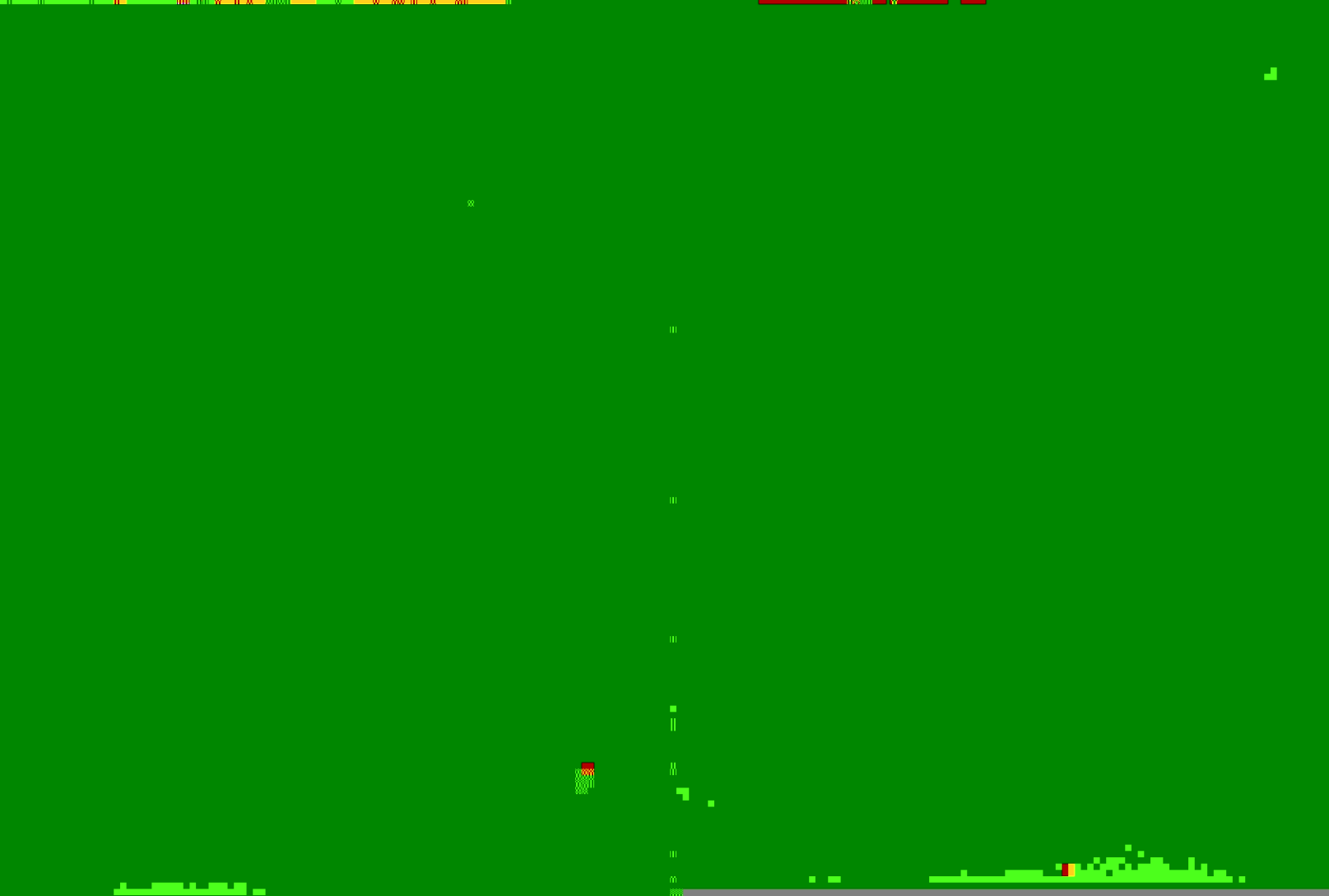
