



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Science at Trinity

Faculty of Science, Technology, Engineering and Mathematics (STEM)

TR063 Physical Sciences
Senior Fresh Programme 2024 - 2025



Table of Contents

TR063: Physical Sciences introduction.....	3
Semester structure	5
Open Module Choices in Junior and Senior Fresh Years	5
TR063: Moderatorships and Open Module Choice Diagram.....	6
Open Module Choice Forms	7
Progression to Junior Sophister and Moderatorships in Physical Sciences.....	7
College registration.....	7
The European Credit Transfer Accumulation System (ECTS).....	8
TR063: Physical Sciences - CORE Modules	9
PYU22P10: Physics 1	10
PYU22P20: Physics 2	12
MAU22S01: Multivariable calculus for science.....	14
MAU22S03: Fourier Analysis for Science.....	16
MAU22S02: Vector calculus for science	17
TR063: Physical Sciences – OPEN Modules	18
PIU22992: History, Philosophy and Ethics of Science.....	18
BYU22201: From Molecules to Cells II.....	19
BYU22202: From Cells to Organisms	24
CHU22201: Chemistry 1.....	31
CHU22202: Chemistry 2.....	34
GSU22201: From Atoms to Rocks: Introduction to Geochemistry.....	37
GSU22205: Sedimentary Processes & Environments	38
GGU22006: Physical Geography: Dynamic Earth.....	40
Graduate Attributes	41
Important information	42
Closing Dates for Course Transfer.....	42
Progression and Awards	42
Attendance.....	42
Assessment: Procedures for the non-submission of coursework and absence from examinations	42
Guidelines on Marking for Junior and Senior Fresh Courses.....	43
Plagiarism.....	44
Absence from College – Medical and Absence Certificates.....	45
Student Services.....	45
Useful College Websites:	47

Academic Year Structure 2024-2025	48
Teaching Term Dates 2024-2025	48
TR063: Physical Sciences Contact Details	49
Appendix 1: General Information	50

TR063: Physical Sciences introduction

Welcome to the Senior Fresh handbook for the Physical Sciences course in Trinity College! This year will see you consolidate your understanding of physics in general and the physical processes underpinning the world around you as described by physical laws. These 'laws of physics' based on the understanding of the physical processes are elucidated by the mathematical tools that can be used to describe them. On occasions the accepted laws of physics get superseded through paradigm shifts and new ways of looking at the world and its interactions extending our previous understanding and capable of explaining already known results, but also daring new predictions. An example of process is the emergence of special relativity, which superseded the Galilean relativity, while making new predictions. The consequences of these new predictions are far reaching and allow us to understand nuclear processes such as how nuclear fusion and fission is energetically allowed and also how stars, such as our sun, shine!

These and the other foundations of physics such as the laws of thermodynamics, the nature of oscillations, the phenomena of electricity and magnetism (all coupled with Maxwell's theory of electromagnetism and the propagation of light), materials properties and behaviour, and our knowledge of the universe around us through astrophysical observations are the collected topics of primary concern in this second foundational year of your Physics degree. Backing these with the mathematical tools encompassing multivariable calculus, vector calculus, and Fourier analysis, all required for the mathematical description of almost all physical phenomena, will help prepare you for your choice of Moderatorship for the two remaining Sophister years of your chosen degree.

In addition, the training in more advanced experimental physics within our laboratories, inclusive of further training in computational methods, as well as your participation in group research work via poster projects and presentations will equip you with further tools to progress.

Importantly in this year, you will also receive instruction on how the scientific method developed and the philosophy of thought that underpins any scientific query. A key learning outcome is a clear understanding of how science is not closed book, but rather a set of theories and accumulated knowledge that is constantly evolving while staying anchored to empirical and experimental observations, and how predictive power is required from any viable theory. Physical theories can, indeed, be superseded, as in the above example of the paradigm from Galilean relativity to special relativity, but only if the new theory has more predictive power and can be tested to a higher level of accuracy than the previous theory. Thus, science, and physics, can advance but only through rigorous training the future generation of scientists and physicists in the power of independent, logical, and critical thinking informed by experimental data.

This year will also see you decide on which of the three possible Moderatorship degrees you wish to progress in, these being either **Physics**, or **Physics and Astrophysics** or **Nanoscience**, and is where competition for places occurs. To guide you in this, in addition to your lectures and your natural curiosity (this is why you are here?!), we intend to provide a short series of insightful prospective seminars on what these degree choices entail, so that you are well informed in making the most appropriate choice for you and for your future career as a graduate of this university.

May your journey with Physics continue!



Assist. Prof. Plamen Stamenov
Director, TR063: Physical Sciences Course

TR063: Physical Sciences overview and module (pre)-selection

The second year will build on the material covered in the first year which will help you decide on which career path to follow. Second year is divided into Semester 1 (Michaelmas term) and Semester 2 (Hilary term). You will take your previously determined modules to the value of 60 credits in the year with no more than 30 credits of module from Semester 1 and 30 credits of modules from Semester 2.

OVERVIEW OF MODULES – NOTE YOUR SELECTION IS DETERMINED DURING YOUR JF YEAR

Students must take 40 core credit modules (20 per semester) as follows:

PYU22P10	Physics	Semester 1	10
PYU22P20	Physics	Semester 2	10
MAU22S01	Multivariable calculus for Science	Semester 1	5
MAU22S03	Fourier analysis for Science	Semester 1	5
MAU22S02	Vector calculus for Science	Semester 2	5
PIU22992	History, Philosophy and Ethics of Science	Semester 2	5

Students also take Open modules to the value of 20 credits (10 per semester) from the following:

BYU22201	From Molecules to Cells	Semester 1	10
BYU22202	From Cells to Organisms	Semester 2	10
CHU22201	Chemistry 1	Semester 1	10
CHU22202	Chemistry 2	Semester 2	10
GSU22201	From atoms to rocks: introduction to geochemistry	Semester 1	5
GSU22205	Sedimentary Processes & Environments in a Changing World	Semester 1	5
GSU22006	Dynamic Earth	Semester 2	10

Modules and Moderatorships

First and second year TR063: Physical Science students complete a course of study which will qualify them to compete for a place in one of the following Moderatorships after the Senior Fresh year:

- Nanoscience
- Physics
- Physics and Astrophysics

Allocation of places in the Moderatorships is based on the totality of your second year mark across all modules of the second year. Allocation begins after the Semester 2 examinations for all those who have completed the year at that time. More details in a following section.

Note that there are limitations on Open module choices across the first and second years **due to prerequisites in second year that depend upon, or require, Open modules in the first year.**

All current students will have already made module choices in first year that **completely predetermine the modules** they will take in the Senior Fresh year.

