



## CELL BIOLOGY – BIOL 3000 – FALL 2017 (updated 04/12/17)

### Course Description

*“In biology, it is one stupefaction after another...For a while things seemed simple and clear; the cell was a neat little machine, a mechanical device ready for taking to pieces and reassembling, like a tiny watch. But just in the last few years it has become almost imponderably complex, filled with strange parts whose functions are beyond today’s imagining.”*

Lewis Thomas (1913-1993) Physician, cancer researcher and self-described Biology Watcher.  
*Late Night Thoughts on Listening to Mahler’s Ninth Symphony*, 1983

How did cells originate? How can some of our cells remain immortal when we’re not? Why would a cell commit suicide? How do cells know when to divide? Why do cancer cells continuously evolve? What is our current understanding of these fascinating questions (and many more!) and what are the experimental approaches used to answer them? Welcome to Cell Biology.

### Course Objectives

The overall goal of BIOL 3000 is for you to learn to think like an experimental cell biologist. By the end of this course, you will be able to:

1. Describe and explain fundamental cellular processes.
2. Describe and explain how and why complementary molecular, biochemical and genetic experimental approaches are used to analyze diverse cellular processes.
3. Identify the functions and roles of specific proteins and/or small molecules in the context of individual cellular processes and be able to integrate them into complex interconnected pathways.
4. Predict the specific physiological consequences of perturbing the functions of individual components in complex multi-step pathways or processes.
5. Interpret experimental results in order to elucidate a specific cellular process.
6. Apply your understanding of multiple cellular processes to explain various human diseases and the therapeutic options available to treat them.

### Meeting Times and Location

Class: 9:00–9:50 AM MWF Gilmer 130

Discussion Sessions and Exams 1–3: Weds. Sept. 13, Oct. 11, Nov. 8, 7–9 PM Gilmer 130.

**UPDATED** Exam 4, Thurs. Dec. 7, 2–5 PM GIL 130

## Instructor Information

**Mike Wormington**, Associate Professor of Biology. My hometown is Overland Park, Kansas, and I attended the University of Kansas (Go Jayhawks!) where I earned my BA with Honors in Biology and my PhD in Biochemistry. I was an NIH Postdoctoral fellow at the Carnegie Institution for Science, Dept. of Embryology, in Baltimore, MD. I joined the UVa Biology faculty in 1989 and have taught Cell Biology since 1992. My longstanding research interest is the regulation of gene expression during early development. My wife Susan, is the Art Director at UVa's Darden School of Business. Our two daughters and sons-in-law and our three grandchildren keep us busy. What do I do for fun? I'm a Lieutenant Colonel and search and rescue mission pilot and the director of operations for the Virginia wing of the Civil Air Patrol, which is the civilian auxiliary of the US Air Force.

Office: PLSB 206      Phone: 982-5803      email: [ww2t@virginia.edu](mailto:ww2t@virginia.edu)  
Group Office Hours in PLSB 200: 2–4:30 PM Tues. and Thurs. Individual meetings by appointment.

## Graduate Teaching Assistant TBA

### Prerequisites

BIOL 2010 or 2100 (or AP) or BME 2014, and any two of CHEM 1410, 1420, 1610, 1620, 1810, 1820. The premise for this course is that you have completed these prerequisites and are familiar with their concepts and principles. The first three chapters of MCB8E provide an excellent review of pertinent topics covered in both BIOL 2010/2100 and general chemistry, and should be referred to as necessary throughout the entire course.

### Required text for Fall 2017

The required textbook is *Molecular Cell Biol., 8<sup>th</sup> ed., Lodish et al.* (MCB8E). Purchase the least expensive option available to you. Do *not* use previous editions of the text. Many topics and pertinent figures have been significantly revised in MCB8E and most reading assignments will not match those used previously. You will be responsible for material and concepts covered in assigned readings from MCB8E that will not be discussed in class.

