

PRINCIPLE OF IMMUNOLOGY  
BSCI 422, MTWRF 10:00 - 11:40, Microbiology 1207  
Summer 2012 Lecture Syllabus and Course Policies  
Dr. **Sandy Fox-Moon**: Contact E-mail [sjacobse@umd.edu](mailto:sjacobse@umd.edu)  
Office Hours: E-mail Contact or appointment

Textbook: *Kuby Immunology*, 2008, 6<sup>th</sup> edition, Kindt, T.J., R.A. Goldsby and B.A. Osborne.  
W.H. Freeman and Company

<b>Date</b>	<b>Tentative Topics</b>
July 9	Syllabus, Expectations Overview of the Immune System (Chapter 1)
July 10	Cells of the Immune System (Chapter 2)
July 11	Organs of the Immune System (Chapter 2) <b>Case Study 1: DiGeorge Syndrome (20 points), Print out 2 copies</b>
July 12	Innate Immunity Layer 1 (Chapter 3)
July 13	Innate Immunity Layer 2 & 3 (Chapter 3) <b>Group Topic due for approval at the start of class</b>
July 16	Complement (Chapter 7) <b>Case Study 2: Hereditary Angioedema (20 points), Print out 2 copies</b>
July 17	Antigens and Antibodies (Chapter 4)
July 18	Antigen-Antibody Interactions: Principles and Applications (Chapter 6) Review for Exam 1
July 19	Organization & Expression of Immunoglobulin Genes (Chapter 5) <b>Case Study 3: Ataxia Telangiectasia (20 points), Print out 2 copies</b>
July 20	<b>Exam 1 10:00 AM (100 points, CH 1,2,3,4,6,7)</b>
July 23	B-Cell Generation, Activation, and Differentiation (Chapter 11) <b>Research Presentation Title due by 10:00 AM (10 points)</b>
July 24	B-Cell Generation, Activation, and Differentiation (Chapter 11)
July 25	The Major Histocompatibility Complex and Antigen Presentation (Chapter 8) <b>Case Study 4: MHC Class II Deficiency (20 points), Print out 2 copies</b>
July 26	T-Cell Receptor (Chapter 9) <b>Mind Map on B Cell Development (15 points)</b>
July 27	T-Cell Maturation, Activation, and Differentiation (Chapter 10) <b>Case Study 5: Acute Infectious Mononucleosis (20 points), Print out 2 copies</b> Review for the exam
July 30	<b>Exam 2 10:00 AM (100 points, CH 5,8,9,10,11)</b>
July 31	Cytokines (Chapter 12) <b>Mind Map on T Cell Development (15 points)</b>
Aug 1	Leukocyte Activation and Migration (Chapter 13) <b>Case Study 6: Leukocyte Adhesion Deficiency (20 points), Print out 2 copies</b>
Aug 2	Inflammation (Chapter 13)
Aug 3	Cell-Mediated Cytotoxic Responses (Chapter 14) <b>Research Presentation Proposal Due by 10:00 AM (40 points)</b> <b>Presentation Multiple Choice Question Due Online at 10:00 AM (5 points)</b>

- Aug 6 Hypersensitivity Reactions (Chapter 15)  
**Case Study 7: Celiac Disease (20 points), Print out 2 copies**
- Aug 7 Tolerance and Autoimmunity (Chapter 16)  
**Mind Map on Inflammation (15 points)**  
Review for Exam 3
- Aug 8 Transplantation Immunology (Chapter 17)
- Aug 9 **Exam 3 10:00 AM (100 points, CH 12-17)**
- Aug 10 Immune Response to Infectious Diseases (Chapter 18)  
**Case study 8: Lepromatous Leprosy (20 points), Print out 2 copies**
- Aug 13 Vaccines (Chapter 19)  
**Journal Article TBA (10 points), questions due at 10:00 am**
- Aug 14 AIDS and Other Immunodeficiencies (Chapter 20)  
**Case Study 9: AIDS (20 points), Print out 2 copies**
- Aug 15 Cancer and the Immune System (Chapter 21)  
**Mind Map on Immune Response to Bacteria (15 points)**  
Review for Final Exam
- Aug 16 **Student 10-Minute Presentation, HARDCOPY DUE (100 points)**  
**Group Member Critique due at the end of class (10 points)**  
**Presentation Assessment (Bring a printed copy) due at the end of class (5 points)**
- Aug 17 **Comprehensive Final Exam (150 points)**  
**10:00 to 11:40 AM, Microbiology 1207**