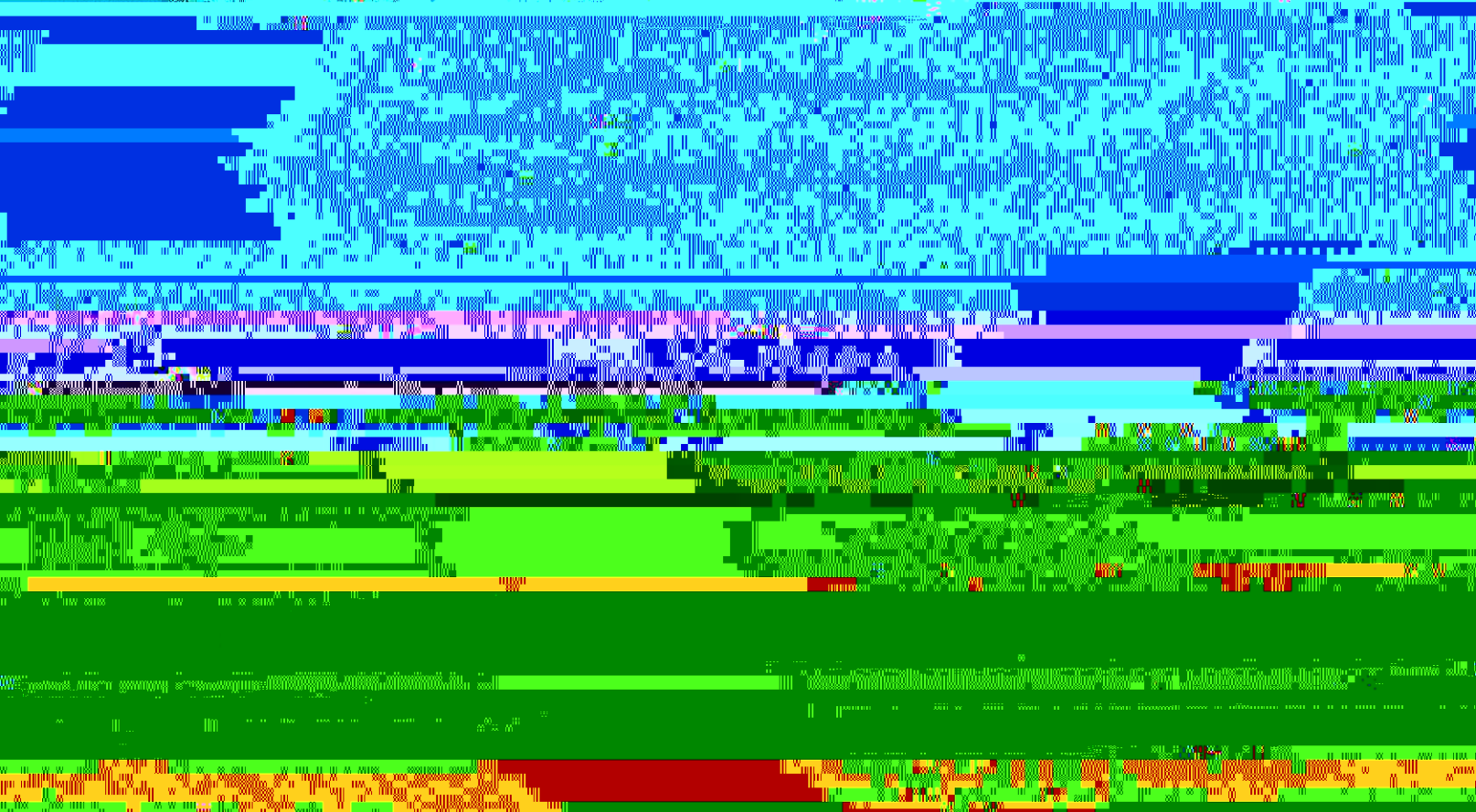


