**GENOMICS AND EVOLUTIONARY BIOLOGY OF PARASITES AND OTHER DEPENDENT SPECIES (3 CREDITS)**

**Course Number:** BIOL3241/BIOL5241  
**Spring 2016**

**Meetings:** T-Th 2:00PM to 3:20PM  
**Room:** BIOSCI 342  
**Instructor:** Prof Ananias A. Escalante  
Office: SERC building, Ofc 653  
E-mail: Ananias.Escalante@temple.edu,  
Phone: 215-204-3735  
Office hours: 3:30 PM to 4:30 PM by appointment

**Contacting the Instructor:**

E-mail is the preferred method of contact. Students are welcome to make appointments or address administrative issues. Please identify yourself as student in this class and write a concise message. E-mails will be answered within 24 hours. Academic questions are better addressed in person during office hours. Walking-in during office hours is acceptable; however, students with appointments have priority.

**Seminar Description:**

All known multicellular organisms harbor diverse assemblages of dependent species, many of which are considered parasites or pathogens. Yet, in spite of a growing awareness of the importance of dependent species in biodiversity and medicine, many studies are limited to assessing the consequences to their hosts. The goal of this seminar is to discuss some of the biological processes leading to the diversity of dependent species and their functional/evolutionary relationships with their hosts. This general objective will be fulfilled by discussing research articles on the genomics and evolution of dependent species, many of them considered parasites or pathogens. Students are also expected to gain proficiency in writing scientific review papers.

**Requirements and Course Philosophy:**

Prerequisite Undergraduates:  
BIOL 2112 or 2912 – Introduction to Biology with a grade of C or better  
Biology 2227 - Principles of Ecology with a grade of C or better

Prerequisite Graduate Students: None.

This is a seminar directed to graduate and upper division undergraduate students (juniors and seniors). Being curious and inquisitive is a requirement, all students are expected to read the assigned papers and participate actively in the discussion. Students (you) are expected to read/revise basic concepts as needed (e.g. characteristics of the HIV virus, genetic exchange in bacteria, the genetic code, etc.). Taking responsibility for your own education is called “self-directed learning” and it is an essential skill in the real world.

**Textbook:** There is no specific textbook. Required readings are listed at the end of the syllabus and they will be posted in blackboard at least a week in advance (see Blackboard section below).

**Blackboard:** Information pertaining to this seminar will be listed on Blackboard. It is your responsibility to check blackboard regularly for announcements, check changes in the syllabus (including changes in the required readings), check assigned readings, etc. You should also check your Temple e-mail account regularly for messages, assignments & potential schedule changes.

**Valuable Online Resources:** Web of Science (available via Temple library).
GRADING POLICY (GRADE ALLOCATION):

Undergraduate Students
- Discussion and individual participation 60%.
- Paper 30%.
- Paper proposal 10%.

Graduate Students
- Discussion and individual participation 60%.
- Paper 40%.
- Paper proposal required

The instructor doesn’t “give” grades; you earn them. The final grades will be based on a 90-80-70-60 scale. Grades will not be standardized; this means that it is possible that all could earn an A. This seminar is an opportunity to enhance your ability to critically think and analyze papers. It is also expected that you practice how to search, synthesize, and communicate information.

DISCUSSION AND INDIVIDUAL PARTICIPATION ACCOUNTS FOR 60% OF THE TOTAL GRADE:
The seminar involves weekly meetings with one or two assigned readings. You are expected to come to each discussion and being an active participant. You don’t have to memorize the readings, please bring your notes and any other material that allowed you to understand the article. You are welcome to discuss the assigned reading as part of a study group. All students are expected to contribute to the discussions; however, a discussion leader (DL) will be picked up at the beginning of each class (other arrangements could be made). The DL role may rotate during the discussion so, in a given day, there could be up to 2 or 3 DLs. The role of the DLs is to facilitate the discussion assuming that everyone has read the assigned paper. DLs are not responsible for answering everyone’s questions. A good DL will lead to a discussion where everyone can answer questions and/or bring up important points. The DLs should start by making sure that everyone has a basic grasp of the key concepts needed to understand the paper. Thus, DLs are expected to ask questions about the paper(s). Students will be randomly chosen to answer such questions and they can use their notes. Once everyone has a grasp of the basics, the ultimate goal is to use that common background to generate a discussion.