### BIOL 3000 Collab Website

The BIOL 3000 Collab Course site is an important resource that you will use. The Resources section will contain pptx files of slides to be presented in class. These will be available for downloading at least two days before we cover the material in class. Note: The information on some slides I show in class may differ from those posted on collab so plan to take notes! Specific reading assignments from MCB8E chapters, supplementary reading material from review articles and primary research papers, and learning objectives (the “big questions”) for each unit of the course will also be posted with the slides. You will receive an email notice when new materials have been posted. The Collab site also contains the movie files shown in class and links to interesting websites.

## Online Homework Assignments “Do or do not. There is no try.” Yoda



The best way to learn cell biology is to do it. Unfortunately, we cannot provide a practical lab experience with BIOL 3000 that allows you to apply what we cover in class. Therefore, the next best option is to give you opportunities to be better prepared for class and to regularly self-assess your understanding of the topics we’re covering *before* you’re tested on your knowledge on each of the four exams. There are two incentives for you to take advantage of the online homework exercises. First, the online homework constitutes **15%** of your final course grade. That alone can make the difference in a letter grade. Second, by doing these exercises, you will be able to assess your understanding of the topics presented in class and adjust your approaches to learning the material so that you’ll perform better on the exams *and* remember the material after the course is over. Each online homework assignment will consist of 5 multiple-choice questions that will assess your understanding of the topics covered in the preceding class. The homework questions are largely derived from the previous two semesters’ exams, but new questions are added each semester. ***This ensures everyone has equal access to old exam questions.*** For the fall 2016 semester, there were 37 homework assignments and two bonus assignments, which were converted to a final total of 75 points. **For fall 2017, there will be several opportunities to gain bonus homework points throughout the semester.** The homework assignments are open book, open note format. Refer to the pertinent material, including the slides, in order to complete each assignment. The questions will variously cover material presented in lectures, the MCB8E text, and any additional assigned reading. You’ll receive an email from Collab when a homework assignment has been posted. Each homework assignment is due 8 AM the following class day (e.g., Mon. homework is due 8 AM Weds. Weds. homework is due 8 AM Fri. & Fri. homework is due 8 AM Mon.). You can log on and off Collab multiple times to complete the homework and there’s no time limit to complete the assignment when you log on. However, you can only submit your answers once. Be sure to save your work! Partially completed assignments will be automatically submitted at 8AM. Missed homework assignments cannot be made up. Answer keys and feedback will be posted at 8:05 AM each due date. There will be no homework assignments due on exam days. ***Homework must be completed and submitted individually. By enrolling in this course, you are affirming on your honor that you have neither received nor given aid while completing the homework assignments. I consider referring to previous year’s exams or working collaboratively to complete homework assignments as receiving aid and therefore constitute an honor offense.*** You’re certainly welcome and encouraged to discuss the assignments and study collaboratively with your classmates *after* the submission deadline, in order to prepare for the exams, but you are required to complete the homework assignments individually and not work with other students while you are doing them. Learning is indeed collaborative, but assessment is necessarily individual.

### Weds. Evening Discussion Sessions

Weds. 7–9 PM GIL 130 *beginning Weds. 8/30*. Attendance is optional, but highly encouraged. The TA will review and clarify topics presented in class, homework questions, and the “Big Questions” provided on the assigned reading associated with each unit. The TA will also answer any specific questions you have.

**UPDATED Exam Schedule** Exams 1, 2, 3; Weds. Sept. 13, Oct. 11, Nov. 8, 7–9 PM GIL 130; **Exam 4, Thurs. Dec. 7 2–5 PM GIL 130.** Although the 4<sup>th</sup> exam has more questions and is worth more points, it is not a comprehensive final. An open "question/answer" review session will be held instead of class on each of the 3 Weds. exam dates. By enrolling in this course you are making a commitment to take the four exams as scheduled! Attendance at all 4 exams is *mandatory* and you *must* be present at the *beginning* of each exam. Students arriving more than 10' late will not be allowed to take the exam. **To avoid any possible misunderstandings, neither the TA nor I will answer any questions during the exam.** Alternative exam arrangements will only be given for extenuating circumstances such as a debilitating illness, religious observances, or for students participating in official UVA-sponsored activities such as concerts or athletic events. Students participating in the Student Disability Access Center (SDAC) should contact me as early in the semester as possible to accommodate your individual situation. Per College regulations, the 4<sup>th</sup> exam date and time cannot be rescheduled for *any* reason.