## Prerequisite Knowledge

BSCI 222, BSCI 223

Recommended BSCI230 or BSCI 330

Familiar Concepts

- General microbiology: general bacterial cellular structures, viral structures.
- General eukaryotic cellular structures
- Basic Metabolism (Respiration, fermentation), Cell Transport Mechanisms (Osmosis, Diffusion, Active Transport)
- Basic chemistry including genetics (enzymes, DNA, genes)

The first week of lecture will focus on background material for the course. Potential problems in this class will occur if these topics are difficult to recall or are new. If this is the case, please speak with me concerning this.

## Overall Course Objectives

BSCI 422 is a one-semester 3-credit course and upon the completion of the course, students will be:

- Able to provided knowledge of general immunology including such topics as
  - Overview of innate and adaptive immune responses
  - Presentation and analysis of the cellular and molecular processes that comprise the immune system
  - Applying knowledge obtained from lecture to clinical case studies
- Able to design a presentation using Powerpoint.
- Able to present an oral presentation in front of an audience.
- Able to take lecture notes effectively.
- Able to apply these immunological processes to other fields (medicine, infectious disease, etc.)
- Able to analysis and discuss a peer review article.

# Course Policies

## Graded Assignments

### **Case Study Assignments & Discussions (180 points, 20 points each, 9 total cases):**

There will be nine case studies assigned during the semester that apply the lecture material to clinical cases. Their due dates are listed in the syllabus schedule. These case studies and the form with the questions to be answered will be located on ELMS under assignments.

Each case study will be discussed in class and will be turned in for credit at the start of the class. Students will be evaluated on their ability to discuss and elaborate on the questions asked in the study. These questions or ones similar to those in the study will be potential test questions.

Written assessments (worth 10 points) **must be typed** and select questions will be graded! There are forms to answer the questions for each case study on ELMS.

The answers to these cases **will not be posted** so make sure to make copies of your answers for those cases due the lecture before an exam. Please make sure to write down any instructor or student answers given during the discussion and make sure ask questions if necessary during the discussion.

Class discussion of case studies (worth 10 points) will be graded based as a class as a whole on these points and if class is missed (for any reason, there are **no make ups** for this part).

Points will be given for reading and answering of case questions, and for asking questions concerning the case.

### **Journal paper (10 points)**

There will be one peer review article on a specific topic in immunology. This assessment will include a few brief questions (5 points) and a discussion (5 points) on the paper. The purpose of the assessment is to introduce students to peer review articles and how to dissect and analyze journal articles. There will **no make ups** for the discussion portion of the assessment.

### **Mind Maps (60 points, 15 points each, 4 total maps)**

Concept maps or mind maps are tools used by instructors to assist students to process complex topics. Immunology has several topics that are very difficult to conceptualize. The purpose of these maps is to introduce students to a new method of studying complex processes. These will be due at the start of the assigned class and the terms to be used in the map will be found on ELMS. An example map and background on concept maps will be provided in ELMS. These maps can be hand drawn or typed.

## Exams

To evaluate how students are retaining the class material, there will be three regular exams (each worth 100 points) and a comprehensive final exam (worth 150 points) for a **total of 450 points**.

The regular exams will take place from **10:00 am to 11:40 pm on 7/20, 7/30 and 8/8**.

All tests are closed book and are required to be taken.

The format of the regular exams can include multiple-choice (most questions), short answer, and short essay and are not cumulative. Extra credit will be included as well. These questions will be based on the lecture material and case studies.

Review sheets may be provided for each exam, depending on time.

**There are no make-up exams unless proper documentation of the excuse can be shown!!!!**

University policy excuses the absences of students in the exam only in the case of an illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must submit the request in writing and supply appropriate documentation, e.g. medical documentation. In the event of illness or compelling circumstances, students must contact me before or within 24-hr after the exam. In case of a schedule conflict due to a valid University excuse, students must inform me two weeks before the exam with a written statement. Students have to adhere to the rules mentioned here to be eligible to schedule a make-up exam before the end of the semester.

