

BIMM 120: Microbiology, Winter 2024

Lecture Tu & Th 11:00a–12:20p, SOLIS 107

Discussion Section Th 3:00p–3:50p, Zoom

Instructor: James Golden, PhD

BIMM 120. Microbiology (4)

A discussion of the structure, growth, physiology, molecular genetics, genomics, and ecology of prokaryotic microorganisms, with emphasis on the genetic and metabolic diversity of bacteria and archaea and their interactions with hosts and the environment. **Prerequisites:** BILD 3 and BIBC 100 or BIBC 102 or CHEM 114A or CHEM 114B and BIMM 100.

General Prerequisites: To do well in BIMM 120, students should have a strong background in general biology and organic chemistry. Students should know sophomore-level cell biology, molecular biology, genetics, and evolution. Some students may find it useful to review basic information on organic chemistry, biochemistry, and cell biology in the textbook Appendix.

Class Schedule (approximate)

Put midterm and final exams on your calendar. Drop conflicting courses.

Week # or Date	Lecture Number & Topic	Readings*
1	Class Introduction, Microbial Life	Syllabus, Chapter 1
2	Origins and Evolution	Chapter 17
2	Food and Industrial Microbiology	Chapter 16
3	Human Microbiota and Innate Immunity	Chapter 23
3	Microscopy	Chapter 2
4	Microscopy	Chapter 2
4	Cell Structure & Function of bacteria	Chapter 3
5	Growth & Development of bacteria	Chapter 3 & 4
5	Growth & Development of bacteria	Chapter 4
6–Tu, Feb 13	MIDTERM EXAM	Weeks 1-5 (40 MC questions)
6	Environmental influences and control of growth	Chapter 5
7	Bacterial viruses (bacteriophage)	Chapter 6
8	Genomes of bacteria	Chapter 7
8	Gene expression in bacteria	Chapter 8
Sun, Mar 3	Homework Assignment due 11:59pm	Research paper
9	Bacterial Genetics	Chapter 9
10	Regulation in bacteria	Chapter 10
Th, Mar 21	FINAL EXAM 11:30a–2:29p, TBA	Weeks 6-10 (40 MC questions) and comprehensive (20 MC questions) = 60 total questions

***Readings.** Readings including text, figures & figure legends, tables, and assigned Special Topics. **A separate document on Canvas specifies which textbook chapter sections to read.**

Instructor: Dr. James Golden

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Email: jwgolden@ucsd.edu (Please put BIMM120 in the subject. Please use my UCSD email rather than messages in Canvas.) Please email the instructor for any course administration

issues. Course content questions are best answered at the IA Zoom discussion section, IA office hours, and the instructor's office hours.

Instructor office hours: in-person after each class Tu & Th; in-person Tu 2:00p–3:00p; or by appointment in-person or by zoom (just call or send email with suggested times to meet).

Lectures: Lecture PowerPoint presentation files will be on **Canvas** and the lectures will be **podcasted** at <http://podcast.ucsd.edu/> (however technical problems sometimes cause podcasts to fail).

Class web site: Canvas at <https://canvas.ucsd.edu/>

The “**Modules**” section contains links to the syllabus, lecture presentations, last year's old exams, and the homework assignment including the assigned research paper. The Modules section will also contain links to study materials supplied by the publisher; however, note that these materials are for the entire textbook, which contains much more information than will be covered in this course. *Students are only responsible for learning the assigned readings and the material covered in the class lecture.*

New Financial Aid Requirement: Commencement of Academic Activity. UC San Diego instructors are required to certify whether students have commenced academic activity in order to satisfy the requirement set forth by the U.S. Department of Education (ED). Per the ED, this certification should be done by the end of the second week of instruction. This requirement is satisfied by taking the “quiz” “**First Day Survey: Prior Knowledge #FinAid**” on Canvas. Your responses are private and do not impact your grade in this course.

