Course Name

May 06, 2025

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# 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

##### 1.2.2.4.1 Resources

* Google doc

##### 1.2.2.4.2 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.
6. Tell your group about yourself. Answer the following questions.
7. What is your name?
8. Why did you decide to take this class? What are you excited to learn about this semester?
9. Tell us one thing you like to do outside of school and work.
10. Include a photo:.
11. Selfie: if you would like, post a photo of yourself.
12. 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.
13. 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.
14. When you are done, click “Create Topic” and it will post for the class to see.
15. 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 A new chapter

If you haven’t yet read the getting started Wiki pages; [start there](https://www.ottrproject.org/getting_started.html).

To see the rendered version of this chapter and the rest of the template, see here: <https://jhudatascience.org/OTTR_Template/>.

Every chapter needs to start out with this chunk of code:

## 2.1 Learning Objectives

Every chapter also needs Learning objectives that will look like this:

This chapter will cover:

* {You can use <https://tips.uark.edu/using-blooms-taxonomy/> to define some learning objectives here}
* {Another learning objective}

## 2.2 Libraries

For this chapter, we’ll need the following packages attached:

\*Remember to add [any additional packages you need to your course’s own docker image](https://github.com/jhudsl/OTTR_Template/wiki/Using-Docker#starting-a-new-docker-image).

library(magrittr)

## 2.3 Topic of Section

You can write all your text in sections like this, using ## to indicate a new header. you can use additional pound symbols to create lower levels of headers.

See [here](https://www.rstudio.com/wp-content/uploads/2015/02/rmarkdown-cheatsheet.pdf) for additional general information about how you can format text within R Markdown files. In addition, see [here](https://pandoc.org/MANUAL.html#pandocs-markdown) for more in depth and advanced options.

### 2.3.1 Subtopic

Here’s a subheading (using three pound symbols) and some text in this subsection!

## 2.4 Code examples

You can demonstrate code like this:

output\_dir <- file.path("resources", "code\_output")  
if (!dir.exists(output\_dir)) {  
 dir.create(output\_dir)  
}

And make plots too:

hist\_plot <- hist(iris$Sepal.Length)



You can also save these plots to file:

png(file.path(output\_dir, "test\_plot.png"))  
hist\_plot

## $breaks  
## [1] 4.0 4.5 5.0 5.5 6.0 6.5 7.0 7.5 8.0  
##   
## $counts  
## [1] 5 27 27 30 31 18 6 6  
##   
## $density  
## [1] 0.06666667 0.36000000 0.36000000 0.40000000 0.41333333 0.24000000 0.08000000  
## [8] 0.08000000  
##   
## $mids  
## [1] 4.25 4.75 5.25 5.75 6.25 6.75 7.25 7.75  
##   
## $xname  
## [1] "iris$Sepal.Length"  
##   
## $equidist  
## [1] TRUE  
##   
## attr(,"class")  
## [1] "histogram"

dev.off()

## png   
## 2

## 2.5 Image example

How to include a Google slide. It’s simplest to use the ottrpal package:



But if you have the slide or some other image locally downloaded you can also use HTML like this:

## 2.6 Video examples

You may also want to embed videos in your course. If alternatively, you just want to include a link you can do so like this:

Check out this [link to a video](https://www.youtube.com/embed/VOCYL-FNbr0) using markdown syntax.

### 2.6.1 Using knitr

To embed videos in your course, you can use knitr::include\_url() like this: Note that you should use echo=FALSE in the code chunk because we don’t want the code part of this to show up. If you are unfamiliar with [how R Markdown code chunks work, read this](https://rmarkdown.rstudio.com/lesson-3.html).

## `google-chrome`, `chromium-browser` and `chrome` were not found. Try setting the `CHROMOTE\_CHROME` environment variable to the executable of a Chromium-based browser, such as Google Chrome, Chromium or Brave or adding one of these executables to your PATH.

### 2.6.2 Using HTML

## 2.7 File examples

You can again use simple markdown syntax to just include a link to a file like so:

Alternatively you can embed files like PDFs.

### 2.7.1 Using knitr

### 2.7.2 Using HTML

## 2.8 Website Examples

Yet again you can use a link to a website like so:

[A Website](https://yihui.org)

You might want to have users open a website in a new tab by default, especially if they need to reference both the course and a resource at once.

[A Website](https://yihui.org)

Or, you can embed some websites.