## Evaluation and Grading

Your learning will be assessed by:

- Online homework assignments. **75 points total. 15% of course grade**
- 4 multiple-choice format exams as follows:
  - Exam 1: **100 points (50 questions). 20% of course grade.** This exam will cover: *Cellular Origins and "Problems of Being Eukaryotic", Plasma Membrane Structure and Properties, Transport of Small Molecules and Ions.*
  - Exam 2: **100 points (50 questions). 20% of course grade.** This exam will cover: *Protein Trafficking and Receptor-Mediated Endocytosis*
  - Exam 3: **100 points (50 questions). 20% of course grade.** This exam will cover: *Cytoskeleton and Cell Signaling.*
  - Exam 4: **125 points (63 questions). 25% of course grade.** This exam will cover: *Cell Cycle Dynamics and Regulation, Mitosis, and Cancer.*

Course letter grades are based on cumulative % out of 500 total points as follows: A = 90–100% B = 80–89% C = 70–79% D = 60–69% F = <60%. *Letter grades are guaranteed for each percentile bracket. This means that a final cumulative percentile score of 90% guarantees that you will receive at least an A-; 80% guarantees that you will receive at least a B-. It doesn't mean that 89% couldn't be an A or A-, but it just isn't guaranteed! These letter grade brackets **may** be slightly expanded to reflect score distributions, but will *not* be curved to reflect the mean. "+" and "-" will be based on the distribution of scores within each letter grade bracket and will not be determined until the course is completed. The mean cumulative percentile score for fall, 2016 (N = 329) was 77% & median cumulative percentile score was 80%. Mean course GPA was 2.500.*

## Class Attendance and Etiquette

Regular attendance is strongly recommended and encouraged. Information not necessarily provided on the posted slides or found in MCB8E will be presented in class. *Please arrive on time and remain the entire 50 minutes.* The clock in GIL 130 is the official "time keeper". If you must leave early, then please sit in the back of the auditorium so your departure is not a distraction. **Cell phones should be placed in airplane or do not disturb mode.** Out of consideration to your fellow students and me, please don't twitter, text, facebook, surf the web, or engage in distractive conversations in class. You may not think so, but these irrelevant activities do distract your peers and me. Most importantly, these behaviors distract *you!* Think not? Check out this short video by UVA Psychology Professor Dan Willingham who demonstrates that "multitasking is

wishful thinking.” <http://www.youtube.com/watch?v=34OZ-dsNkBw> In summary, I hope you will be sufficiently engaged in class to want to come, and if so, please show common courtesy to your peers and me.

## Recording Policy and Prohibition of Posting Course Materials Online

UVA policy (posted in the Collab Resources folder) restricts the recording of class lectures and **prohibits posting of any course materials on 3<sup>rd</sup> party websites, such as Studyblue & Quizlet.** This prohibition includes posting audio or video recordings, images and/or slides, lecture notes, transcripts of lectures, any materials that are posted on Collab, and any homework or exam questions and answers. Many of the resources provided in BIOL 3000 are copyright protected. Fair Use laws allow you to use this material while you are taking the course, but prohibit its copying and distribution to anyone not currently enrolled in BIOL 3000. Violating this policy may result in disciplinary action by the University Judiciary Committee. *You may make audio recordings of lectures solely for personal use or to study with other students currently enrolled in the class without my written permission. You must keep your cell phone with you if you are using it to record lectures. Cell phones cannot be placed in the front of the auditorium. If cell phones prove to be a distraction by ringing during class, they will be prohibited.* You cannot record office hour discussions. Video or digital recording, including taking photos with a cell phone, of lectures, discussions, slides presented in class, during discussion sessions or office hour meetings, is not allowed under any circumstances.