Semester structure

Semester one		Semester two	
CORE MODULES (Mandatory) – 20 per semester			
PYU22P10: Physics 1	10	PYU22P20: Physics 2	10
MAU22S01: Multivariable Calculus for Science	5	MAU22S02: Vector Calculus for Science	5
MAU22S03: Fourier analysis for Science	5	PIU22992: History, Philosophy and Ethics of Science	5

OPEN MODULES (Optional): Students choose 10 credits from each Semester

Open modules (optional)	Credits	Open modules (optional)	Credits
BYU22201: From Molecules to Cells	10	BYU22202: From Cells to Organisms	10
CHU22201: Chemistry 1	10	CHU22202: Chemistry 2	10
GSU22201: From atoms to rocks: introduction to geochemistry	5	GGU22006: Dynamic Earth	10
GSU22205: Sedimentary Processes & Environments in a Changing World	5		

Open Module Choices in Junior and Senior Fresh Years

Year 1: JUNIOR FRESH	
CORE MODULES – 40 credits 20/20	
Semester 1	Semester 2
PYU11P10: Physics 1	PYU11P20: Physics 2
MAU11S01: Mathematics for Scientists I	MAU11S02: Mathematics for Scientists II

Year 2: SENIOR FRESH	
CORE MODULES – 40 credits 20/20	
Semester 1	Semester 2
PYU22P10: Physics 3	PYU22P20: Physics 4
MAU22S01: Multi-variable calculus for Science	MAU22S02: Vector Calculus for Science
MAU22S03: Fourier analysis for Science	PIU22992: History, Philosophy and Ethics of Science

OPEN MODULES – choose 20 credits 10/10	
CHU11101 General and Physical Chemistry	CHU11102 Introduction to Inorganic and Organic Chemistry
GSU11004 Spaceship Earth: An introduction to Earth System Science	GSU11005 Geology: A Beginner's guide to Planet Earth
BYU11101 From Molecules to Cells	BYU11102 From Organisms to Ecosystems

OPEN MODULES – choose 20 credits 10/10	
CHU22201 Chemistry	CHU22202 Chemistry
GSU22201: Geochemistry ...	GGU22006 Dynamic Earth
GSU22005: Sedimentary ...	
BYU22201 From Molecules to Cells 2	BYU22202 From Cells to Organisms

TR063: Moderatorships and Open Module Choice Diagram

Moderatorships in **Physics** or in **Physics and Astrophysics** are available to all students regardless of the choice of Open modules in the Junior Fresh and Senior Fresh years. To qualify for the Moderatorship in **Nanoscience**, a student must take all available Chemistry Open modules in both semesters of the Junior and Senior Fresh years.

Five patterns of Open Modules are available to students across Junior Fresh and Senior Fresh years. These are denoted A, B, C, D and E. **Your choice of last year determines** the subject choices: **X, Y and Z** in the TR063 Physical Sciences Senior Fresh module choice form.

Year 1: JUNIOR FRESH			Year 2: SENIOR FRESH			Moderatorship	
A	Semester 1	Semester 2	X	Semester 1	Semester 2	Nano-science	
	CHU11101 General and Physical Chemistry	CHU11102 Introduction to Inorganic and Organic Chemistry		CHU22201 Chemistry 1	CHU22202 Chemistry 2		
B	Semester 1	Semester 2	Y	Semester 1	Semester 2		Physics
	CHU11101 General and Physical Chemistry	GSU11005 Geology: A Beginner's Guide to Planet Earth		GSU22201 Geochemistry ...	GGU22006 Dynamic Earth		
C	Semester 1	Semester 2	Y	Semester 1	Semester 2		
	GSU11004 Spaceship Earth: An intro. ...	GSU11005 Geology: A Beginner's Guide ...		GSU22201 Geochemistry ...	GGU22006 Dynamic Earth		
D	Semester 1	Semester 2	Z	Semester 1	Semester 2	Physics and Astrophysics	
	BYU11101 From Molecules to Cells	BYU11102 From Organisms to Ecosystems		BYU22201 From Molecules to Cells	BYU22202 From Cells to Organisms		
E	Semester 1	Semester 2	Y	Semester 1	Semester 2		Physics and Astrophysics
	BYU11101 From Molecules to Cells	GSU11005 Geology: A Beginner's Guide ...		GSU22201 Geochemistry ...	GGU22006 Dynamic Earth		

Applications to choose a specific Moderatorship after the Senior Fresh year occur via a preferred Moderatorship choice form that will be available in Semester 2 of the Senior Fresh year. There are quotas and hence competition for admission to each Moderatorship.

Open Module Choice Forms

Your Open modules in SF are entirely predetermined by your Open module choices in the JF year due to each SF modules having specified pre-requisites or dependencies on JF modules. No changes are possible. See again the module patterns for the JF and SF years on the previous page.

Please submit module choice forms online by **4pm on Friday 19th April 2024**. Forms are available online via the following link: <https://forms.office.com/e/JSZdxCgdbf>

Progression to Junior Sophister and Moderatorships in Physical Sciences

As indicated there are three available Moderatorships in Physical Sciences which are:

- Physics - 30 places available
- Physics and Astrophysics - 24 places available
- Nanoscience - 26* places available (*10 from chemical Sciences)

Applications to choose a specific Moderatorship in the Sophister years are submitted via a preferred Moderatorship choice form that will be available in Semester 2 of the Senior Fresh year. This will occur after a detailed information session to all SF students in the Physical Sciences.

Note especially that there are quotas and hence competition for in-demand Moderatorships. Allocation of places in Moderatorships is based on student ranking of final weighted average marks across **all** Senior Fresh Core and Open modules in both semesters, i.e. the average year mark, for those who successfully complete the Senior Fresh year. In brief, places will first be allocated at the end of the Semester 2 exams to those who have completed the Senior Fresh year at that time. All remaining places will be allocated after the Supplemental examinations.

Details and full regulations pertaining to the allocation process can be found in the Physical Sciences Sophister Programme booklet or at the website: <https://www.tcd.ie/science/undergraduate/tr063-physical-sciences/junior-sophister/>

All qualified Physical Sciences students will be able to proceed to a Moderatorship.

College registration

The Academic Registry issues an **'Invite to Register'** email to all continuing students eligible to register for the forthcoming academic year. This communication is issued via the my.tcd.ie portal and your institutional (TCD issued) email address.

On receipt of the emailed invitation, you should log in to the my.tcd.ie portal to complete the registration steps.

All information regarding College registration is available at the following links:

<https://www.tcd.ie/academicregistry/>

<https://www.tcd.ie/academicregistry/student-registration/>

The European Credit Transfer Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the course year.

Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en

TR063: Physical Sciences - CORE Modules

Tuition will consist of lectures, practicals and tutorials in physics at intermediate level. Lectures are given on oscillations, optics, electricity and magnetism, thermodynamics, special relativity, nuclear physics, materials physics, and astronomy. Practical include set experiments, computational exercises and group study projects. This tuition may only be taken by students reading the appropriate elements of Senior Fresh mathematics as required in Physical Sciences.

Lectures in Physics in SF year are given in two modules, one in each semester. Students must take both modules, comprising Lectures, Laboratory Classes, Group Study Project, and Small Group Tutorials (see below).

Practical Laboratory Classes – both Semester 1 and 2 All SF students are required to attend one 3-hour laboratory session each week. A series of experiments and computational exercises are provided to illustrate some key results presented in the lecture courses. The experiments are longer than in the JF year and are designed to continue the development of personal initiative as well as experimental and computational skills. Students prepare written reports on these experiments, which are assessed during the year.

Group Study Projects – Semester 1 All students are required to investigate a given topic in Physics and present their findings in the form of a poster. Students work in groups of about five.

Small Group Tutorials – both Semester 1 and 2 Students are required to attend tutorials, which are intended to deepen their understanding of concepts taught in lectures.

Homework Problems – both Semester 1 and 2 Students are required to complete one homework set for each of four topics taught in each module. Problems are available and solutions are entered online. Lecturers provide a solution class after the homework submission deadline.

PYU22P10: Physics 1

Semester 1, 10 Credits

PYU22P10 Physics

(G. Cross, H. Zhang, E. Keane, S. Dooley; Co-ordinator: Prof H. Zhang)

This module combines four elements of classical physics as follows:

Thermodynamics – 15 lectures

Electricity and Magnetism II – 14 lectures

Astrophysics – 12 lectures

Materials Physics – 12 lectures

Syllabus:

- **Thermodynamics: - 15 lectures**

Kinetic theory and the ideal gas equation. Van der Waals model for real gases. First law of thermodynamics. Internal energy, heat and work. Reversible and irreversible processes. Specific heat. Second law of thermodynamics. Heat engines, Carnot cycles. Entropy. Probability and disorder. Combined first and second laws. Central equation. H, F, G. Maxwell's relations. Energy equations. Cooling processes. Joule-Kelvin effect. Third law of thermodynamics.

- **Electricity & Magnetism II: - 14 lectures**

Magnetism, magnetic field lines and flux; Lorentz force on moving charge; Energy of and torque on a current loop in a magnetic field; magnetic fields of moving charges; Biot-Savart Law illustrated by magnetic fields of a straight wire and circular loop; forces between current-carrying straight wires; Ampere's Law in integral form illustrated by field of a straight conductor of finite thickness. Electromagnetic induction and Faraday's Law in integral form; Lenz's Law; induced electric fields and motional emf's; summary of Maxwell equations in integral form; Mutual inductance and self-inductance; Kirchhoff rules and circuit analysis methods; Thevenin theorem; R-C and R-L circuits and R-L-C circuits; AC circuits, phasor diagrams reactance, resonance, transformers and complex representation of reactance. Power analysis. R-C integration and differentiation, R-C low- and high-pass filters and active filters.

- **Astrophysics – Observing the Universe: - 12 lectures**

Continuous radiation of stars: flux, luminosity, magnitudes, colours. Spectral lines in stars: spectral classification, origin of spectral lines, the Hertzsprung-Russell diagram. Basic nucleosynthesis and stellar equilibrium. Life and death of stars: stellar evolution, end stages of stellar evolution, planetary nebulae, white dwarfs, supernovae, neutron stars and black holes. Close binary evolution: mass transfer, supernova Type Ia, gravitational waves. Interstellar medium. Star formation: gravitational collapse, initial mass function. Galaxies and galaxy clusters: Milk Way, galactic rotation, dark matter, galaxy classification, distribution of galaxies, expansion of the Universe, galaxy clusters, active galaxies. Cosmology and the early Universe: gravitational lensing, cosmology, the evolution of the universe, dark energy, big bang theory.

- **Materials Physics: - 12 lectures**

Foundational molecular properties, inter and intra-molecular forces, potential energy curves, polarity, translational, rotational and vibrational degrees of freedom, heat capacity, thermal expansion and thermal conductivity. Stress, strain, shear, elastic and plastic deformations of solids. Structures of solids in crystalline, glass, plastic phases. Insulators, conductors and semiconductors. Point defects and imperfections in solids – Iron/Carbon system. Density, pressure, surface tension, buoyancy and hydrodynamic-incompressible and compressible flows in fluids. Bernoulli's equation. Viscosity, diffusion, laminar and turbulent flow. Gas laws, kinetic

theory and collisions, PVT diagrams, thermal expansion, surface tension. Conductive, convective and radiative transport of heat. Stefan-Boltzmann law.

PYU22P10 Learning Outcomes:

On successful completion of this module, the students will be able to:

- Solve basic problems in relation to harmonic oscillators
- Describe elementary crystal structures and the response of materials to external forces
- Describe how the laws of thermodynamics react to properties of matter
- Explain a broad variety of astrophysical phenomena with simple physics
- Employ web-based research techniques in a small group project and present the results in the form of a poster
- Either prepare an extensive report detailing methodology, data gathering and interpretation of a physical experiment and obtain, pre-process, display and analyse experimental data using software packages such as Origin or analyse, modify and run Python language programs to perform computer experiments

Laboratory Classes:

Students are required to attend one 3-hour laboratory session each week. The experiments are designed to continue the development of personal initiative and experimental and computational skills. Reports on these experiments are assessed during the year.

Group Study Projects:

Students are asked to investigate a given topic in Physics and present their findings in the form of a poster. Students work in groups of about five.

Small Group Tutorials:

Students are required to attend tutorials and to complete associated homework.

Assessment	Weighting
Examination	60%
Experimental / Computational laboratories	25%
Project	5%
Tutorials	10%

Note: There is a minimum mark requirement of 30% separately in the Examination component and the Laboratory component, in order for a Pass or Qualified Pass mark in the module to be granted. Other components making up fewer marks are not included in this requirement.

Examination

Information about examinations will be made available on the Examination Office's website. Each module, PYU22P10 and PYU22P20, is examined in a separate 2-hour examination paper during the relevant end of semester exam session.

