

## **BIOL351 Cell Biology 2**

0.125 EFTS, 15 Points Terms 3 and 4, Semester 2

### ***Whakamahuki / Description***

This course aims to provide an understanding of the relationships between molecular structure and organelle and cell function. It also considers cells in their social context. Since cellular activity underlies the functioning of all biological organisms, the course will be of interest not only to students with leanings towards physiology, biochemistry, genetics or medicine, but to all biologists. The emphasis is on structure and function rather than biochemistry *per se* although the basic biochemistry covered in BIOL111 and cell biology in BIOL253/BCHM253 are assumed.

This course naturally complements the biochemistry taught in BCHM 222, 253 305 and 306, the molecular biology and genetics taught in BIOL213, 231, 331 and 331, and the physiology taught in BIOL250, 251, 254, 352, 354 and 355. For those students planning to go on to Honours or Masters level, BIOL 351 will be a desirable (and in some cases essential) background for advanced courses in cell biology, biochemistry, genetics and physiology.

### ***Āhuatanga Taura / Graduate Profile***

This course will provide students with an opportunity to develop these UC Graduate Attributes ([www.canterbury.ac.nz/study/graduate-profile/students/what-are-the-graduate-attributes/](http://www.canterbury.ac.nz/study/graduate-profile/students/what-are-the-graduate-attributes/)):

- GP1 Critically competent in a core academic discipline.
- GP2 Employable, innovative and enterprising.
- GP3 Biculturally competent and confident: K3 Traditional and contemporary realities of Māori society; K5 Process of colonisation and globalisation.

### ***Hua ako / Course learning outcomes and Aromatawai / Associated assessment***

*At the end of the course, students are expected to be able to:*

- Gain a greater appreciation and understanding of the internal workings of the cell (*assessment tasks: in-term test and final exam*). GP1
- Achieve familiarity with some modern laboratory methods used in cell biology, and an understanding of the diversity of experimental approaches that can be taken to investigate cells (*assessment tasks: laboratory reports and immunocytochemistry assignment*). GP1 and GP2
- Comprehend the unity of eukaryotic life - understand that the cell biology of organisms as diverse as plants, fungi and lower animals will help investigations of human biology and disease (*assessment task: laboratory reports and final exam*). GP1 and GP3 (K3 and K5)

- Understand that to build multicellular organisms requires interactions between cells, and the differentiation and specialisation of cells (*assessment tasks: in-term test and final exam*). GP1
- Apply existing knowledge of statistics to analyse and interpret experimental data (*assessment task: laboratory reports*). GP1 and GP2.
- Synthesise scientific literature to provide necessary background and context for understanding and interpreting experimental data (*assessment task: laboratory reports*). GP1 and GP2

## ***Pūkenga ngaio / Transferable skills***

***The following skills are developed in this course:***

- Synthesise information. In everyday life and in many job situations you will be required to read information from different sources, generate your own understanding and develop your own viewpoint. *Your understanding of the topics covered in the course will be achieved by reading information obtained from lectures, labs and assigned readings from textbooks and papers. In lectures we will discuss recent research papers and this will develop your abilities to identify the essential elements of research outputs - you will use these skills in report writing.* GP1 and GP2
- Collect experimental data. Important for research and in governmental and nongovernmental organizations. *We will conduct research activities in the lab to provide both the real-world context for lectures and to develop hands-on skills in data collection.* GP1 and GP3
- Analyse data. Important for research, as well as in a number of private-sector organizations. *This skill will be further developed when we assist you to analyse the data we generate in the lab.* GP1 and GP3
- Write a report on findings. Clear written communication is essential for most professional careers. *We will provide you with guidelines on the elements of successful reports.* GP1 and GP3

## **2019 Course Evaluation**

(Scoring used - 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree)

Question 1 - The materials provided helped me to understand what was required to succeed in this course: **4.73**

Question 2 - The organisation of this course helped me learn: **4.63**

Question 3 - I found the workload was appropriate to the level of the course: **4.69**

Question 4 - I found the assessments throughout the semester appropriate for the course: **4.6**

Question 5 - When I sought feedback on my assessments, I found it helpful: **4.52**

### **Selected Comments:**

- Well organised course with plenty of announcements to keep the class informed
- Clear organisation. Easy to follow and understand.
- The labs reflected the lecture material superbly and reinforced information across the entire semester rather than assessing it once and leaving it behind. Moreover, the material taught in class was expanded upon in the lab allowing for further development of key principals.
- Approachable and non-judgemental. Genuinely cares for students' wellbeing. He knew I'm new to UC and am still familiarising with the materials and systems, so he checked in with me to see how am I coping and whether I needed extra help or guidance with the materials in lecture.