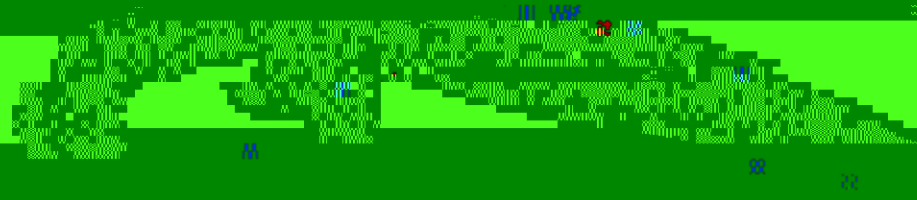
Submit all files and one copy and return one copy to Governor's Office  
(Attach electronic files)





# Metabolic Pathways

Metabolic Pathways



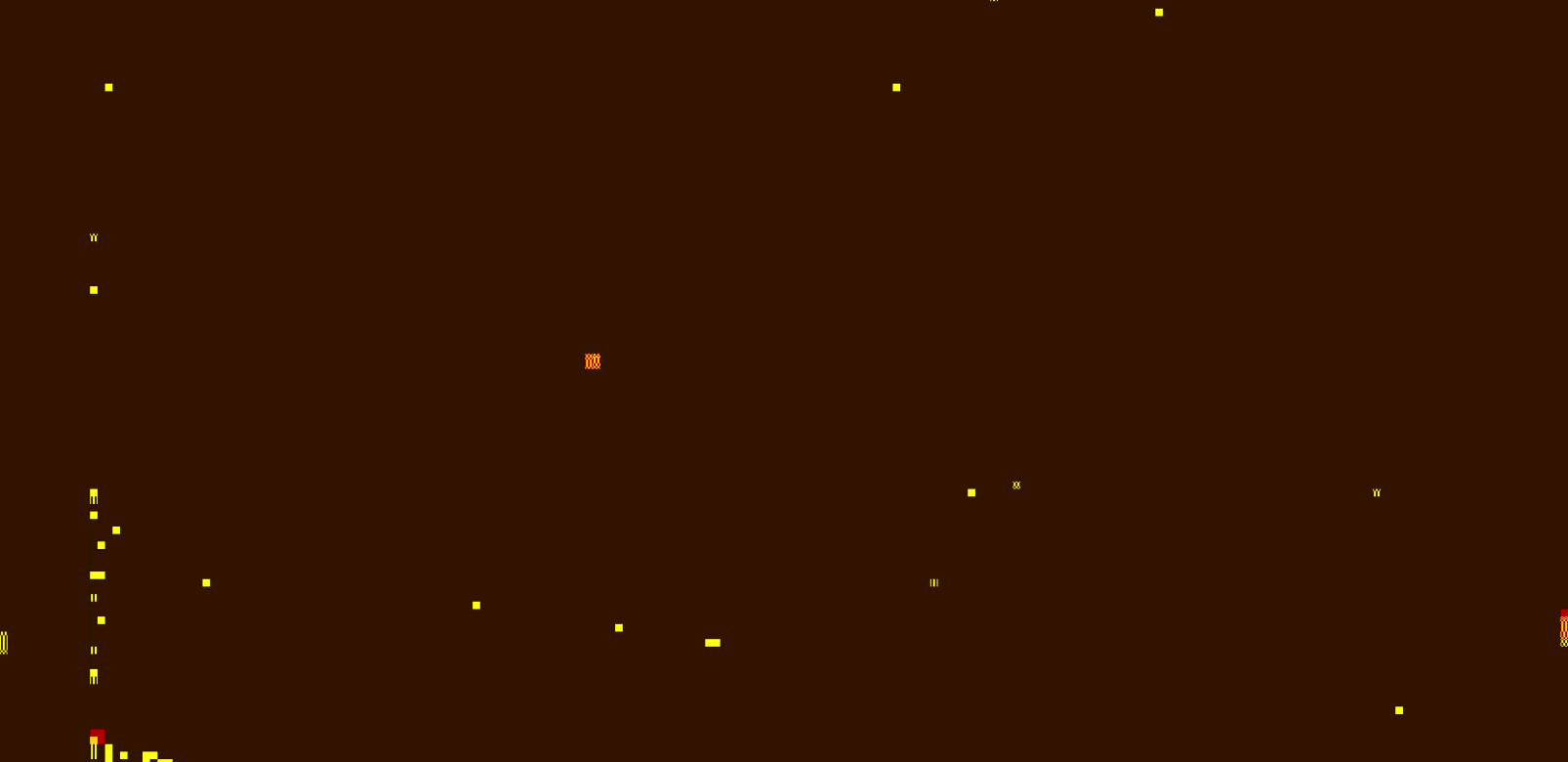
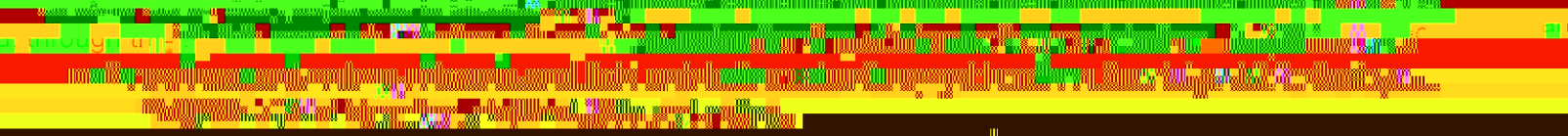
Metabolic Pathways