Web: <http://www.physics.tcd.ie/>

Contact Details:

Module Coordinator:	
Professor Hongzhou Zhang	E-mail: Hongzhou.Zhang@tcd.ie
	Phone: 01 896 4655
Executive Officer:	
Ms. Una Dowling	E-mail: dowlingu@tcd.ie
	Phone: 01 896 1675

PYU22P20: Physics 2

Semester 2, 10 Credits

PYU22P20 Physics

(J Vos, M Stamenova, M Hegner, D McCloskey: Co-ordinator: Prof David McCloskey)

This module combines four elements of modern physics as follows:

Special Relativity – 12 lectures

Nuclear and Particle Physics – 14 lectures

Oscillations – 12 lectures

Waves and Optics II – 14 lectures

Syllabus:

- **Special relativity: - 12 lectures**
Frames of reference and relativity principles. The Michelson-Morley experiment. Einstein's postulates. Simultaneity. The Lorentz transformations. The Fitzgerald-Lorentz contraction. Time dilation. Transformation of velocities. Relativistic dynamics - mass, energy and momentum.
- **Nuclear & Particle Physics: - 14 lectures**
Models of the atom. Rutherford scattering. Cross-sections. Nucleons. Nuclear force. Nuclear binding. Nuclear masses. Mass defect. Mass dependence of binding energy per nucleon. Beta decay. Electron, positron emission. Electron capture. Decay chains. Alpha decay. Heavy element decay chains. Barrier penetration mechanism. Gamma decay. Radioactive decay law. Analysis of parent-daughter activity relationships. Nuclear fission. Liquid drop model. Fission products. Induced fission. Nuclear reactors. Neutron moderation. Control and delayed neutrons. Reactor types. Environmental and other concerns. Fuel cycle. Nuclear fusion. Fusion reactors. Fundamental particles, Bosons and Fermions, Leptons and Hadrons, Mesons and Baryons, Quarks. Particle interactions and conservation laws. The Standard model of particle physics.
- **Oscillations: -12 lectures**
Review of simple harmonic motion. Forced and damped oscillations. Resonance. Two coupled oscillators, modes and normal coordinates. Many coupled oscillators. Transition to continuous systems. Examples of experimental measurements using MEMS resonators. Waves. Nonlinear behaviour. Anharmonic behaviour.
- **Waves & Optics II: - 14 lectures**
Maxwell equations in differential form. Coulomb's and Gauss' Laws; Biot-Savart and Ampere's Laws; absence of magnetic monopoles; Faraday's Law and magnetic induction. Electric dipoles, dielectric polarisation and dielectric susceptibility; magnetic dipoles, magnetisation and diamagnetic susceptibility; continuity equation, displacement current and Maxwell's generalisation of Ampere's Law. Electromagnetic waves in vacuum and isotropic matter. Energy density in time-varying electromagnetic fields and Poynting vector. Reflection, refraction, plane, circular and elliptic polarisation of light; dichroism, birefringence; interference, interferometers, coherence, Young's slits, near and far field diffraction.

PYU22P20 Learning Outcomes:

On successful completion of this module, the students will be able to:

- Describe how modern physics is underpinned by nuclear and particle physics; waves and optics
- Express relativistic effects as observed in different inertial reference frames
- Relate the concept of oscillations to optical properties of matter and AC circuits
- Prepare calculations and present in small groups
- Analyse, modify and run Python language programs to perform computer experiments
- Obtain, pre-process, display and analyse (fit to analytical models) actual experimental data using software packages such as Origin

Laboratory Classes:

Students are required to attend one 3-hour laboratory session each week. The experiments are designed to continue the development of personal initiative and experimental and computational skills. Reports on these experiments are assessed during the year.

Small Group Tutorials:

Students are required to attend tutorials and to complete associated homework.

Assessment	Weighting
Examination	60%
Experimental / Computational laboratories	30%
Tutorials	10%

Note: There is a minimum mark requirement of 30% separately in the Examination component and the Laboratory component, in order for a Pass or Qualified Pass mark in the module to be granted. Other components making up fewer marks are not included in this requirement.

Examination

Information about examinations will be made available on the Examination Office's website. Each module, PYU22P10 and PYU22P20, is examined in a separate 2-hour examination paper during the relevant end of semester exam session.

Web: <http://www.physics.tcd.ie/>

Contact Details:

Module Coordinator:	
Professor David McCloskey	E-mail: dmcclusk@tcd.ie
	Phone: 01 896 1148
Executive Officer:	
Ms Una Dowling	E-mail: dowlingu@tcd.ie
	Phone: 01 896 1675

MAU22S01: Multivariable calculus for science

Semester 1, 5 ECTS credits

Contact Hours

11 weeks, 3 lectures and 1 tutorial per week

Lecturer

Prof Manya Sahni (msahni@tcd.ie)

Learning Outcomes

On successful completion of this module, students will be able to:

- Write equations of planes, lines and quadric surfaces in 3-dimensional space;
- Determine the type of conic section and write change of coordinates turning a quadratic equation into its standard form;
- Use cylindrical and spherical coordinate systems;
- Write equations of a tangent line, compute unit tangent, normal and binormal vectors and curvature at a given point on a parametric curve; compute the length of a portion of a curve;
- Apply above concepts to describe motion of a particle in the space;
- Calculate limits and partial derivatives of functions of several variables
- Write local linear and quadratic approximations of a function of several variables, write equation of the plane tangent to its graph at a given point;
- Compute directional derivatives and determine the direction of maximal growth of a function using its gradient vector;
- Use the method of Lagrange multipliers to find local maxima and minima of a function;
- Compute double and triple integrals by application of Fubini's theorem or use change of variables;
- Use integrals to find quantities defined via integration in a number of contexts (such as average, area, volume, mass)

Module Content

- Vector-Valued Functions and Space Curves;
- Polar, Cylindrical and Spherical Coordinates;
- Quadric Surfaces and Their Plane Sections;
- Functions of Several Variables, Partial Derivatives;
- Tangent Planes and Linear Approximations;
- Directional Derivatives and the Gradient Vector;
- Maxima and Minima, Lagrange Multipliers;
- Double Integrals Over Rectangles and over General Regions
- Double Integrals in Cylindrical and Spherical Coordinates;
- Triple Integrals in Cylindrical and Spherical Coordinates;
- Change of Variables, Jacobians

Module Prerequisite

MAU11S01 & MAU11S02

Recommended Reading

Calculus, Late transcendentals by H.Anton, I.Bivens, S. Davies

Multivariable Calculus 7th ed. Early Transcendentals by James Stewart

Assessment Detail

This module will be examined in a 2-hour **examination** in Michaelmas term. **Continuous assessment** will contribute 20% to the final grade for the module at the annual examination.

Contact Details:

Module Coordinator: MAU22S01 E-mail: msahni@tcd.ie
Professor Manya Sahni Phone:

Administrative Officer E-mail: undergrad_maths@tcd.ie
Ms Jennifer Murray Phone: 01 896 2423

MAU22S03: Fourier Analysis for Science

Semester 1, 5 ECTS credits

Contact Hours

The term lasts for 11 weeks, there are three 1-hour lectures and one 1-hour tutorial per week.