All students should bring one written question to class that clearly relates to the article. This question is expected to be detailed and thoughtful, some background/context should be provided in the form of a few sentences. Handwritten questions are not acceptable. The instructor will collect all written questions at the beginning of the class and could use some of them during the discussion. The quality of your question will determine whether it is considered “participation”. In particular, technical or descriptive questions (those that you can search on your own) are welcomed; however, they are not considered by themselves participation. Let’s define “participation” as: a) comments/questions showing that you have read a specific paper linking it to prior knowledge, b) a reasonable attempt to understand or highlight a problem, c) provide an alternative perspective about an issue, and d) recommend, introduce or present a research article to the class. The instructor will keep a record of your participation in class; this record will include your written questions. You are welcome to check your record during the semester and discuss with the instructor how to improve your participation. Notice that students that participate below average cannot expect A as grade. If you believe that you are not performing well in the discussion, please contact the instructor.

A good effort invested in understanding a problem will be highly appreciated and considered participation even when the arguments were not entirely correct (even technically wrong). However, notice than being lost or giving a totally unrelated answer is not considered participation. Students are expected to do their best. Everyone could have a bad day; there will be plenty of opportunities to participate and recover. Please keep your readings up to date. You don’t have to memorize them: take notes while reading, bring questions on tables and figures, and feel free to make comments.
**ATTENDANCE:** Attendance is required; however, up to two excused absences will not affect your grade. Students who wish or need to request more than two excused absences should talk with the instructor. Students with more than four unexcused absences will get an automatic “D” even if they turn their paper in.

**PAPER:** it is worth 40% (30 + 10 for undergraduates, see below) of your total course grade.

**Paper proposal:** There is a mandatory term paper proposal due on week 7 (Feb 25th) for all students; it will account for 25% of the paper grade (10% of the total grade) for the undergraduate students. It will not be graded for the graduate students but it is still required. The grade of your final paper will have a 50% penalty if you fail to turn in a paper proposal. The paper proposal is expected to be detailed and thoughtful. The proposal must include a tentative title, a summary paragraph, and an outline. The summary paragraph should describe your general idea and will become your introductory paragraph in the final version. As part of the paper proposal, the summary paragraph should communicate the topic of the paper that you intend to write. It should also explain the importance of the question/concept that you will address, the way in which you intend to address it, and the claims you expect to make. The summary paragraph in your paper proposal should be not shorter than 300 words; however, it likely will be shorter when it changes into the introductory paragraph of your final manuscript. The outline of the paper should be as detailed as you can but cannot exceed 3 pages, please use whatever format you like. The aim of this proposal is to show the structure of the paper you expect to write. Please indicate the content of the “box” and figure (if any) that you intend to incorporate. You could also add a few references. E-mail submissions are required together with a hard-copy in class (or by 4:00 PM at SERC 653), see schedule. Do not leave papers in my mailbox. There are not make-up papers without a valid medical excuse.

The instructor will send you comments and suggestions. It is possible to discuss specific issues in person. Please note that you can get full credit in your paper proposal even if the topic needs to be dramatically changed.

**(Graduate Students)** are expected to discuss evolutionary or ecological concepts in the context of dependent species, your effort to address such concepts **will account for 50% of the paper grade**. Papers focusing on epidemiology, public health, conservation medicine, or simply describing a community or discussing a technology (even well written papers) **will not get a good grade**. E-mail submissions are required together with a hard-copy in class (see schedule). Do not leave papers in my mailbox. There are not make-up papers without a valid medical excuse.

**(Undergraduate students)** are expected to discuss the importance of the topic chosen and how it relates with their understanding of dependent species. Papers could focus on public health, conservation medicine, ecology, or evolution. E-mail submissions are required together with a hard-copy in class (see schedule). Do not leave papers in my mailbox. There are not make-up papers without a valid medical excuse.

**(Graduate Students):** The term paper will be due on week 13 (April 21st) and should follow the format of the Trends of Ecology and Evolution (TREE, visit the site at [http://www.cell.com/trends/ecology-evolution/home](http://www.cell.com/trends/ecology-evolution/home)). You can have access online to the journal using the Temple Library link. The paper should focus on a fundamental concept or approach rather than a description of a specific dependent species-host interaction. **Primary references (Scientific articles in peer reviewed journals) should be used.** The final manuscript should be between 3000-4000 words in length excluding references (a minimum of 10 references –primary literature), introductory paragraph, title, “boxes” (check journal format), figure legends, and personal identification. The paper is expected to have at least one “box” (check journal).