Metabolic Pathways

Metabolic Pathways

Metabolic Pathways



## 1. Course Information:

Metabolism and Biochemistry, BIOL 4XX (4)

Meeting Times: Tues 9:45 – 11:15 am, Life Sciences

Wed 2:15 – 5:00 pm

Prerequisites: BIOL 3XX, CHEM 195, 199, 201.

## 2. Instructing Staff:

Office: 1000 University Ave., Room 2411A (Life Sciences Building)  
Phone: 604-275-5800 ext. 2411A  
E-mail: [andrew.miller@ubc.ca](mailto:andrew.miller@ubc.ca)

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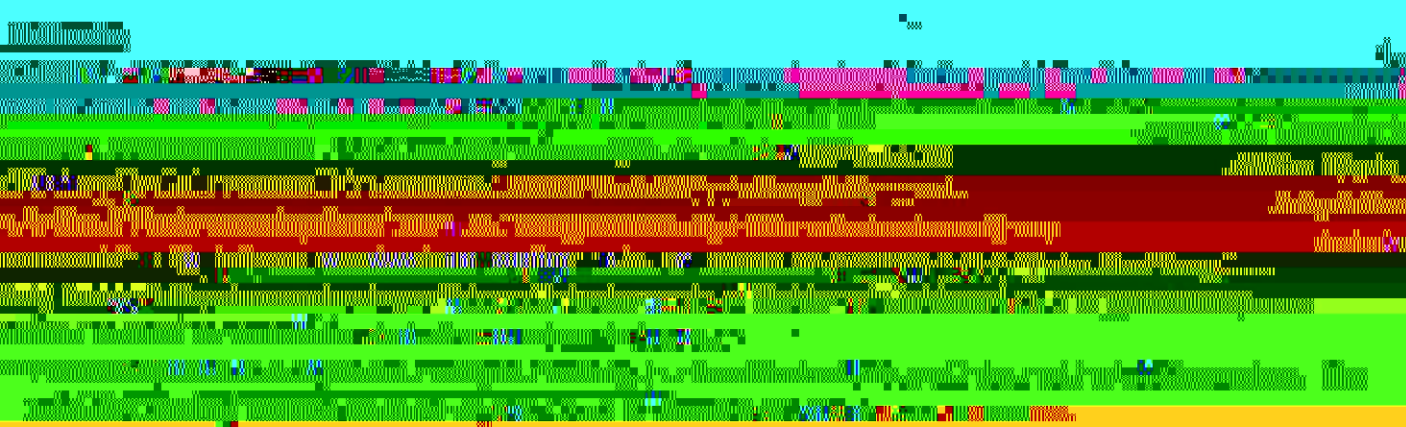
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The goal of this course is to provide an understanding of the role of the nurse in the health care system.