Textbook: Microbiology: An Evolving Science, 5e (or earlier or later editions), Slonczewski, Foster, Zinser (ebook, paperback, or loose-leaf textbook). The textbook contains expanded information and examples that support the class material. To help students get the most out of class lectures, **weekly quizzes will be based on the textbook readings for upcoming lectures.** Older editions of the textbook are okay, or even a different textbook or free online information, but students are responsible for correlating the information with the lecture material (which will be based on the 5e edition of the textbook). The ebook has study tools, such as animations and quiz questions, that some students find useful.

There are many websites related to microbiology, here is 1 example:

ASM, American Society for Microbiology: <http://www.asm.org/>

The IA-led Zoom discussion section and office hours are provided to help you learn course material. Use them for review and questions about homework assignments, exams, etc. Attending the discussion section each week is *highly recommended*. IAs will review class material, answer questions, review for exams, and answer questions about the homework assignment. **Office hours start the second week** of classes.

Discussion Section:

Section	Day & Time	Location
A01	Th 3:00p - 3:50p	RCLAS Zoom, link on Canvas

Instructional Assistants (IAs)

IA Name	Email	Office Hour	Location
Dylan Turksoy	dturksoy@ucsd.edu	W 2:00p–3:00p	Art of Espresso
Emily Nguyen	emn006@ucsd.edu	M 7:00p–8:00p	Zoom
Katelyn Wei	k1wei@ucsd.edu	Tu 4:00p–6:00p	Blue Pepper

Course grade is based on the following:

7 Quizzes (out of 9 possible), one per week starting week 2, each **due 11:59p Monday night**. The 2 lowest score quizzes are dropped. Quizzes are taken on Canvas and each quiz will have 5 questions worth 2 points each = 10 points per quiz, **70 points** total for best 7 quizzes.

1 Midterm exam with 40 questions worth 2 points each, **80 points** total

1 Final exam with 60 questions worth 2 points each, **120 points** total

1 Written Homework assignment worth **30 points**

Total points possible = 70 + 80 + 120 + 30 = **300**.

Standard UCSD Grading Scheme

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Percentage	97.0	94.0	90.0	87.0	84.0	80.0	77.0	74.0	70.0	60.0	<60.0

Calculated percentages are **rounded up** to the next 0.1 percentage. If a grade-scale adjustment (curve) is needed because of lower-than-expected exam scores, the curve will be made after all scores including the final exam scores are available.

There are **no** extra-credit assignments and **no** alternate quizzes or exams. Make sure your classes have **no** exam conflicts.

There are **no** scheduled make-up exams. Make-up exams are decided case-by-case and require a written excuse sent from the student's UCSD email address documenting that the exam was missed because of unavoidable circumstances outside of the student's control. If approved, make-up exams may have multiple choice, short answer, or essay questions. If you miss an exam, **you must contact the Instructor within 24 hours of the missed exam** to determine if you are eligible for scheduling a make-up exam. Missing the final exam will result in an incomplete grade.

Grades must be based on only academic criteria and cannot be changed for individual students for any other reason. To be fair to all students, the instructor cannot change a grade for an individual student for any reason other than academic criteria described in the syllabus.

Do not cheat! Disciplinary steps will be taken when cheating is discovered. University policy dictates that Instructors **must** file a report of suspected academic integrity violations to the University Academic Integrity Office. <https://academicintegrity.ucsd.edu/take-action/report-cheating/index.html>

How to do well in the course:

1. Read the textbook sections covered in lecture **mindfully**. These readings will reinforce the lectures and help you understand the material.
2. Attend or watch lectures **mindfully**. Exam questions will be on topics and information presented in lecture; however, related textbook readings are necessary to fully understand the material. 1 or 2 final exam questions will be related to the homework assignment.
3. Attend discussion section and office hours for review and to ask questions about the lectures and readings.
4. The textbook readings, quizzes, lectures, discussion sections, and exams are designed to enhance student learning by providing repetition of the class material in different formats. By mindfully engaging in each of these, students should feel confident in their knowledge of microbiology for their future endeavors in science, medicine, healthcare, and their own lives.

The students who do best in the course regularly attend lectures and discussion sections, read

the textbook, and review the lectures each week.