An exam can be taken earlier only if I am contacted in advance and with a legitimate documented reason (conference, meeting, work training, religious holiday, etc.).

On exam day, please bring pens and sharpen pencils to class.

No other material should be on the desk including calculators or cell phones.

If calculators are needed, calculators that also function as cell phones or other electrical devices are NOT permitted.

Cell phone use is not permitted during exams and cell phones will be shut off.

There will be NO breaks to go to the bathroom during the exam. Therefore, all bathroom visits must be completed before the exam is handed out. Once the exam is passed out, no one will leave the class until the student passes in their exam to the instructor.

## Final exam

There will a cumulative final exam: part new material not tested on and old material. This exam is worth 150 points and will be one hour and 40 minutes. As of right now, this exam will take place on **Friday August 17 from 10:00 to 11:40 AM in the same classroom (Microbiology 1207)**. The format of this exam will resemble the one used for the regular exams but will have a predominance of multiple choice.

## **Title, Proposal, and Presentation of a Research Topic**

To gain valuable experience (Powerpoint and public speaking), there will be a presentation (**Total 300 points**) that will focus on a disease with an emphasis the pathology of the disease as it relates to immunology.

Here are elements of this assignment:

- 1) Research presentation title (10 points)
- 2) Research presentation proposal (40 points)
- 3) Presentation multiple-choice question (5 points)
- 4) Research paper 15-min oral presentation including a hard copy (200 points)
- 5) Participation (10 points)
- 6) Questions & Answers (10 points)
- 7) Asking questions (10 points)
- 8) Presentation worksheet (5 points)
- 9) Critique of group members (10 points)

This disease can be an infectious disease, autoimmune disorder or genetic disease, etc.

**Group Topic Approval** (Due **7/13** at the start of class) These presentations can be done as a group or by individuals and one student or group per topic so choose early. This should be e-mailed to me or on a piece of paper. There will be only one group per subject.

Keep in mind that all students in a group will receive the same grade on many of the assessments in this project (except for participation, Q & As and the critique).

Each group needs to turn in one hard copy of each assignment at the start of the class that the assignment is due. Assignments can be submitted through my e-mail address (noted on page one of the syllabus) to ensure the assignment is turn in on time.

However, a hard copy **still** handed in.

**SUGGESTION:** Have one student e-mail the assignment and another bring a printed copy.

Examples of all these assessments are found online. There are also forms to use to complete these assessments. **Failure to use these forms will result in point deductions (~1/4 of the total points).**

### **Research Presentation Title** (10 points, due **7/23**)

This assignment includes the name of the students in the group, the title of the research presentation and a short paragraph (about 100 words or less) on the preliminary ideas on this presentation. For groups, only one copy of the assignment needs to be submitted.

(Students only need to provide one or two references for the "Research Presentation Title" assignment.)

### **Research Presentation Proposal** (40 points, due **8/3**)

The research paper proposal should include (1) the title of the presentation; (2) a carefully written abstract or summary; (3) an outline of the presentation; (4) a bibliography.

At least five references, **not** including the textbook, are required.

Four of the references should come from peer-reviewed journals.

The proposal can be a **maximum** of 2-pages long (**not** including the bibliography).

The proposal should be 12-point font, single-spaced, and a one-inch margin at the top, bottom, and sides.

Point deductions will be made if the proposal does not follow the format listed above.

### **Research Presentation** (200 points, due **8/16**)

Students/groups are required to present a 10-minute talk (200 points).

The presentation will be graded based as a class as a whole on the oral portion of the presentation (100 points) and the powerpoint portion of the presentation (90 points).

The oral portion will be graded on presentation style (ex. Did the student read the whole presentation or memorized the talk). Was the information spoken correct?

The powerpoint will be graded based on the format given on the next page as well as spelling, creativity, consistency, aesthetics, proper used of figures, graphs etc.

A **hard copy** of all Powerpoint presentation will be due on the day of student presentations for grading purposes (10 points, **8/16**).