transport chain

w



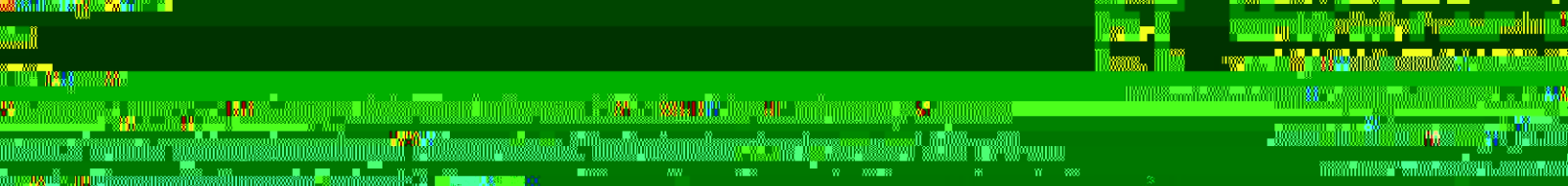
...the course instructor's ...

...the semester, students will work on their ...

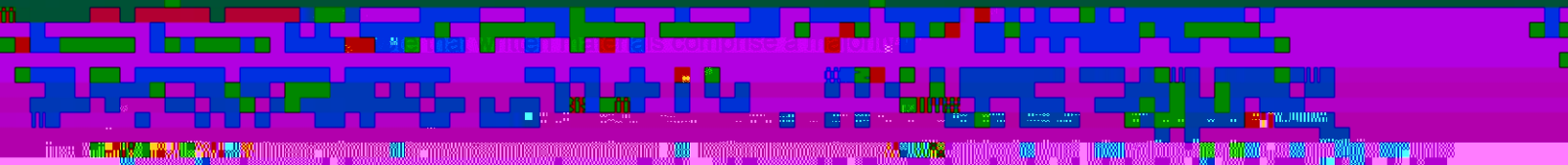


Nov. 14 feedback on research reports

Nov. 14 full outline of research reports



...as seen in the ...



Blackboard Page Several learning resources will be available on the course Blackboard Page:

a. Answers of the lecture slides will be posted just prior to class

- b. A manual for *C elegans* culture in the UAF laboratory will be posted.
- c. Answers to the exam questions will be posted on Blackboard after the exams have been completed and graded.
- d. The course Blackboard Page will contain links to other instructional and informative pages on biochemistry. Some of these will include practice quizzes and short movie clips, which are especially good learning aids.

A copy of this syllabus and the course calendar will be posted separately on Blackboard