## ***Pūkenga / Teaching staff***

### **Course Coordinator**

Ashley Garrill, Room 420, Biological Sciences building, ashley.garrill@canterbury.ac.nz

### **Lecturers:**

Ashley Garrill, contact details as above

Christoph Goebel, room 628, School of Biological Sciences Email: christoph.goebel@canterbury.ac.nz

Claudia M, room 633, School of Biological Sciences email: renwick.dobson@canterbury.ac.nz

Vanessa Morris, room 635, School of Biological Sciences Email: vanessa.morris@canterbury.ac.nz

### **Laboratory co-ordinators**

Linda Morris and Reijel Gardiner

### **Prerequisites**

Biol253/Bchm253

### ***Aromatawai / Assessment***

Final Exam (2 hr) 55% on lectures 7-24; time and location to be announced.

Lab assignments: 30%

In -Term Test (45 minutes): 15% on lectures 1-6; time and location to be advised.

### **Electronic Distribution of Course Material**

All course material will be distributed on Learn. This will include \* course notices

- \* lecture handouts that will be available before the lectures. \* PDFs of lectures
- \* audio recordings of lectures
- \* laboratory results

### **Textbook**

The course text is:

Alberts B *et al.* (2014) *Molecular Biology of the Cell*, 6th edition, Garland Science.

This is an **excellent** textbook on cell biology – it is clearly written, comprehensive and authoritative. It also has very good figures which will be used extensively to illustrate the PowerPoint lectures in the course. It covers all aspects of the course, and includes many topics that there will not be time to mention at all. It is also used in the third year course in cell biology, BIOL351. It is available in soft-back from the University Bookshop at about \$170.

We strongly recommend that you purchase your own copy, new or second-hand, but some copies of the text are available on 3 hour Restricted Loan. Copies of the 5th edition might also be available second-hand.

Lecturers in the course will give references for additional recommended reading (including references to journal articles). They will indicate whether these are on Restricted Loan and/or on Learn.

## ***Wātaka / Timetable***

### **Lectures**

There are 2 lectures per week for this course in terms 3 and 4. You should check My Timetable closer to the start of Term 3 for times and locations. The schedule of lecture material is as follows:

#### ***Schedule***

Lectures 1-9 Ashley Garrill – Cell contacts and the Extracellular Matrix. Motor proteins. The use of cell lines in research, considerations of taonga and being biculturally competent.

Lectures 10 - 12 Christoph Goebel - Hematopoiesis.

Lectures 13 - 18 Claudia Meisrimler – Membrane contact sites and calcium signalling

Lectures 19 - 24 Vanessa Morris - Cell death and post translational modifications.

### **Lab classes**

There is a single laboratory class per week in term 4 in the West Building. Times and exact locations will be posted onto Learn closer to Term 4. The following schedule of classes will be followed.

#### ***Schedule***

Week 1: Pulsatile growth – a critical evaluation of microscopy data and identifying artefacts

Week 2: Regeneration of the axoneme in *Tetrahymena* cells

Week 3: Regulation of ciliary beating in *Tetrahymena* cells

Week 4: Confocal Microscopy

Week 5: Muscle cells and contraction

Week 6: Tutorial based class exercise

#### ***Assessment for labs***

Each lab will be assessed using an open book quiz. These will be placed onto Learn on the evening after the lab and will be due by the start of the next lab class. These should be submitted through Turnitin on Learn. A link for this will be in the Lab folder. To answer the questions use your notes from the labs/lectures/course text book/online resources.

## **RULES, REGULATIONS, AND WHAT TO DO WHEN THINGS GO WRONG**

[updated March 2023]

**If in doubt:** ASK! The course coordinator is happy to answer questions. All staff involved in the course are available for advice on specific issues.