## Honor Statement

I trust that every student in this course complies with all of the provisions of UVA’s honor code. By enrolling in this course, you are affirming that you have neither received nor given aid while completing homework assignments and taking exams. ***I consider referring to old exams for any purpose throughout the semester to constitute receiving aid and therefore an honor offense.*** Your pledge on the exams also affirms that you have not accessed any notes, study outlines, problem sets, old exams, answer keys, or the textbook while taking an exam and that you have not obtained any answers from another student’s exam. Using a cell phone for any reason while taking an exam will be considered an honor offense. **Please remember, it is your responsibility to uphold the honor system. If you believe that an honor offense has been committed, you have the obligation to report it to an honor advisor irrespective if I am aware of it or not and you can do this without bringing it to my attention.** I can only initiate an honor case if I personally observe an alleged offense. If, in my judgment, it is beyond a reasonable doubt that a student has committed an honor offense with regard to a graded exam or homework assignment, that student will receive an immediate and irrevocable grade of “F” (0%) for that exam or assignment, irrespective of any subsequent action taken by the Honor Committee.

## Tips to Succeed in Cell Biology

- *MCB8E and Collab are valuable resources* that provide an excellent foundation for the topics we will discuss in class. I recommend that you first skim through the assigned reading pertinent to each class before it meets. Use the slides and reading assignments to “navigate” through the text. *The topics we cover will be organized in a biological progression, and not necessarily in the order they are presented in the book.* The online homework will enable you to assess your understanding of the topics before the exams. The questions are *very* similar to the ones you will see on exams, as again, most of them are previous years’ exam questions. Use them to provide a context to organize your notes.



- *Understand, don't just memorize.* Details do matter, but always keep the big picture in sight. Think of the biological context of the particular cellular process under discussion. Understanding *why* something occurs often makes it easier to know *how* it happens. There's no escaping the fact that cells *are* complicated. That said there *are* some things that you just have to memorize. For starters, the single-letter abbreviations for the amino acids and the functionalities of their R groups. (e.g., D and E are both acidic; K and R are both basic; S, T and Y have "free" –OH groups; I, V, M are hydrophobic; Y, F, W are aromatic; etc). You'll have to memorize the amino acid structures for Biochemistry anyway so you might as well get started on them now. You should also memorize the structures of ATP & GTP.

- *Think like an experimental cell biologist.* Ask; "What would happen if I did this?" "What caused this particular result?" That's how cell biology is really done. All of the cellular processes and mechanisms that we will consider were derived by real people doing real experiments, interpreting them and posing models and mechanisms. This empirical process is continuous and always evolving. New experiments uncover new "players" and unforeseen connections. In reality, everything turns out to be even more complicated than is already is. These are cells after all!

- *Learn the language.* Cell biology has a lot of jargon and some obtuse terminology. As such, you actually have to become fluent in a new language. Names, terms, and definitions, matter. A kinase is not a G protein; a phosphatase is not a phosphodiesterase. Rab, Rac, Raf, Ras and Rho are unique proteins with distinct, critical functions. *Use the glossary* if you encounter a word you don't understand.

- *Be engaged in class and feel free to ask questions.* If you do the assigned reading and the homework, you'll have a good idea about what I'm covering in class. Don't try to write down everything I say. Note-taking is a lost art. Don't re-write the text. *Ask questions in class!* The **only** question I don't allow is "Do we need to know this for the exam?"

- *Come to office hours and the Weds. evening discussion sessions and ask questions in person.* Science is a human endeavor. So is learning and this is the best opportunity for us to get to know each other. Please don't email me your questions. Why? I have no way of knowing if you understand what I'm telling you and you do not have the opportunity to immediately ask a follow-up question. Please do not ask me to repeat an entire lecture during office hours. I expect you to have put some thought into the topics under consideration so we can address specific concepts or mechanisms that are challenging to understand. *Get to know all of your professors.*

### BIOL 3000 – FALL 2017 – \*TENTATIVE CLASS SCHEDULE

<u>Class #</u>	<u>Date</u>	<u>Day</u>	<u>Subject</u>
1	8/23	W	Cellular Origins, Prokaryotes vs Eukaryotes
2	8/25	F	Multicellularity: Eukaryotic Complexity: Model Organisms
3	8/28	M	The Plasma Membrane: Lipids
4	8/30	W	Lipids: Integral Membrane Proteins
5	9/1	F	Integral Membrane Proteins, Overview of Transport
6	9/4	M	Glucose and Ion Transport
7	9/6	W	Ion Channels and Na <sup>+</sup> /K <sup>+</sup> ATPase
8	9/8	F	Glucose Transcytosis
9	9/11	M	Protein Localization: Experimental Approaches

