.3.0)  
## devtools 2.4.5 2022-10-11 [1] RSPM (R 4.3.0)  
## digest 0.6.34 2024-01-11 [1] RSPM (R 4.3.0)  
## ellipsis 0.3.2 2021-04-29 [1] RSPM (R 4.3.0)  
## evaluate 0.23 2023-11-01 [1] RSPM (R 4.3.0)  
## fastmap 1.1.1 2023-02-24 [1] RSPM (R 4.3.0)  
## fs 1.6.3 2023-07-20 [1] RSPM (R 4.3.0)  
## glue 1.7.0 2024-01-09 [1] RSPM (R 4.3.0)  
## htmltools 0.5.7 2023-11-03 [1] RSPM (R 4.3.0)  
## htmlwidgets 1.6.4 2023-12-06 [1] RSPM (R 4.3.0)  
## httpuv 1.6.14 2024-01-26 [1] RSPM (R 4.3.0)  
## knitr 1.48 2024-07-07 [1] CRAN (R 4.3.2)  
## later 1.3.2 2023-12-06 [1] RSPM (R 4.3.0)  
## lifecycle 1.0.4 2023-11-07 [1] RSPM (R 4.3.0)  
## magrittr 2.0.3 2022-03-30 [1] RSPM (R 4.3.0)  
## memoise 2.0.1 2021-11-26 [1] RSPM (R 4.3.0)  
## mime 0.12 2021-09-28 [1] RSPM (R 4.3.0)  
## miniUI 0.1.1.1 2018-05-18 [1] RSPM (R 4.3.0)  
## pkgbuild 1.4.3 2023-12-10 [1] RSPM (R 4.3.0)  
## pkgload 1.3.4 2024-01-16 [1] RSPM (R 4.3.0)  
## profvis 0.3.8 2023-05-02 [1] RSPM (R 4.3.0)  
## promises 1.2.1 2023-08-10 [1] RSPM (R 4.3.0)  
## purrr 1.0.2 2023-08-10 [1] RSPM (R 4.3.0)  
## R6 2.5.1 2021-08-19 [1] RSPM (R 4.3.0)  
## Rcpp 1.0.12 2024-01-09 [1] RSPM (R 4.3.0)  
## remotes 2.4.2.1 2023-07-18 [1] RSPM (R 4.3.0)  
## rlang 1.1.4 2024-06-04 [1] CRAN (R 4.3.2)  
## rmarkdown 2.25 2023-09-18 [1] RSPM (R 4.3.0)  
## sessioninfo 1.2.2 2021-12-06 [1] RSPM (R 4.3.0)  
## shiny 1.8.0 2023-11-17 [1] RSPM (R 4.3.0)  
## stringi 1.8.3 2023-12-11 [1] RSPM (R 4.3.0)  
## stringr 1.5.1 2023-11-14 [1] RSPM (R 4.3.0)  
## urlchecker 1.0.1 2021-11-30 [1] RSPM (R 4.3.0)  
## usethis 2.2.3 2024-02-19 [1] RSPM (R 4.3.0)  
## vctrs 0.6.5 2023-12-01 [1] RSPM (R 4.3.0)  
## xfun 0.48 2024-10-03 [1] CRAN (R 4.3.2)  
## xtable 1.8-4 2019-04-21 [1] RSPM (R 4.3.0)  
## yaml 2.3.8 2023-12-11 [1] RSPM (R 4.3.0)  
##   
## [1] /usr/local/lib/R/site-library  
## [2] /usr/local/lib/R/library  
##   
## ──────────────────────────────────────────────────────────────────────────────

# References