### **What do I do if I have to miss a test/exam or if my performance was impaired?**

In Biological Sciences, we require a satisfactory level of achievement in both the theoretical aspects of the discipline and in practical activities. **This means you must attend all class activities (labs, tutorials, fieldtrips)** and submit all items of assessment unless you have a very good reason not to (e.g. medical reasons) and if this has been approved by your course coordinator.

If you feel that **illness, injury, bereavement or other extenuating circumstances beyond your control** prevented you from completing a **test/exam** worth 10% or more of the total course assessment, or if these circumstances affected your performance in such assessments, you should apply for Special Consideration. Applications for Special Consideration should be submitted via the Special Consideration website <http://www.canterbury.ac.nz/study/special-consideration/> *within five working days* of the assessment or its due date. You should also notify the course coordinator. If you apply for Special Consideration because of medical reasons, you should visit a doctor within a reasonable timeframe (application form available on the website above or from the Student Health Centre).

The Special Consideration provisions are intended to assist students who have covered the work of a course but have been prevented by illness or other critical circumstances from demonstrating their mastery of the material or skills at the time of a text/exam – **they do not excuse you from doing the test/exam** within a reasonable time agreed with the course coordinator.

### **What do I do if I have to miss a quiz or assignment or if I need an extension?**

You cannot apply for Special Consideration if you miss an assessment that is not a test/exam, such as a quiz, lab report, essay, literature review or other assignment, or if the test/exam is worth less than 10% or more of the total course assessment. If this happens or if you need an extension because of **illness, injury, bereavement or other extenuating circumstances beyond your control**, please contact the course coordinator and arrange an alternate activity and/or submission date. You should also do this if you have to miss a laboratory, tutorial or field trip.

### **What are other valid reasons to miss an assessment or mandatory course activity?**

The Special Considerations policy

(<https://www.canterbury.ac.nz/about/governance/ucpolicy/student/special-consideration-procedures-and-guidelines/>) outlines only a few kinds of activities that UC considers valid reasons for missing an assessment or mandatory course activity other than those outlined above. These include **involvement in international or national representative sport or cultural groups**. Holiday trips, birthday parties, weddings, work-related commitments etc. are not given special

status in this University policy. Please contact your course coordinator to ask for an alternate activity and/or submission date if you are eligible.

### **Special Consideration for late discontinuation of a course**

Students prevented by **extenuating circumstances** from completing the course after the final date for withdrawing, may apply for Special Consideration for late discontinuation of the course. Applications must be submitted via <http://www.canterbury.ac.nz/study/special-consideration/> no later than five working days after the examination period has finished.

### **Academic Integrity**

It is the responsibility of each student to be familiar with the definitions, policies and procedures concerning academic misconduct/dishonest behaviour. Instances of academic misconduct will be dealt with in a serious and appropriate manner. Students should refer to:

<https://www.canterbury.ac.nz/about/ako/academic-quality/academic-integrity/>

### **Plagiarism**

It is essential that you are aware that plagiarism is considered a very serious offence by the academic community, the University and the School of Biological Sciences. Plagiarism is defined as taking content from another work or author and presenting it, without attribution, as if it is your own work. Content here includes text (sentences or major parts of sentences), display items (graphs and tables), and overall structure (the detailed sequence of ideas). Plagiarism includes:

- re-use of previous assignments (even if each individual sentence has been rephrased to say the same thing in different words, if the overall structure is re-used).
- copying of another student's work (with or without their consent).
- the unreferenced use of published material or material from the internet, e.g. cutting and pasting of paragraphs or pages into an essay.
- the generation of text using artificial intelligence technology without disclosure and when it is not intended to be part of an assignment.

For most pieces of in-term assessment you will be given information concerning the use of direct and indirect quotes from previously published work. If you have any doubt about the appropriate use of published material, please speak with an academic staff member. If you are unsure what plagiarism is, seek advice.

It is a School policy that courses will likely that you submit work electronically for subsequent analysis of originality using *Turnitin*. Students agree that by taking courses in BIOL, assessments may be submitted to Turnitin.com for textual similarity review. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use as posted on the Turnitin.com site.