<b>EXAM 1</b>	<b>9/13</b>	<b>W</b>	<b>7–9 PM (Units 1-3)    Review 9 AM</b>
10	9/15	F	Protein Localization: Experimental Approaches
11	9/18	M	The Secretory Pathway: Insertion of Proteins into the ER
12	9/20	W	Integral Membrane Protein Topology; Protein folding
13	9/22	F	Protein Folding in the ER: CFTR & Cystic Fibrosis
14	9/25	M	The Secretory Pathway: ER resident proteins and glycosylation
15	9/27	W	Secretion: Vesicle Trafficking, Lysosomal Targeting
16	9/29	F	Lysosomal Targeting & Lysosomal Deficiency Disorders
<b>NO CLASS</b>	<b>10/2</b>	<b>M</b>	<b>FALL READING DAY</b>
17	10/4	W	LDL Receptor-Mediated Endocytosis: Coronaries & Cholesterol
18	10/6	F	LDL Receptor-Mediated Endocytosis: Coronaries & Cholesterol
19	10/9	M	Cytoskeleton Overview: Microfilament Structure/Dynamics
<b>EXAM 2</b>	<b>10/11</b>	<b>W</b>	<b>7–9 PM (Units 4 and 5)    Review 9 AM</b>
20	10/13	F	Microfilaments and Cell Morphology: Microtubules
21	10/16	M	Microtubule Structure and Dynamics
22	10/18	W	Microtubule Motor Proteins
23	10/20	F	Cell Signaling: Overview, G-Protein Coupled Receptors
24	10/23	M	Cell Signaling: G-Protein Coupled Receptor Pathway
25	10/25	W	Cell Signaling: G-Protein Coupled Receptor Pathway
26	10/27	F	Cell Signaling: G-Protein Coupled Receptor Pathway
27	10/30	M	The Cell Cycle: Regulating Cyclins and CDKs
28	11/1	W	The Cell Cycle: Regulating Cyclins and CDKs
29	11/3	F	Mitosis: Making and Breaking the Spindle
30	11/6	M	Mitosis: Making and Breaking the Spindle
<b>EXAM 3</b>	<b>11/8</b>	<b>W</b>	<b>7–9 PM (Units 6 and 7)    Review 9 AM</b>
31	11/10	F	Mitosis: Chromosome Segregation (L18, 19)
32	11/13	M	Receptor Tyrosine Kinase Signaling and Cell Proliferation
33	11/15	W	Receptor Tyrosine Kinase Signaling and Cancer Connection
34	11/17	F	The Genetic Basis of Cancer
35	11/20	M	The Genetic Basis of Cancer
<b>NO CLASS</b>	<b>11/22</b>	<b>W</b>	<b>THANKSGIVING BREAK</b>
<b>NO CLASS</b>	<b>11/24</b>	<b>F</b>	<b>THANKSGIVING BREAK</b>
36	11/27	M	Cancer and p53 Tumor Suppressor Function
37	11/29	W	The Transformed Phenotype and Tumor Progression
38	12/1	F	Hallmarks of Cancer
39	12/4	M	Hallmarks of Cancer
<b>EXAM 4</b>	<b>12/7</b>	<b>Thurs</b>	<b>2–5 PM (Units 8 &amp; 9)</b>

- The class schedule is tentative in that I may begin a new topic during the preceding class, or continue discussing a given topic into the next class. I may also change some topics covered throughout the course and these changes will be announced in advance.
- **Important College Dates**
- Add Deadline:        Tues. Sept. 5
- Drop Deadline:        Weds. Sept. 6
- Fall Reading Day        Mon. Oct. 2 (No Class)
- Withdrawal Deadline: Tues. Oct. 17
- Thanksgiving Break:    Weds. Nov. 22 & Fri. Nov. 24 (No class)