Quizzes and Exams:

Quizzes will cover material based on the textbook readings for the next upcoming lectures. **The quiz name on Canvas will specify the covered chapters.** Quizzes will be available for at least **24 hours on Mondays until 11:59pm** (*except week 1, which does not have a quiz*). It is recommended that students complete the assigned reading before Monday to be ready to take the quiz.

Quizzes will be taken remotely online on Canvas, and they are **open book**. Open book for this course means that you can obtain information from the textbook, lecture presentations, your lecture notes, and internet primary sources while taking the quizzes. However, the quizzes **must be your own work** and there **must be NO collusion with other people by any means**. You **cannot** ask others for the answer by any method. Quizzes and exams only sample student's knowledge. As an incentive to learn all the reading material and to deter cheating, scrambled questions will be presented one at a time and are locked after submitting the answer.

Midterm and Final Exams will include questions related to information presented in the lecture and slides, and the related sections of the textbook. 1 or 2 questions on the Final will be related to the homework assignment. Quizzes and exams will consist of **multiple-choice questions with 1 best answer**. Many exam questions will require an *integrated understanding* of the material, not just memorization of facts.

The **Midterm and Final Exams will be taken in-person**. The **Midterm** is taken in the **lecture room** during the normal **lecture time period**. The **Final Exam** will be taken at the time and location announced in the schedule of classes, which will be posted on Canvas.

In-Person Exam Procedures:

You must bring your **student ID** and a **#2 pencil** and **eraser**. **Scantron exam forms will be provided**. **No** calculators, phones, smart watches, or other electronic devices are required or allowed. ALL personal items must be **CLOSED** and placed on the floor **UNDER** your seat. Make sure your phone is turned **OFF** and put away. Once you leave the room, you may **NOT** reenter the room until the exam is over. Students must show their **Student Photo ID** when they **turn in** their completed **Scantron exam form** and **question pages**, which must have their **correct UCSD name and PID – DOUBLE CHECK**.

Students should sign their name and mark their answers on the question pages as a backup for the scantron forms. For the midterm exam, question pages can be viewed at the instructor's office hours. For the final exam, question pages can be viewed by appointment the following quarter.

Advice for taking quizzes and exams. Read the questions and answers carefully. Always choose the **BEST answer** even though it might not be perfect. Unless a question specifically asks about exceptional cases, answer questions based on the **general rule** and not exceptions to the rule. In biology, there are exceptions to almost everything. Answer questions based on information in this class's PowerPoint lectures and textbook. Be careful with variations in nomenclature and information on the internet from unofficial and unverified sites. Be careful with confounding or conflicting information from another class or from your own research experience that might complicate which answer is best. Always choose the answer that is best in the context of this course and textbook.

Homework written assignments (Posted on Canvas):

The homework assignment **questions, answer form**, and the related **research paper** will be posted on Canvas in Modules. Scientific research articles, also called "papers", are the basis for scientific progress and information exchange. Scientists use scientific methods and logic to obtain and interpret data that are presented in these papers. These published ideas, methods,

data, and conclusions are critically analyzed by other scientists who can then repeat and extend the original results. Detailed research papers allow science to be **reproducible**. For students, reading scientific articles is important to understand how logic and the scientific method provide the basis for human knowledge.

For the homework assignment, you will upload a **PDF** file of the completed **Answer Form** to **Gradescope** in Canvas under **Assignments**. You should first read the whole paper quickly without getting bogged down in the details to understand what the paper is about. Then carefully read the sections and figures that are related to the homework assignment to answer the homework questions. You do not need to read all the methods, supporting materials, or appendixes unless they are related to a homework question. Your answers to the homework questions should be entered into the **Answer Form** (Word docx file) and must fit in the answer fields on **1 side of 1 page**, total. The format is single-spaced, 1-inch margins, 12-point Calibri font. Your answer page must have your **Name** and **PID**. You should use a spelling and grammar checker. By the due date and time, a pdf file with homework answers should be **uploaded to Canvas** to provide a **time-stamped** assignment. 5 points per day will be deducted for late homework assignments if the instructor is not contacted to provide a valid excuse.