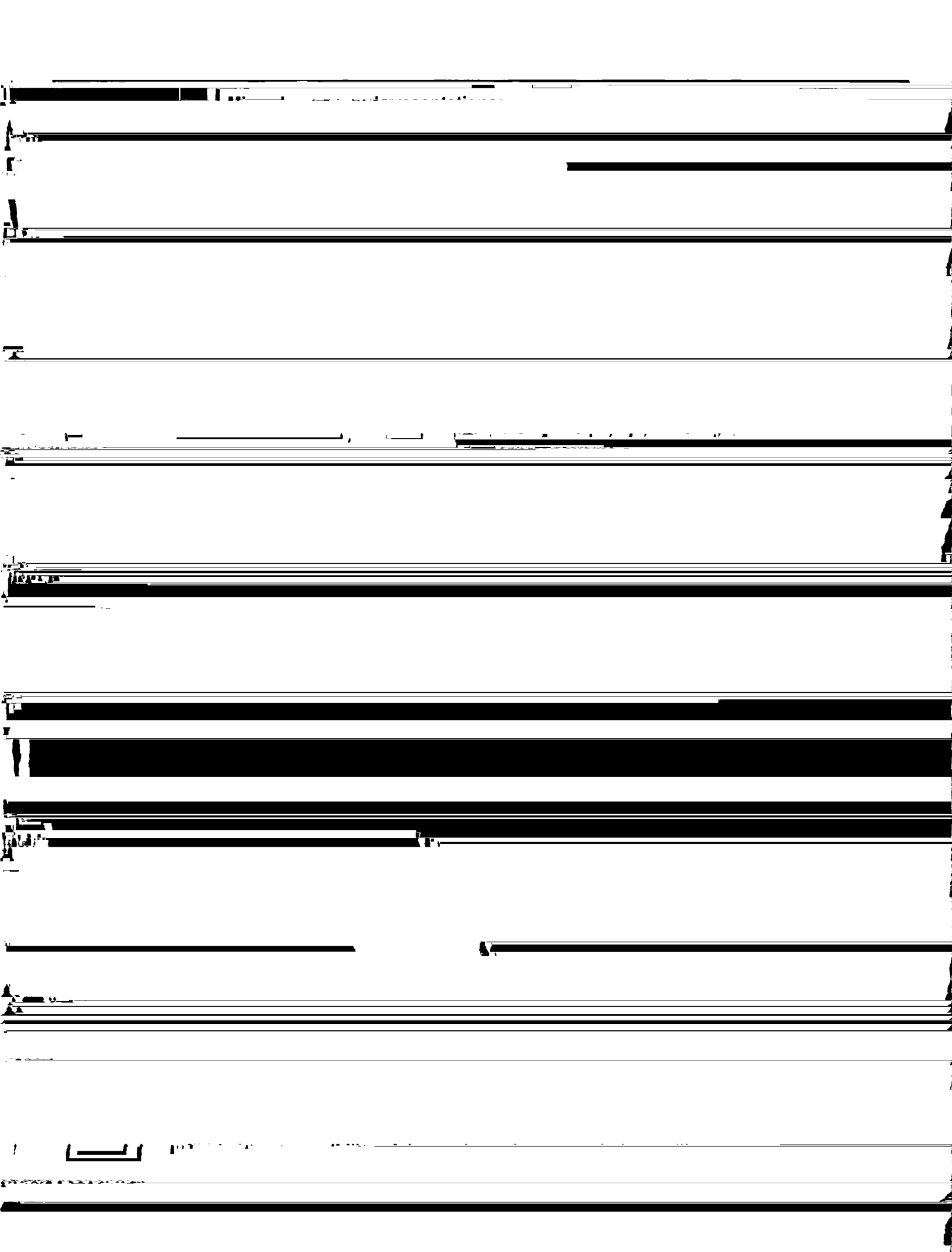
guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes or exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and exams.

? Students will not represent the work of others as their own. A student will attribute the source of information not





**10. Course Calendar** (subject to change)

**Principles of Metabolism and Biochemistry**

**Biology 303 Fall 2012**

**Section I. *C elegans* a model for biological research**

1. Sept. 5 Class introduction
2. Sept. 12 *C elegans* biology
3. Sept. 19 Trends in *C elegans* research

Ecology of *Caenorhabditis* species, Kiontke et al 14pp  
Intermediary metabolism, Braeckman et al 24pp

Three recent reviews will be selected and pdfs posted on Blackboard

**Section II. Metabolism and Biochemistry**

## Capstone Project in Biological Sciences

The intent of the Biological Sciences capstone project is to integrate a range of knowledge and skills learned in previous courses, including scientific knowledge, quantitative literacy, and communication skills, and to apply these products of the university education to a creative activity. For a biologist, a fundamental expression of applied knowledge, creativity, and

critical reasoning is to engage in scientific inquiry.

## Rubric for Undergraduate Research in Metabolism and Biochemistry Capstone Project

### Final Evaluation of Capstone Project by Course Instructors (=Research Supervisor)

*To be completed by student*

Student's name \_\_\_\_\_ Date \_\_\_\_\_

Capstone Project Title \_\_\_\_\_  
\_\_\_\_\_

Research Supervisor \_\_\_\_\_

*To be completed by Research Supervisor*

|  | Yes<br>(excellent) | Somewhat<br>(adequate) | No<br>(inadequate) |
|--|--------------------|------------------------|--------------------|
| 1. Does the capstone paper represent the student's own scientific research?  |                    |                        |                    |
| 2. Does the capstone paper make a compelling argument for the significance of the student's research within the context of the current literature? |                    |                        |                    |
| 3. Does the capstone paper clearly articulate the student's research goals?  |                    |                        |                    |
| 4. Are the methods appropriate given the student's research agenda?  |                    |                        |                    |
| 5. Is the data analysis appropriate and accurate?  |                    |                        |                    |
| 6. Does the thesis skillfully interpret the results?   |                    |                        |                    |