

MBIO 622 Immunity to Microbes and Tumor (2 credits)

Fall 2024

14 sessions, 2 hrs per session

Wednesdays 3:00-5:00pm

CTRB Rm601

Instructors:

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Pre-requisites

MBIO 602 Introductory Immunology or similar course and MBIO601 Molecular Microbiology or similar course. Each student will need to have a good understanding of basic Immunology and Microbiology. Sufficient background coursework in immunological and microbiological methods are also highly recommended. Contact the course director if more information about this is needed.

Purpose of the Course & Course Objectives

Our goal is to deepen your knowledge and scientific curiosity of immunity to pathogenic and commensal microbes and to tumors, and help you become expert at analyzing scientific articles and designing experiments. We anticipate that our diverse backgrounds and experiences will generate fruitful discussion and exchange of opinion.

Each lesson will begin with a short introduction, which build from the information presented in Introductory Immunology up to the current state of knowledge, providing substantial depth in the subject. An assigned article about the current research literature will be discussed in class. You will be asked to explain and/or comment on various aspects of the chosen article during class.

Upon completion of this course, you will be able to:

- 1) Describe approaches used to address various immunological research questions
- 2) Associate your new knowledge about the topics taught to comprehension of current literature
- 3) Analyze a scientific article and evaluate critically the data
- 4) Design experiments based on the current literature
- 5) Communicate your ideas clearly

Feedback and Grading

The course grade will be based on one take-home exam and on participation in the class discussions (see % distribution below), and a letter grade will be attributed according to the grade scale shown below. You are, therefore, expected to attend class, read the assigned scientific article prior to class and actively engage in class discussions (if unable to attend a class, students should let the instructor and course director know and arrange a meeting with the instructor to remediate). **Answers to exam questions should be emailed before the deadline to Allison Tracy and will be corrected blindly by the instructors.**

The assignments will be graded as shown below:

Assignments	Contribution
Take home exams (1)	60%
Oral Participation	40%

Course grade	Approximate percent score
A+	98-100
A	92-97
A-	89-91
B+	86-88
B	82-85
B-	78-81
C+	75-77
C	72-74
C-	69-72
D	65-68
F	<65

You will receive weekly feedback on your participation.

Assignments

1. Take home exams

You will be asked to design hypothesis-driven experiments related to each topic/article. The rationale behind your hypothesis or your approach should be based on the current literature, and the experimental design should address your hypothesis. Your design should also include appropriate controls and proposed expected results based on the current literature. Consulting with other students, lab mates, or mentors on exam questions is not permitted.

	0-2	3-5	6-7	8-10
Rationale	none	Not based on the current literature	Based on the current literature but inaccuracy	Based accurately on the current literature
Design	Does not address hypothesis No good controls	Address somewhat hypothesis & no good controls	Address somewhat hypothesis & fair controls	Address hypothesis & good controls
Expected results	none	Incorrect and not based on the current literature	Correct but not based on the current literature	Correct and based on the current literature

2. Oral participation

Your participation will be assessed based on your ability to knowledgeably discuss the assigned scientific article. Level of preparation, content understanding, level of engagement and communication skills will be evaluated. This would include your ability to 1) describe the question asked by the authors for each figure and the methodology/approach used to address the questions, 2) analyze the data and interpret the results.

A maximum of 8 points will be given for your explanation of a figure. Additional participation in the overall discussion will also be considered for 2 additional points.

Diversity and Inclusion Statement

University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability, and religion that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

Policy on Instructional Modifications

"The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Plagiarism

Any plagiarism, or using whole sentences or intact phrases written by others will be verified, resulting in failing grades followed by University disciplinary action.

Generative Artificial Intelligence

UofL has not yet issued a university-wide policy on the use of generative artificial intelligence (such as ChatGPT) by students and faculty. This course is considering how to integrate this tool in a way that prepares you while also ensuring that it does not undermine your learning experience and our goals for your learning. Generative AI is a tool, but it should not be used to supplement thinking. For example, many assignments use reflection, which is a critical process to synthesize ideas, identify knowledge gaps, and determine next steps. Learners should not use generative AI to write reflection assignments because this circumvents the critical thinking process and thus undermines the entire goal of the assignment. In general, you may not type a question or prompt into ChatGPT (or any other generative AI software), copy the response, and turn it in as your own work—It would be considered that to be an academic integrity issue. However, using generative AI to refine your writing (i.e., after drafting a writing assignment, using generative AI as a tool to improve clarity or readability rather than to generate initial ideas) is acceptable. In these scenarios, you must disclose to me that you have used ChatGPT in your assignment; thus, if you decide to use generative AI for an assignment, please attach an additional page or an additional Word document to the assignment that discloses explicitly where and how you used AI.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

(<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

SCHEDULE M BIO 624 Fall 2024

Wednesday 3-5:00 PM

Bacterial evasion of host immune defenses (Lawrenz)	8/21
Vaccines (Mitchell)	8/28
Viral evasion of host immune defenses (Sokoloski)	9/4
Immunity to respiratory infections (Zheng)	9/11
Establishment of the gut microbiome (Collins)	9/18
Microbiota and susceptibility to infections (Alard)	9/25
Mid-term exam	10/2
Oral microbiota (Moradali)	10/9
Gut Microbiota-immune system interaction (Kosiewicz)	10/16
Vaginal microbiota and infections (Doster)	10/23
Impact of microbiota on tumor immunity (Jala)	10/30
Impact of virus on anti-tumor immune response (Nair)	11/6
Immune surveillance/evasion (Bodduluri)	11/13
Final exam	11/20