Lecturer

Dr Anthony Brown (brown2@tcd.ie).

Learning Outcomes

- Find the real and complex Fourier series of periodic functions,
- Obtain the Fourier transforms of non-periodic functions,
- Evaluate integrals containing the Dirac delta function,
- Calculate the Fast Fourier Transform using the Cooley–Tukey algorithm,
- Solve first order ordinary differential equations using separation of variables, the integrating factor method, and by using substitution,
- Solve second order ordinary differential equations with constant coefficients, both homogeneous and non-homogeneous,
- Obtain series solutions (including using the Frobenius method) of ordinary differential equations.

Module Content

- Vector spaces and inner products,
- Fourier series,
- Fourier transforms,
- Discrete Fourier transforms,
- First order ordinary differential equations,
- Second order ordinary differential equations,
- Series solutions of ordinary differential equations.

Module Prerequisites

MAU11S01 & MAU11S02, co-requisite MAU22S01.

Suggested Reference

There are many large and comprehensive methods books that cover (either some or all of) the material in this course. Examples are:

- Advanced Engineering Mathematics by Erwin Kreyszig,
- Mathematical Methods for Physicists by George Arfken,
- Advanced Modern Engineering Mathematics by Glyn James.

Assessment Detail

This module will be examined by a 2-hour examination in Michaelmas term.

Continuous Assessment consisting of three written assignments throughout the term will contribute 20% to the final grade, with the examination counting for the remaining 80%.

Contact Details:

MAU22S03: Fourier analysis for Science		
Module Coordinator	Dr Anthony Brown	E-mail: brown2@tcd.ie
		Phone: 01 896 8491
Administrative Officer	Ms Jennifer Murray	E-mail: undergrad_maths@tcd.ie
		Phone: 01 896 2423

MAU22S02: Vector calculus for science

Semester 2, 5 ECTS credits

Contact Hours

11 weeks, 3 lectures and 1 tutorial per week

Lecturer

Dr. Marvin Anas Hahn (hahnma@maths.tcd.ie)

Learning Outcomes

On successful completion of this module, students will be able to:

- Manipulate vectors in \mathbb{R}^3 to evaluate dot products and cross products and investigate if vectors are linearly independent;
- Understand the concepts of vector fields, conservative vector fields, curves and surfaces in \mathbb{R}^3 ;
- Carry out basic epsilon-delta proofs
- Find the equation of normal lines and tangent planes to surfaces in \mathbb{R}^3 ;
- Evaluate line integrals and surface integrals from the definitions;
- Use Green's Theorem to evaluate line integrals in the plane and use the Divergence Theorem (Gauss's Theorem) to evaluate surface integrals;
- Apply Stokes's Theorem to evaluate line integrals and surface integrals;
- Solve first order PDEs using the method of characteristics and solve second order PDEs using separation of variables;

Module Content

- Vector algebra in \mathbb{R}^3 . Vector fields, curves and surfaces in \mathbb{R}^3 .
- Theorems of Green, Stokes and Gauss.
- PDEs of first and second order

Module Prerequisite

MAU22S01

Assessment Detail

This module will be examined in a 2 hour **examination** in Trinity term.

Continuous assessment will contribute 20% to the final grade for the module at the annual examination session.

Contact Details:

MAU22S02: Vector calculus for Science		
Module Coordinator	Dr Marvin Anas Hahn	E-mail: hahnma@maths.tcd.ie
		Phone: 01 896 1948
Administrative Officer	Jennifer Murray	E-mail: undergrad_maths@tcd.ie
	Phone: 01 896 2423	Phone: 01 896 2423

TR063: Physical Sciences – OPEN Modules

PIU22992: History, Philosophy and Ethics of Science

Semester 2, 5 credits

Contact Hours:

22 hours of lectures + 10 hours of tutorials

Module Personnel: TBC

Module Content

In this module, we will consider foundational issues in the philosophy of science. Topics to be covered will include some selection of: the nature of scientific methodology, the variety of inference methods used in science (and their benefits and drawbacks), realism and anti-realism, and the role of values in science. By the module's end, students will be well situated to engage in further independent study of the topics in philosophy of science that interest them.

Learning Aims

Students will: 1) gain a grounding in foundational issues in philosophy of science; 2) learn how to critically assess theses in science and philosophy; 3) learn about how philosophy is relevant for, and can contribute to, the practise of science; and, 4) gain the knowledge and skills requisite for engaging in further work in the philosophy of science

Learning Outcomes

By the end of this course, students will possess an understanding of the core topics and ideas in the area of philosophy of science (see module content for more information), as well as how to critically engage with them. Consequently, they will be well-placed to: apply their knowledge in future scientific work; and, branch out and engage in their own independently guided research into the philosophy of science issues which interest them most.

Assessment

For 5 ECTS:

- 4x Written Responses of 750 words [25% each]

Module Website (See Blackboard)

Contacts

Module Co-ordinator: TBC

Executive Officer: Tania Panero Garcia (philosophy@tcd.ie)

BYU22201: From Molecules to Cells II

Semester 1, 10 credits

Prerequisite: BYU11101

Module coordinator: Prof Emma Creagh, ecreagh@tcd.ie Phone: 01 8962539

Contact Hours: 34 hours lectures, 21 hours practicals

Module Personnel: E. Creagh, K. Mok, A. Khan, J. Hayes, D. Nolan, E. Day, M. Ramaswami, S. Martin, M. Campbell, K. Roberts

Learning Aims:

This module aims to give students a detailed understanding of cellular structure, composition and function. The molecular composition of organelles, the processes carried out in each organelle, and how these processes are integrated in cellular function are presented in detail. Students are also introduced to enzyme kinetics; cellular metabolism; DNA structure and replication, transcription and translation; the regulation of gene expression; Mendelian inheritance and genetic disease. This module also introduces students to virology – how viruses replicate, mutate, enter cells and take over cellular processes during infection.