### **Where do I hand in assignments and then collect them once marked?**

All assignments should be submitted as directed by the course coordinator. Typically, this will be electronically via Learn for on-line grading and for analysis in *Turnitin*. If a hard copy is requested, assignments should be placed in the designated collection boxes in the foyer of the 2nd floor of the

School of Biological Sciences (Julius von Haast building, at the top of the stairs). All assignments must be accompanied by a cover sheet signed by you stating that the submitted work is not plagiarised. Cover sheets are available on top of the collection boxes, or you can download one from the Biology website (<http://www.canterbury.ac.nz/media/documents/science-documents/assignment-coversheet.pdf>).

Marked assignments will be returned through Learn or, if in hard copy, can be collected from the School of Biological Sciences reception, unless directed otherwise by the course coordinator. Teaching staff will endeavour to return work as soon as possible, and should contact you if there are likely to be any delays that will prevent return within the maximum 4-week timeframe.

### **What if I can't get it finished in time?**

Reports and assignments should be handed in on time. Extensions may be granted if you have a valid reason (see above). **If you require an extension, you should request one from the course coordinator** (or the lecturer responsible for marking the work), with as much notice as possible. Please do this BEFORE the deadline for the assignment. **If you have been given an extension and you have been asked to submit a hard-copy of your work, you should hand the work DIRECTLY to the course coordinator** (do not put it in the drop box as it may not be cleared after the due date).

If an extension has not been granted:

- work handed in within 1 hour of the deadline: penalty of up to 5 percentage points of the mark for the assignment (e.g., a mark of 75% might be reduced to 70%).
- work handed in 1 – 24 hours after the deadline: penalty of 10 percentage points of the mark for the assignment (e.g., a mark of 75% is reduced to 65%).
- work handed in 1 – 7 days after the deadline: penalty of 15 percentage points of the mark for the assignment (e.g., a mark of 75% is reduced to 60%).
- work handed in more than 7 days after the deadline will not be marked or earn credit.

### **What if I have written more than the word or page limit?**

If there is a word limit on an assignment, it is usually there to stop you doing too much work and to encourage you to write succinctly. You can be up to 10% over without too much worry, but if the length increases beyond that your mark may suffer due to failure to follow the requirements. If you find yourself way over the word limit talk to the lecturer concerned about how to get your assignment to an acceptable length. Unless specifically advised that there is flexibility, you must adhere to the word limit indicated.

### **What if I fail part of the course?**

In Biological Sciences, we require a satisfactory level of achievement in both the theoretical aspects of the discipline and in practical activities. This means you must attend all class activities and submit all items of assessment unless you have a very good reason not to (e.g. medical reasons). **A student must attain an average score of at least 40% for in-course assessments (e.g. assignments, reports, quizzes) and an average score of at least 40% in the exam and/or tests, AND score at least 50% overall for the course, to be awarded a passing grade. See the course outlines for clarification of the assessment items included in each category and ask the coordinator if you are still unsure.**

### **What's the best way to give feedback?**

We welcome constructive feedback at all times – help us to make this a valuable course for you. We endeavour to remain approachable at all times. If you would rather give feedback anonymously, please use the online course survey or talk to lab demonstrators, or your class rep (who will all report back to the staff-student liaison committee that includes a representative from each of the undergraduate classes). Class representatives will be selected from each class at the start of course.

### **What's the best way to complain?**

If you feel you have not been fairly treated during this course, please raise the issue with the lecturer or course coordinator in the first instance. Other avenues include your class rep., who can raise issues anonymously, or the UCSA education coordinator.

### **Grading**

A+	90% or above
A	85 – 90
A-	80 – 84
B+	75 – 79
B	70 – 74
B-	65 – 69
C+	60 – 64
C	55 – 59
C-	50 – 54

A restricted pass (R) **may** be awarded to those who are close to a pass (i.e. an overall score of 48-49.9%) AND who have achieved at least a 40% overall score in both in-course assessment and tests/exams. If an R grade is awarded you gain credit for the course but **cannot continue into papers that require this course as a pre-requisite**. NB. The R grade is only available at 100 and 200 level - it cannot be awarded for third year papers.

Failing grades: D 40-49            E 0–39