This presentation must include the following:

- 1) **Title slide** including Title of the talk, Group members, Class, Summer 2012, Section
- 2) **Background/introduction** including, but not limit to the significance of this disease (explain why this is an interesting and important area of immunology) and the scientific background and the current research status of the disease
- 3) **Discussion** including, but not limit to relating the disease to topics discussed in class and any controversies of this topic in different perspectives, such as scientific theory and medical application
- 4) **Conclusion slide** including, but not limit to a summary of the presentation and any new ideas or thoughts the student learned from this research
- 5) **Bibliography slide** included citations/references written using the APA style. At least five references other than textbook must be used for the presentation. Four of them must be peer-reviewed articles.

**Presentation worksheet and Multiple Choice Question:** Students will need to submit one multiple choice question online based on their presentation (5 points, Due **8/3**). The template for the multiple choice question is found on ELMS. These questions will be assembled into one document that will be posted online. This document will be collected and graded at the end of the presentations (5 points, Due **8/16**). Please to bring a copy of the questions to class.

This question needs to follow the format used for exam questions and the answer must be given. Not following the format (not typed, not a soft copy, no answer) will result in point deductions.

**Questions:** Part of the presentation grade will be based on student's discussions. Following the talk, students will be graded on their ability to field questions about their talk (10 points) and students in the audience will be assessed on their ability to ask relevant questions about the research presentations (10 points). There are no make up points for this part of the grade if you are absent. You need to ask ONE question per presentation session, NOT after every presentation.

If you cannot be at lecture on a certain date during the presentation series and it is a university accepted excuse, please let me know so we can plan your presentation date around this.

**Critique of Group Members:** The ability to objectively critique fellow coworkers is an important skill for the work place. The purpose of the exercise is to practice this skill. There will be a form located on ELMS that needs to be completely filled to receive FULL credit. The critique must include comments about all members including yourself. (10 points, Due **8/16**)

### **Bibliography**

Citations/references must be written using the APA style.

Listed below are the APA style templates and examples:

#### **In the TEXT:**

Even some of the most isolated economies, such as Mongolia and Albania, have declared that they would welcome foreign direct investment (Turner, Allen, & Brown, 2002, p. 166).

#### **In the BIBLIOGRAPHY:**

##### Article from a journal:

Authors. (date). Title of article. Title of journal, volume(issue), pages. Retrieved date, from "database name".

EX: Barker, R. (2003). Can Netflix keep spinning gold? Business Week, (3829), 112. Retrieved May 3, 2003, from Business Source Premier database.



A chapter from an electronic book:

Author (year). Chapter title. In Title of book (pp. pages). Place of publication: Publisher.  
Retrieved date, from "database name".

EX: Kotter, J. P. (1998). What leaders really do. In Harvard Business Review on leadership (pp. 37-60). Boston: Harvard Business School Press. Retrieved September 25, 2002, from netLibrary database.

A website

Author or Creator of Page. (date of page). Title of article, chapter, or page. Title of journal or newspaper or book, if available. Retrieved date, from URL

EX: Leary, W.M. (1999-2000, Winter). Supporting the "secret war": CIA air operations in Laos, Studies in Intelligence. Retrieved October 29, 2002, from <http://www.odci.gov/csi/studies/winter99-00/art7.html>

**Possible topics**

Here are some examples of interesting topics (also a list is posted in the assessment section of ELMS) and it is first come, first serve.

Students can find their own topic to write, as long as it is a genetic disease or infectious disease related to immunological issues.

Please check to see if this topic is suitable for the talk.

Need help picking a topic, please ask!!

Here are some examples.