Module content:

Programme of lectures, practicals and an essay writing exercise: four lectures a week, Monday at 13:00, Wednesday at 17:00, Friday at 9:00 and 12:00, practicals Tuesday or Wednesday

Lecture Topic	Lecturer	Practical
Introduction to Module BYU22201 "From Molecules to Cells"	E. Creagh	Practical 1. Solutions & Dilutions
Cell structure & intracellular transport	E. Creagh	
Cell cytoskeleton I	E. Creagh	
Cell cytoskeleton II	E. Creagh	
Proteins & amino acids	K. Mok	Practical 2. Spectrophotometry & Chromatography
Protein folding and purification	K. Mok	
Oxygen binding proteins	K. Mok	
Enzymes, catalysis and assays	A. Khan	
Enzyme kinetics, inhibition & regulation	A. Khan	Practical 3. Enzyme Kinetics
Lipids - fatty acids & phospholipids	J. Hayes	
Lipids – beta-oxidation & fatty acid synthesis	J. Hayes	
Glycolysis and Gluconeogenesis	E. Day	
The TCA Cycle	E. Day	
Glycogen Metabolism	E. Day	
Powering Life: energy transduction & life	D. Nolan	
Bioenergetics 1: oxidative phosphorylation	D. Nolan	

Bioenergetics 2: the universality of chemiosmosis	D. Nolan	Practical 4. Oxidative Phosphorylation
Harvesting the light: photosynthesis	D. Nolan	
Summary & integration of metabolism	D. Nolan	
DNA – structure, replication, repair, recombination I	M. Ramaswami	
DNA – structure, replication, repair, recombination II	M. Ramaswami	
Reading Week -		
DNA – structure, replication, repair, recombination III	M. Ramaswami	Practical 5. Assessment of Genetic Variation through Computational Analysis
Transcription – RNA types, mRNA processing	M. Ramaswami	
Transcription – RNA types, mRNA processing	M. Ramaswami	
Regulation of gene expression: general principles	S. Martin	Practical 6. Differential Gene Expression I
Gene expression in prokaryotes and eukaryotes	S. Martin	
Chromatin and epigenetic effects on gene expression	S. Martin	
Alternative splicing and protein translation	S. Martin	
Mendelian inheritance	M. Campbell	Practical 7. Differential Gene Expression II
Mapping Mendelian traits	M. Campbell	
Quantitative traits and heritability	M. Campbell	
Genetics of common diseases	M. Campbell	
Virology (1)	K. Roberts	
Virology (2)	K. Roberts	
Revision Week		

Lecture Content:

- Introduction to the BYU22201 Module ‘from Molecules to Cells’
- Revision of Cell structure (Podcast), Membrane structure & Intracellular protein transport mechanisms. (Elements Flipped classroom)
- Cellular cytoskeleton I (Actin filaments, myosin motor protein) (combination of flipped classroom & traditional lectures material) - Principles of cellular movement & the process of muscle contraction.
- Cellular cytoskeleton II – Importance of Microtubules & Intermediate filaments for cellular function (combination of flipped classroom & traditional lectures material). Specialised microtubules involved in the motility of cilia/flagella will be discussed.
- What are proteins? The 20 amino acids and their structures and properties, acid-base equilibria, the isoelectric point. (Combined flipped classroom and traditional lectures) The polypeptide chain and general properties of proteins. The hierarchy of protein structure (primary / secondary / tertiary / quaternary structures).

- Protein folding and protein misfolding diseases / neurodegenerative diseases. Protein purification and protein characterization techniques.
- Oxygen-binding proteins as an example of protein-ligand binding. Comparison of myoglobin and haemoglobin. Cooperativity. Bis-phosphoglycerate's role in oxygen affinity. Sick cell anaemia.
- Catalysis and the enzyme substrate relationship; Activation energy and the transition state. Michaelis-Menten kinetics; The active site- physicochemical properties; Enzyme assays.
- Principles of enzyme catalysis; Mechanisms of catalysis with examples; Reversible Inhibition; Allosteric regulation; Enzyme inhibitors as drugs Michaelis-Menten kinetics, limiting velocity, rate/enzyme correlation. Reversible inhibition and allosteric regulation.
- Lipids-Fatty Acids and phospholipids. What are lipids? Chemical and functional properties of diverse lipids such as steroid hormones, fat soluble vitamins and ketone bodies. Fatty acids, phospholipids and membranes.
- Lipids- β -oxidation and fatty acid synthesis. Energy production through the mobilisation of fatty acids from triacylglycerols and their oxidation in mitochondria. Energy storage through the synthesis of fatty acids and storage of triacylglycerols in adipocytes.
- Catabolism and anabolism. Sources of sugars in our diet. Glycolysis, its control and regulation. Catabolism of fructose and galactose. Fermentation.
- The necessity for gluconeogenesis. Its control and regulation. Substrate sources. Reciprocal control of gluconeogenesis and glycolysis in liver.
- Pyruvate dehydrogenase and control of regulation of oxidative catabolism of substrates via the tricarboxylic acid (TCA) cycle. The TCA cycle as a source of biogenic amines. The TCA cycle as a source of anabolic substrates. Anapleurotic reactions.
- What is glycogen? Breakdown of glycogen/glycogenolysis in liver and skeletal muscle. Its control and regulation. Flight or fight! The effect of starvation. Glycogen biosynthesis.
- Powering Life: Energy transduction & life. Introduction to basics: energy transduction in biological systems: concept of displacement from equilibrium, chemical potential, electrochemical potential and redox potentials. ATP and energy coupling: key concepts: Is ATP a high energy compound?
- Bioenergetics 1: Oxidative Phosphorylation. The machinery of oxidative phosphorylation: The electron transport chain and the universal turbine of life: the F_1F_0 -ATPase.
- Bioenergetics 2: The Chemiosmotic view of Life and the universality of the concept.
- Harvesting the light: Photosynthesis. The light reactions of photosynthesis: photophosphorylation, the Z scheme, PSI & II and C_1C_0 -ATPase. A comparison of oxidative and photo phosphorylation.
- Summary & Integration of Metabolism
- DNA – Structure, Replication, Repair, Recombination I. Discovery of DNA as the genetic material; structure, properties and conformation(s) of DNA; mechanism for DNA replication in prokaryotes and eukaryotes: DNA polymerases and the replisome.
- DNA - Structure, Replication, Repair, Recombination II. The role of telomeres in DNA replication in eukaryotes. Spontaneous and induced mutations; mutagens and the effects of mutations.
- DNA - Structure, Replication, Repair, Recombination III. DNA repair mechanisms; non-homologous end joining and homologous recombination.
- Transcription - RNA types and processing I. Discovery of RNA; properties and classes of RNAs; types of RNA polymerases; transcription in prokaryotes: initiation, elongation and termination.
- Transcription - RNA types and processing II. Types of RNA polymerases; transcription in eukaryotes: initiation, elongation and termination.
- Regulation of gene expression. The general principles of the regulation of gene expression in prokaryotes and eukaryotes.