**(Undergraduate Students):** The term paper will be due on week 13 and should follow the format of the Trends of Ecology and Evolution (TREE, visit the site at [http://www.cell.com/trends/ecology-evolution/home](http://www.cell.com/trends/ecology-evolution/home)). You can have access online to the journal using the Temple Library link. The paper could focus on a fundamental concept or approach but also could describe a specific dependent species-host interaction. **Primary references (Scientific articles in peer reviewed journals) should be used.** The final manuscript should be between 2500-3000 words in length excluding references (a minimum of 10 references), introductory paragraph, title,
“boxes” (check journal format), figure legends, and personal identification. The paper could include a “box” but it is not a requirement (check journal).

Miscellaneous regarding the paper: You don’t have to write a cover letter. Brevity and Standard English are characteristics of a well-written scientific paper. Please avoid using unnecessary adjectives, flowery language, excessive redundancy, or any sort of poetic-storytelling prose. Colloquial use of terms will not be accepted. Literal quotations from papers are not recommended; if you need to use quotations, please provide the source and clearly identify the quotation since those words will not be considered in for the paper total length. You can use up to 2 references discussed in class. You cannot cite Wikipedia or a website, only primary literature or reviews in peer review journals. You can discuss with others, however, two students cannot write a paper on the same exact topic and share more than 20% of the references cited.

Late Assignments: It is anything that is turned in after a dateline without medical excuse or previous authorization from the instructor. If the instructor decides to grade it, 25% will be taken off the final grade if received up to a day late (24 hours). After a day and up to a week, your grade will be penalized up to 50% off. No late assignment will be accepted after a week.

Extra Credit Policy: Extra credits are never given to satisfy individual needs. If the instructor decides to organize activities in which extra credits can be earned, all students will have the same opportunity.

Re-grading Policy: If you consider that the instructor has made a mistake (different than adding points), you can request a re-grade. Re-grades, however, are not partial. Notice that you cannot request a re-grade that only encompasses part of the assignment, a single paragraph or a sentence out of context. A re-grade can go in any direction (your grade could go up, down or remain unchanged). Your original grade is nullified at the moment that you ask for a re-grade, thus, if you end having fewer points you cannot retract. Re-grading, however, is a dynamic process. It is highly recommended that you set an appointment with the instructor to discuss your assignment. Be ready to discuss the content of your assignment. Being self-critical is important; your answers during the interview will be part of the re-grade process. Re-grades cannot be appealed with the instructor; there is a formal grade grievance process that you can follow. Re-grades should be requested the week after the grade is posted. You cannot ask for re-grades after 1 week.

“Borderline” Grades Policy: The instructor doesn't “give” grades; you earn them. Students should not expect to be “bumped up” automatically to the next letter grade even if they need a fraction of a point. The instructor will evaluate all the borderline cases before posting the final grades and then decide whether a student could receive that extra point or fraction considering the big picture (overall responsibility, pattern of improvement, etc.).

Disability Disclosure: Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact the instructor privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. The instructor will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Student/Faculty Academic Rights and Responsibilities: The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/PDF/99.pdf

Classroom Rules of Conduct:

1. Please arrive to class on time and plan to stay for the entire discussion. Notice that late arrivals are disrespectful and distracting.
2. All cell phones must be turned off and hidden from view during class time. No texting is allowed. If you are expecting an important call, please notify the instructor before class. You should keep the phone on vibrate and answer the call outside the classroom.

3. Laptop and tablet computers are allowed for note taking and read your assigned papers only: i.e., other activities such as checking personal e-mail or browsing the Internet are prohibited.

4. This is a seminar so students are expected to talk to the class. Please avoid side conversations.

**ACADEMIC DISHONESTY, INCLUDING INAPPROPRIATE COLLABORATION, WILL NOT BE TOLERATED.** See below the Civility & Temple’s Code of Conduct.

**CIVILITY & TEMPLE’S CODE OF CONDUCT (CoC):** Violations of the CoC include, but are not limited to: academic dishonesty and impropriety, including plagiarism and academic cheating; interfering or attempting to interfere with or disrupting the conduct of classes or any other normal or regular activities of the University (see: http://policies.temple.edu/PDF/294.pdf).

**LIST OF ASSIGNED READINGS (could change in order to incorporate new topics).**

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<th>Week</th>
<th>Readings</th>
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    Apr 21: **Final paper is due.**