The IAs **can** help you understand the homework paper at discussion section and office hours, but they **cannot pre-grade** answers. Although the research article may be discussed in the discussion section and with your classmates, you must **write your own homework answers independently**. It is expected that you may need to look up additional information in textbooks or on the web to understand the research articles, but all answers must be **in your own words**. **Do NOT copy or plagiarize the article itself or any other source in your answers**. By submitting a homework assignment, you are certifying that it is exclusively your own work. Homework answers will be checked by **Turnitin.com**. No Chegg or anything similar!

Homework grading will be done using **Gradescope** with a rubric/key developed by the Instructor and IAs to achieve consistent and fair scores for all students. All aspects of the answers, **including logical presentation and spelling/grammar** will be considered for your score. Points will be deducted for including information that is not related to the correct answer because this indicates a lack of understanding. Homework assignments will only be re-graded if there is a clerical error or other mistake with the score. The IAs carefully assign scores for the homework answers, but are not asked to mark corrections or make annotations. A general answer key will be posted on Canvas.

General guidelines for reading scientific research papers:

Research papers are written for people who already know a lot about the subject. You will need to look up information to understand parts of the paper. You should pay attention to the following:

1. Identify the questions being asked in the paper.

The introduction will present background information and often state the questions the research is trying to answer.

2. Identify the main conclusions in the paper.

The main conclusions will be summarized in the abstract and are presented in the discussion/conclusion section. Think about why the conclusions are important.

3. Examine the experiments and data – the heart of research papers.

The experiments and data will be summarized in the abstract and will be presented in the Results sections of the paper. What was the question each experiment was trying to address? What was the experimental design (how did the research experiments try to answer the questions)?

4. For each experiment:

Why was the experiment done – what was the hypothesis being tested? How was the experiment done? Examine the data. Consider the author's conclusion and decide if the conclusions are valid. Decide if proper **experimental controls** were included – if not, the results may not be meaningful. Consider any caveats or concerns raised by the authors about their data. Think about alternative conclusions or explanations for the data — maybe the authors are wrong!

Google "How to Read and Understand a Scientific Paper". For example:

[How to Read and Comprehend Scientific Research Articles - YouTube](https://www.youtube.com/watch?v=t2K6mJkSWoA)

<https://www.youtube.com/watch?v=t2K6mJkSWoA>

How to Read and Understand a Scientific Paper: A Step-by-Step Guide for Non-Scientists

https://www.huffingtonpost.com/jennifer-raff/how-to-read-and-understand-a-scientific-paper_b_5501628.html

Statement on Office for Students with Disabilities (OSD):

To receive accommodation, students must present their "Authorization for Accommodation" (AFA) form provided by the Office for Students with Disabilities (OSD) to the instructor. Extended exam times will overlap with the regular exams and usually start at the same time as the regular exams. If OSD exam times for this course conflict with another class, then this course should **not** be taken. It is the student's responsibility to make sure class and exam schedules for all of their classes do not have any conflicts.

Statement on Academic Integrity:

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The consequences of being caught cheating can be severe.

Information can be found here:

<http://www.ucsd.edu/current-students/academics/academic-integrity/index.html>

Students are expected to do their own work, as outlined in the UCSD Policy on Integrity of Scholarship:

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

Academic misconduct will not be tolerated. Any student who engages in suspicious conduct will be confronted and subjected to the disciplinary process. Cheaters will receive a failing grade on the exam or assignment, and/or in the course. They may also be suspended from UCSD pursuant to University guidelines. (Translation: just don't do it!)

Academic misconduct includes but is not limited to:

1. **Cheating**, such as using "crib notes" or copying answers from another student during the exam.
2. **Plagiarism**, such as using the writings or ideas of another person, either in whole or in part, without proper attribution to the author or the source. Copying anything from any source is plagiarism if the source is not clearly cited. Plagiarism is stealing someone else's ideas and presenting them as your own.
3. **Collusion**, such as engaging in unauthorized collaboration on exams or assignments, completing for another student any part or the whole of an exam or assignment, or procuring, providing or accepting materials that contain questions or answers to an exam or assignment to be given at a subsequent time.