- Gene expression in prokaryotes and eukaryotes. Mechanisms of the regulation of gene expression in prokaryotes and eukaryotes: promoters. Sigma factors, transcription factors, enhancers, silencers, insulators
- Chromatin and epigenetic effects on gene expression. Introduction to epigenetics; structure and composition of chromatin; histone and DNA modifications and their effects on chromatin and gene expression.
- Alternative splicing – protein translation. Mechanisms of alternative splicing. Initiation, elongation and termination of translation
- Mendelian Inheritance. Mendel's laws (revision of BYU11101) and molecular basis of inheritance patterns; pedigree analysis; gene interactions: dominance, co-dominance, incomplete dominance, recessivity, penetrance, expressivity, and epistasis.
- Mapping Mendelian traits: This lecture outlines the historical methods that were used to identify mutations in genes associated with Mendelian diseases. It highlights the methodology and underlying analysis with a focus on linkage and recombination.
- Quantitative traits and heritability: This lecture will focus on more complex traits, somatic mutations and heritability and how they pertain to human disease. The lecture uses examples of conditions such as breast cancer to describe the identification of genes that ascribe relative risk scores to disease.
- Genetics of common diseases: This lecture focuses on giving a wide range of examples of human disease that show Mendelian and non-mendelian modes of inheritance. It aims to give the student a broad understanding of the complexities of these diseases and the underlying genetic causes.
- Virology I: genetic diversity of viruses. The diversity of viral genomes and particle structures will be explored in this lecture. Introduction to viral replication - how different viruses enter cells and an example of viral strategies for producing mRNA.
- Virology II: Replication continued– we will explore how replication and assembly of new virions is dependent on location within the cell and also the cellular processes a virus needs to utilise during replication. In this lecture we will touch on viruses causing emerging infections and how their replication cycles have changed to adapt to new hosts/cell types.

Practical Content:

Practical 1 Solutions & dilutions - This numerical skills activity will prepare students for numerical calculations relevant for lab work (eg. calculating molarities, how to make up buffers, dilution factors, etc.).

Practical 2 Chromatography & spectrophotometry - During this practical students will perform (1) **ion exchange Chromatography** and (2) **a spectrophotometric enzyme assay**: increasing alcohol dehydrogenase (ADH) concentrations will be assayed - measuring the spectrophotometric production of NADH as the readout.

Practical 3 Enzyme Kinetics - Students perform a stopped enzyme assay, using increasing substrate and inhibitor concentrations. They calculate the final concentrations in the assay, calculate K_m and V_{max} for uninhibited series, use Lineweaver-Burk plots to demonstrate competitive inhibition, and determine the K_i .

Practical 4 Oxidative Phosphorylation

Practicals 5 and 6: Differential Gene Expression

Practical 7: Assessment of Genetic Variation through Computational Analysis

Introduction to Bioinformatics; accessing and retrieving DNA sequence information from *Genbank*; comparison of homologous gene sequences using *BLAST*; identification of polymorphisms.

Learning Outcomes:

- On completion of this module students should be able to demonstrate an understanding of fundamental concepts in the following cellular structures and processes: the structure and

function of cells and organelles; structures and functions of nucleic acids, proteins, carbohydrates and lipids; the fundamental concepts and regulation of metabolism; the composition, structure, synthesis and function of DNA and RNA; regulation of gene expression in prokaryotes and eukaryotes; chromatin structure and epigenetic regulation of gene expression; the principles of genetic inheritance; genetic diseases and fundamental concepts in virology.

- Students should be able to demonstrate practical, numerical and analytical skills appropriate to modern biochemistry, genetics and microbiology.
- Students should be able to collate, synthesise and present information in written reports and essays.

Recommended Reading List:

The topics and concepts presented in this module will be found in many general textbooks on cell biology, biochemistry and genetics. The following are recommended for your guidance:

Essential Cell Biology. Alberts, Hopkin, Johnson, David Morgan, Raff, Roberts, Walter. (4th / 5th Editions). W. W. Norton & Company.

Biochemistry. Berg, Tymoczko, Gatto, Stryer (8th edition). Macmillan International.

Introduction to Genetic Analysis. Griffiths, Wessler, Carroll, Doebley (11th edition). W.H. Freeman and Co.

Assessment Details:

(A) End of semester written examination: 50% of module mark

The examination paper is divided into two sections, equally weighted.

- **Section 1: Essay** One essay from a choice of three.
- **Section 2** Ten short answer questions from across the module.

(B) Course Work: 50% of module mark

1. In course essay, 5% of module
2. Practical assignments 20% of module mark
3. End of Module practical exam, 15% of module
4. MCQ test of lecture material, 10% of module

To pass the module a student must obtain an overall module mark of 40%

Contacts:

Module Coordinator:	Emma Creagh, ecreagh@tcd.ie , Ph: 01 8962539
Biology Course Coordinator:	Glynis Robinson, robinsog@tcd.ie , Ph: 01 8962895
Laboratory Manager:	Audrey Carroll aucarrol@tcd.ie , Ph: 01 8961620
Executive Officer:	Daniel McCormick btcadmin@tcd.ie , Ph: 01 8961117

BYU22202: From Cells to Organisms

Semester 2, 10 credits

Prerequisite: BYU11101

Module coordinator: Prof Colm Cunningham, colm.cunningham@tcd.ie, Phone: 01 896 3964

Contact Hours: 37 hours lectures, 15 hours practicals.

Module Personnel: C. Cunningham, S. O'Brien, D. Zisterer, P. Murphy, Á. Kelly, T. Ryan, A. Witney, C Kröger

Learning Aims:

This module aims to bring the student from the functioning of prokaryotic unicellular organisms right up to the integrated functioning of perceiving, thinking, and acting multicellular organisms. The module will give the students an appreciation of the highly specialised and dynamic communication between cells and tissues that brings about the functioning organism.

Module content:

Programme of lectures, laboratory practical's and writing skills exercise. four lectures a week, Monday at 9:00, Tuesday at 9:00 and 13:00, Wednesday at 17:00, practicals on alternate Wednesday

Lecture Topic	Lecturer	Practical
Introduction to BYU22202 "from Cells to Organisms"	C. Cunningham	Practical 1. Adherence & the induction of bacterial gene expression Carsten Kröger
The bacterial world: diversity & unique extracellular structures	S. O' Brien	
Energy, transport and scavenging in bacteria	S. O'Brien	
Motility and chemotaxis in bacteria	S. O'Brien	
Cell: Cell communication & bacterial development	S. O'Brien	
Introduction to the bacterial cell envelope I	S. O'Brien	
Introduction to the bacterial cell envelope II	S. O'Brien	
Cell: Cell communication; autocrine, juxtacrine, paracrine & endocrine signalling	C. Cunningham	
Cargo packaging for export	C. Cunningham	Practical 2. Resting membrane and action potential Colm Cunningham
Calcium-dependent exocytosis for signal release (Neurotransmission I)	C. Cunningham	
Signalling via ligand-gated ion channels (Neurotransmission II)	C. Cunningham	
Intracellular signal-transduction: conserved mechanisms for responding to extracellular signals	D. Zisterer	
Signalling through G-protein coupled receptors	D. Zisterer	