### 2.8.1 Using knitr

This works:

### 2.8.2 Using HTML

If you’d like the URL to show up in a new tab you can do this:

<a href="https://www.linkedin.com" target="\_blank">LinkedIn</a>

## 2.9 Citation examples

We can put citations at the end of a sentence like this ([Allaire et al. 2021](#ref-rmarkdown2021)). Or multiple citations Xie, Allaire, and Grolemund ([2018](#ref-Xie2018)).

but they need a ; separator ([Allaire et al. 2021](#ref-rmarkdown2021); [Xie, Allaire, and Grolemund 2018](#ref-Xie2018)).

In text, we can put citations like this Allaire et al. ([2021](#ref-rmarkdown2021)).

## 2.10 Stylized boxes

Occasionally, you might find it useful to emphasize a particular piece of information. To help you do so, we have provided css code and images (no need for you to worry about that!) to create the following stylized boxes.

You can use these boxes in your course with either of two options: using HTML code or Pandoc syntax.

### 2.10.1 Using rmarkdown container syntax

The rmarkdown package allows for a different syntax to be converted to the HTML that you just saw and also allows for conversion to LaTeX. See the [Bookdown](https://bookdown.org/yihui/rmarkdown-cookbook/custom-blocks.html) documentation for more information ([Xie, Dervieux, and Riederer 2020](#ref-Xie2020)). Note that Bookdown uses Pandoc.

::: {.notice}  
Note using rmarkdown syntax.  
  
:::

Note using rmarkdown syntax.

As an example you might do something like this:

Please click on the subsection headers in the left hand navigation bar (e.g., 2.1, 4.3) a second time to expand the table of contents and enable the scroll\_highlight feature ([see more](introduction.html#scroll-highlight))

### 2.10.2 Using HTML

To add a warning box like the following use:

<div class = "notice">  
Followed by the text you want inside  
</div>

This will create the following:

Followed by the text you want inside

Here is a <div class = "warning"> box:

Note text

Here is a <div class = "github"> box:

GitHub text

Here is a <div class = "dictionary"> box:

dictionary text

Here is a <div class = "reflection"> box:

reflection text

Here is a <div class = "wip"> box:

This section is a **Work in Progress**.

## 2.11 Dropdown summaries

You can hide additional information in a dropdown menu

Here’s more words that are hidden.

## 2.12 Print out session info

You should print out session info when you have code for [reproducibility purposes](https://jhudatascience.org/Reproducibility_in_Cancer_Informatics/managing-package-versions.html).

devtools::session\_info()

## ─ 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 2025-05-06  
## pandoc 3.1.1 @ /usr/local/bin/ (via rmarkdown)  
##   
## ─ Packages ───────────────────────────────────────────────────────────────────  
## package \* version date (UTC) lib source  
## askpass 1.2.0 2023-09-03 [1] RSPM (R 4.3.0)  
## 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)  
## chromote 0.3.1 2024-08-30 [1] CRAN (R 4.3.2)  
## cli 3.6.2 2023-12-11 [1] RSPM (R 4.3.0)  
## curl 5.2.0 2023-12-08 [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)  
## dplyr 1.1.4 2023-11-17 [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)  
## fansi 1.0.6 2023-12-08 [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)  
## generics 0.1.3 2022-07-05 [1] RSPM (R 4.3.0)  
## glue 1.7.0 2024-01-09 [1] RSPM (R 4.3.0)  
## highr 0.11 2024-05-26 [1] CRAN (R 4.3.2)  
## hms 1.1.3 2023-03-21 [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)  
## httr 1.4.7 2023-08-15 [1] RSPM (R 4.3.0)  
## janitor 2.2.0 2023-02-02 [1] RSPM (R 4.3.0)  
## jsonlite 1.8.8 2023-12-04 [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)  
## lubridate 1.9.3 2023-09-27 [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)  
## openssl 2.1.1 2023-09-25 [1] RSPM (R 4.3.0)  
## ottrpal 1.3.0 2024-10-23 [1] Github (jhudsl/ottrpal@2e19782)  
## pillar 1.9.0 2023-03-22 [1] RSPM (R 4.3.0)  
## pkgbuild 1.4.3 2023-12-10 [1] RSPM (R 4.3.0)  
## pkgconfig 2.0.3 2019-09-22 [1] RSPM (R 4.3.0)  
## pkgload 1.3.4 2024-01-16 [1] RSPM (R 4.3.0)  
## processx 3.8.3 2023-12-10 [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)  
## ps 1.7.6 2024-01-18 [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)  
## readr 2.1.5 2024-01-10 [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)  
## rprojroot 2.0.4 2023-11-05 [1] CRAN (R 4.3.2)  
## 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)  
## snakecase 0.11.1 2023-08-27 [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)  
## tibble 3.2.1 2023-03-20 [1] CRAN (R 4.3.2)  
## tidyselect 1.2.0 2022-10-10 [1] RSPM (R 4.3.0)  
## timechange 0.3.0 2024-01-18 [1] RSPM (R 4.3.0)  
## tzdb 0.4.0 2023-05-12 [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)  
## utf8 1.2.4 2023-10-22 [1] RSPM (R 4.3.0)  
## vctrs 0.6.5 2023-12-01 [1] RSPM (R 4.3.0)  
## webshot2 0.1.1 2023-08-11 [1] CRAN (R 4.3.2)  
## websocket 1.4.2 2024-07-22 [1] CRAN (R 4.3.2)  
## xfun 0.48 2024-10-03 [1] CRAN (R 4.3.2)  
## xml2 1.3.6 2023-12-04 [1] RSPM (R 4.3.0)  
## 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  
##   
## ──────────────────────────────────────────────────────────────────────────────