**Autoimmune diseases**

Alopecia areata

Ankylosing spondylitis

Chagas disease

Chronic obstructive pulmonary disease

Dermatomyositis

Diabetes mellitus type 1

Endometriosis

Goodpasture's syndrome

Graves' disease

Guillain-Barré syndrome (GBS)

Hashimoto's disease

Hidradenitis suppurativa

Kawasaki disease

IgA nephropathy

Idiopathic thrombocytopenic purpura

Interstitial cystitis

Lupus erythematosus

Mixed connective tissue disease

Morphea

Multiple sclerosis

Myasthenia gravis

Narcolepsy  
Neuromyotonia  
Pemphigus vulgaris  
Pernicious anaemia  
Psoriasis  
Psoriatic arthritis  
Polymyositis  
Primary biliary cirrhosis  
Relapsing polychondritis  
Rheumatoid arthritis  
Sarcoidosis  
Schizophrenia  
Scleroderma  
Sjogren's syndrome  
Temporal arteritis (Giant cell arteritis)  
Ulcerative colitis or IBD (Idiopathic inflammatory bowel disease)  
Vasculitis  
Vitiligo  
Wegener's granulomatosis

### **Immunodeficiency Conditions**

Acute lymphoblastic leukemia  
Acute myeloid leukemia  
Adenosine deaminase deficiency  
Alemtuzumab  
Anakinra  
Ataxia telangiectasia - weak immune system  
Atypical mycobacteriosis, familial  
Atypical mycobacteriosis, familial  
Autoimmune polyendocrine syndrome type 1  
Bloom's syndrome  
Brequinar  
C3 deficiency, hereditary  
Cachexia  
Centromeric instability of chromosomes 1,9 and 16 and immunodeficiency  
Chediak-Higashi disease  
Chromosome 22, microdeletion 22q11 - impaired immune system  
Chromosome 22q deletion - weak immune system  
Chromosome 22q11.2 deletion syndrome - weak immune system  
Chronic granulomatous disease  
Chronic lymphocytic leukaemia  
Common variable hypogammaglobulinaemia  
Complement levels low (serum or plasma)  
Cyclical neutropenia  
Diabetes mellitus type 1  
Diabetes mellitus type 2  
DiGeorge's syndrome - immune deficiency

Efalizumab  
Glucocorticoids, topical  
Hairy cell leukaemia  
Hepatic failure  
HIV-1 disease  
Hodgkin's Disease - immune deficiency  
Hyperimmunoglobulin E (IgE) syndrome  
Hypersplenism  
Hyposplenism  
Immunodeficiency with short limb dwarfism - weak immune system  
Immunodeficiency, combined, severe, due to ZAP70 deficiency - susceptibility to infection  
Immunologic Deficiency Syndromes - impaired immune system  
Infliximab  
Juvenile Scleroderma - impaired immune system  
Kostmann disease  
Kotzot-Richter syndrome - weak immune system  
Leucocyte adhesion deficiency type 1  
Leukemia, Monocytic, Acute - susceptibility to infection  
Leukocyte adhesion deficiency (LAD) - impaired immune system  
Lysinuric protein intolerance - immune deficiency  
Major histocompatibility complex class I deficiency  
Malabsorption syndrome  
Marasmus  
Methotrexate  
Microcephalic primordial dwarfism, Toriello type - immune deficiency  
Mizoribine  
Multiple carboxylase deficiency, propionic acidemia - impaired immune system  
Multiple Myeloma - immune deficiency  
Mycophenolate mofetil  
Myelodysplastic syndrome  
Myeloma  
Myeloperoxidase deficiency  
Myotonic dystrophy  
Non-Hodgkin's lymphoma  
OLEDAID - weak immune system  
Paraneoplastic syndrome  
Paroxysmal nocturnal haemoglobinuria  
Pentostatin  
Philadelphia-negative chronic myeloid leukemia - susceptibility to infection  
Prednisolone  
Recurrent hereditary polyserositis  
Renal failure, chronic  
Roifman syndrome - immune deficiency  
Scleroderma - impaired immune system  
Semmerkrot-Haraldsson-Weenaes syndrome - immune deficiency  
Sickle cell disease

Splenectomy

Spondylometaphyseal dysplasia with combined immunodeficiency - immune deficiency

Starvation (acute) effect on immune response

Tacrolimus

Velocardiofacial syndrome

Visceral leishmaniasis

Vitamin H deficiency

Wiskott-Aldrich syndrome

X-linked hyperimmunoglobulin M syndrome

X-linked lymphoproliferative disease

### **Re-grading Policy**

If your exam or any assignment needs to be re-graded, you should submit the assignment to me no later than one day after the assignment is returned to you. A written statement to explain why the assignment needs to be reconsidered has to be submitted. Any assignment written in pencil will not be considered for a re-grade.

### **Submitting Assignments On-Line**

If submitting an assignment on-line, please include your name and assignment name in the e-mail title, the file name and on the first page of your assignments. Students are responsible for the loss of submission if the assignments are not submitted appropriately. Keep receipts just in case e-mails do not get through.

### **Extra Credit**

There will be plenty of opportunities for extra credit including

- Syllabus quiz
- Syllabus final page
- Questions on exams
- Best Overall Project
- Others

## Final Grading

Your final letter grade is based on your performance relative to the class as a whole.  
The final class grade will consist of the following

Exam 1:	100 points
Exam 2:	100 points
Exam 3:	100 points
Paper Title:	10 points
Paper Proposal:	40 points
Presentation including copy:	200 points
Participation	10 points
Q & As:	20 points
Presentation ? and worksheet:	10 points
Critique Group Form	10 points
Case Studies:	180 points
Journal Article	10 points
Final Exam:	150 points
Concept maps:	60 points
Total points	1000 points

Your final grade will be determined as follows:

To track your progress throughout the semester, check ELMS weekly.

970-1000 = A+	870-894 = B+	770-794 = C+	670-694 = D+	< 594 = F
930-969 = A	830-869 = B	730-769 = C	630-669 = D	
895-929 = A-	795-829 = B-	695-729 = C-	595-629 = D-	

## Study Aids

- Attending class is critical for success.
- Get help early and often if needed (other students, professor). DO NOT WAIT!!
- Reading the topic before class is important to better understand the material. Come prepared with questions to ask concerning problem areas.
- Review the material as soon as possible
- Rewriting lecture notes in own words to assist in learning material.
- Audio taping lectures (audio learner).
- Worksheets will aid in evaluating your understanding of the lecture material.
- Flash cards to summarize material, vocabulary, diagrams (visual learner).
- When possible, write out notes etc. for studying...
- Search the web on material that is confusing (GOOGLE).
- Designing concept maps on complex topics.
- Study groups are a great way to meet new people and help to reinforce the information.
- Explain the material to other student or others. If you can explain it clearly, you understand the material.
- If applicable, use the publisher website since it has many free useful tools, such as tutorials, simulations of molecular structures, and animations.

## Other Important Topics

### Web-Based Component

The PowerPoint presentation for each lecture will be posted on the campus Blackboard site ELMS at <https://elms.umd.edu/>. First, log into ELMS. You will be able to access PowerPoint lectures, case studies, supplement documents, assignments, and announcements as well as your grades for this class. It is critical for the successful completion of the course that you acquire an elms access for this course. (Elms help desk: 301-405-1400).

Any other helpful web sites will be mentioned during lecture including the weblink to the textbook: [www.whfreeman.com/immunology6e](http://www.whfreeman.com/immunology6e).

### Communication & Office Hours

The Announcements area of ELMS for this class will be used to communicate with you if the college is closed or class is cancelled for any reason. Assignment turn in dates or exams missed for weather emergency will be collected/given the next scheduled class session. Check the UMCP website for information on college closures. Please do not hesitate to ask questions in class or to e-mail. I will try to answer e-mails within 24 hours Monday - Friday.

If you have a question that will take a while to answer (e.g., if you need help with a problem set question), feel free to email me either with the question or to set up an appointment to talk with me. I also encourage you to use the Blackboard Discussion area to ask questions.

## **Attendance**

It is strongly recommended that students attend class regularly because of the difficulty of the material. Some of the material is given during lecture will not be present in the textbook nor lecture notes.

Students who miss a single class for a medical reason must make a reasonable effort to contact the instructor in advance, and upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. A student's failure to provide an accurate statement is a violation of the Honor Code. Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider.

In the event a student is absent for a test, he or she must provide documentation of illness from a health care professional, as well as notify the instructor in advance.

Case study discussion points cannot be made up for any reason.

If you must miss class, you will be responsible for getting class notes (including any announcements about assignments or other class matters) from another student.

For religious observances, students are responsible for notifying the instructor of projected absences within the first two weeks of the semester, especially important for final examinations. Failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

**Turn off cell phones prior to coming to class.** If you need to be "on call" for emergencies, you must have a silent vibrate mode and must leave the room before accepting the call.