# 2.1 Pre-lab: Scientific Literature

## 2.1.1 Purpose, Learning Objectives and Introduction

### 2.1.1-1 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)

### 2.1.1-2 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.

### 2.1.1-3 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.

## 2.1.2 Activity

*Estimated time: 50 min*

### 2.1.2-1 Instructions

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

### 2.1.2-2 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.

### 2.1.2-3 Grading Criteria

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

## 2.1.3 Footnotes

### 2.1.3-1 Resources

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

### 2.1.3-2 Contributions and Affiliations

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

# 3 2.3 Lab Activity: Scientific Literature

## 3.1 2.3.1 Purpose, Learning Objectives and Introduction

### 3.1.1 2.3.1-1 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/)

### 3.1.2 2.3.1-2 Learning Objectives

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

### 3.1.3 2.3.1-3 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.

## 3.2 2.3.2 Activity

*Estimated time: 90 min*

### 3.2.1 2.3.2-1 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.

### 3.2.2 2.3.2-2 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?

### 3.2.3 2.3.2-3 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.

### 3.2.4 2.3.2-4 Figures (in class and Homework)

# Load the knitr package  
library(knitr)  
  
# Create a simple data frame  
df1 <- data.frame(  
 Figure = c("Fig. 1B", "Fig. 1C", "Fig.2", "Fig. 3A", "Fig. 3B", "Fig. 3C"),  
 Method = c("In class", "In class", "Homework", "Homework", "Homework", "Homework")  
)  
  
# Generate a Markdown table  
kable(df1, align = "c")

| Figure | Method |
| --- | --- |
| Fig. 1B | In class |
| Fig. 1C | In class |
| Fig.2 | Homework |
| Fig. 3A | Homework |
| Fig. 3B | Homework |
| Fig. 3C | Homework |

### 3.2.5 2.3.2-5 Results (in class and Homework)

# Load the knitr package  
library(knitr)  
  
# Create a simple data frame  
df2 <- data.frame(  
 Figure = c("Fig. 1B", "Fig. 1C", "Fig. 2", "Fig. 3A", "Fig. 3B", "Fig. 3C"),  
 Result = c("In class", "In class", "Homework", "Homework", "Homework", "Homework")  
)  
  
# Generate a Markdown table  
kable(df2, align = "c")

| Figure | Result |
| --- | --- |
| Fig. 1B | In class |
| Fig. 1C | In class |
| Fig. 2 | Homework |
| Fig. 3A | Homework |
| Fig. 3B | Homework |
| Fig. 3C | Homework |

### 3.2.6 2.3.2-6 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?

### 3.2.7 2.3.2-7 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?

## 3.3 2.3.3 Grading Criteria

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

## 3.4 2.3.4 Footnotes

### 3.4.1 2.3.4-1 Resources

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

### 3.4.2 2.3.4-2 Contributions and Affiliations

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

# 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 |
| --- | --- |
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| 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 |
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| **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 |
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| **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 2025-05-06  
## 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

Allaire, JJ, Yihui Xie, Jonathan McPherson, Javier Luraschi, Kevin Ushey, Aron Atkins, Hadley Wickham, Joe Cheng, Winston Chang, and Richard Iannone. 2021. *Rmarkdown: Dynamic Documents for r*. <https://github.com/rstudio/rmarkdown>.

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