Please let the instructor know ahead of time if you have to leave lecture early. Otherwise, do not leave once class has started unless there is an emergency. This policy prevents distraction to both the instructor and the students. If you arrive late, please enter by the back door and sit in the back. Do not talk with your neighbors while lecture is in progress; this is very distracting to the instructor and the students. Class begins at 10:00, thus students should be in their seats and ready to participate in class at this time.

## **Disability Support Service (DSS)**

If you need special help regarding DSS, please contact me and provide documentation in the beginning of the class. I will inform DSS to provide accommodation to assist your learning process. You are responsible to arrange for exam times and locations with DSS and take the forms to me one week before the exams.

## **Academic Integrity & Honor Code**

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu>.

The University defines plagiarism as "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise."

The Code of Academic Integrity of the University of Maryland will be enforced in this course. Any student found breaking any aspect of this code will be reported to the Honor Council. The Honor Council will have the option of giving an XF grade for any breach of the code.

### **Plagiarism**

You should write all the assignments in your own words. Copying from any other sources, including textbooks and websites, is considered plagiarism.

**VIOLATORS WILL HAVE ZERO POINTS ON THE ASSIGNMENTS.**

### **CourseEvalUM Summer 2012**

CourseEvalUM is an important way that students can contribute to the academic community. Student feedback is confidential and is important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM opens for the evaluation of summer semester courses at the following website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). Students completing all their evaluations each semester will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

### **Last Words....**

This class may experience changes from time to time to better assist the students and myself and if such changes occur, I will let the class know as soon as possible.

Please let me know there are any questions and/concerns.

If you are concerned about your grade, please contact me.

Please don't wait until it is too late to receive help.



PRINCIPLES OF IMMUNOLOGY BSCI 422

What name do you prefer to go by (first and last name) \_\_\_\_\_

What previous chemistry and biology courses have you taken?

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What career/degree are you interested in pursuing? \_\_\_\_\_

Why are you taking this class? \_\_\_\_\_

Have you read scientific journals in other classes? \_\_\_\_\_

What potential issues may cause a problem in your performance in the class? (personal: sick relative, professional: job)

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What are your goals for this class?

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I have read and understood the course policies. I agree to follow the course policies and procedures as outlined in the syllabus.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The following are tentative wordings for resolutions. We invite any and all > comment. > > Democracy: > R: that the USFG should create a democracy promotion policy towards one or > more ASEA member nations. > R: that the USFG should (substantially) increase its democracy promotion > programs in one or more ASEAN member nations. > this comes down to a factual question of whether DEMOPROMO exists presently . >

Use these 154 great first date questions to ignite fun, and unexpected conversations. This is the only list of first date questions you'll need! He loves coming up with questions, jokes, and topics designed to create natural conversation. His work has been featured on Marriage.com, iHeart Media, Elite Daily, and The Urban List. Jasper lives in Georgia with his new bride. A tentative start date is the date (in the context of when, not the relationship date) that is assumed to be the start of something. "Assumed" meaning it's not fixed yet, and is still likely to change. ... , studied Teknik Elektro & Biomedical Engineering at Bandung Institute of Technology (2009). Answered November 15, 2018 Author has 1.1K answers and 1.1M answer views. Originally Answered: What is a tentative start date? I don't think this question is about dating. What Is Tentative Language? By definition, the word "tentative" means "not fully worked out or developed." Some people may say that they have "tentative plans" which means possible plans, or plans that are likely but not yet set in stone. Tentative language is an important topic taught to English language learners of all levels. As a native speaker, you may not realize that you use tentative language in everyday conversations. "The parties set a tentative sale date in July." "The lion cub made one tentative swipe at the turtle and then scampered away." What is the exam date for MP-PET? tentative date for mp-pet is 21st and 22nd june-08. What is the date for karnataka 2 puc exam? The tentative release date for Skillet's new album is September of 2012. What is the tentative date of cbse 2009 class 12 result? Im also looking for thec same answer.?.?.?.? What is the tentative date for results of cbse class 10 board exam 2012?