Signalling through receptor tyrosine kinases and MAP kinases	D. Zisterer	
Conservation of signalling pathways between organisms	D. Zisterer	
Organising a body plan in multicellular organisms	P. Murphy	
Cell signaling/cell communication in the context of development	P. Murphy	Practical 3. Development Paula Murphy
Elaboration of positional information/progressive specification/cell lineage analysis	P. Murphy	
How a cell responds to positional information	P. Murphy	
Evolution/Development –body plan changes through evolution	P. Murphy	Practical 4. Writing skills Colm Cunningham
Organogenesis	P. Murphy	
Nervous control of physiological function	A. Kelly	
Pharmacology of autonomic nervous system	A. Kelly	
Reading Week		
Muscle physiology	A. Kelly	Practical 5. Cardiovascular physiology Áine Kelly
Endocrine regulation of physiological function	A. Kelly	
Fundamentals of cardiovascular & renal physiology I	A. Kelly	
Fundamentals of cardiovascular & renal physiology II	A. Kelly	
Pathophysiology and treatment of hypertension	A. Kelly	
The immune system and its influence on homeostasis	C. Cunningham	
Digestion & metabolism, metabolic syndrome, gut-brain axis	A. Kelly	
Integration of nervous, endocrine and immune regulation of physiology; Importance in pathophysiology.	A. Kelly	
Introduction to brain function, motor control	A. Witney	
Sensation and perception	A. Witney	
Pain, nociception and interoception	A. Witney	
Learning and memory	T. Ryan	
Emotion and motivation	T. Ryan	
Understanding brain function through pathology/disease	T. Ryan	
Summary - Revision/integration lecture	C. Cunningham	

There will be two in-course assessments of Lecture material (multiple choice format). The first will be immediately after reading week, the second in the last week of semester.

Lecture Content:

Unicellular to multicellular life

- Examples of signalling molecules released by bacteria and their effects on individual cells and populations
- Quorum sensing as a method of communication between bacteria within a population
- Regulatory and physiological adaptations to stress in bacteria
- ATP synthesis and the generation of proton motive force in bacteria
- Nutrient uptake mechanisms and transporters in bacteria
- Motility and chemotaxis in bacteria
- Extracellular structures such as fimbriae, capsules and S-layers and their role in adaptation to the environment
- Mechanisms employed by bacteria to attach to and interact with eukaryotic cells

Cell-cell communication & Signal Transduction

- The basic mechanisms of cell-cell communication including juxtacrine, autocrine, paracrine & endocrine signaling. From gap junctions and plasmodesmata (metabolic or electrical coupling), to contact-dependent signaling, neurotransmitter release at short range to hormone release at long range
- Packaging of cargo for export: protein synthesis and export via the trans-golgi network and the secretory pathway versus vesicular transporter-mediated packaging of synaptic vesicles (with provision of online resources)
- Neurotransmission as a specialized form of calcium-dependent exocytosis. Resting membrane potential and depolarization, the action potential, voltage-dependent calcium channels (with provision of online resources).
- Signalling via ligand-gated ion channels: neurotransmitter binding and gating of ion channels. Acetylcholine and end plate potentials at the neuromuscular junction. Glutamate and GABA receptors, excitation and inhibition.
- Highly conserved components of intracellular signal-transduction pathways-G proteins used as on/off molecular switches; protein kinases/phosphatases employed in virtually all signalling pathways; second messengers carry and amplify signals from many receptors. Concept of crosstalk between signalling pathways. Signal termination.
- General elements of G protein coupled receptor systems. GPCRs that activate or inhibit adenylyl cyclase. GPCRs that activate phospholipase C. Mechanisms that downregulate signalling from GPCRs. Integrating responses of cells to environmental influences.
- Receptor tyrosine kinases (e.g. EGF). Activation of ras and MAPK pathways. The role of protein binding domains in the specific interactions between signalling molecules. Pathways that involve signal-induced protein cleavage (e.g. Notch/Delta signalling).
- Signalling networks that respond to changes in nutrient and energy status of cell (e.g. SnRK1 and TOR kinases in plants). Signalling pathway conservation between organisms. Defects in signalling pathways leading to disease with emphasis on cancer.

Development

- **Organising a body plan in multicellular organisms:** The concepts of multicellular life and how an organized body plan, composed of different cell types and tissues, is established. Examples of relatively simple (hydra) organisms to the most complex (examples of drosophila, mouse, human and others) will be used. Fundamental similarities and differences in the organisation of animals

and plants will be covered. Molecular and biophysical mechanisms governing cellular behaviour will be discussed.

- **Cell signalling/cell communication in the context of development.** Cell communication is fundamental to building an organized body plan. The main developmental signalling pathways (Wnt, BMP, Hedgehog, FGF, YAP/hippo etc) will be introduced with examples of how they guide development. Pathway conservation and elaboration through evolution related to developmental complexity will be examined.
- **Elaboration of positional information over time.** Exploration of key concepts, moving from the “French flag model” to more sophisticated ways of thinking. The concept of gradients and graded influence across tissues. Progressive specification and how information builds over developmental time. Cell lineage analysis and tracing a cell through time. Stem cells and how stem cell niches are established during development
- **How a cell responds to positional information.** Transcriptional and post-transcriptional regulation leading to cellular differentiation. The integration of different types of information at the cellular level determining how a cell responds. The importance of the cellular context and epigenetics. Hox genes and how they relate to positional information – the concept of a positional code. Mutations that change the body plan.
- **Evolution & Development:** How body plans can change through evolution. The concept of “the Toolkit” for building an organism and “tinkering with the toolkit” – genetic changes that can lead to major body plan shifts such as loss of limbs or acquisition of specialised structures such as a turtle shell.
- **Organogenesis:** Development of organ and organ systems; e.g. heart, kidney, lung etc. building on the concepts and mechanisms involved in building complex structures, current knowledge on how specific organs are established will be presented and explained.

Human physiology

- Nervous control of physiological function: sensory and autonomic nerves. CVS as model system.
- Muscle function and its nervous control. Disorders of skeletal muscle, cardiac hypertrophy (physiological via exercise & pregnancy; pathophysiological via hypertension)
- Neuropharmacology, with specific emphasis on pharmacology of the autonomic nervous system; effect of toxins on neuromuscular junction
- Endocrine regulation of physiological function, highlighting endocrine disorders.
- Fundamentals of cardiovascular and respiratory physiology and their interaction (homeostatic responses to altitude, exercise)
- Fundamentals of cardiovascular and renal physiology and their interaction (regulation of blood pressure and volume, acid-base balance)
- Pathophysiology and treatment of hypertension (pharmacology of ANS, role of exercise in prevention and treatment)
- Digestion and metabolism, metabolic syndrome, the gut-brain axis.
- Immune regulation of physiological function (innate vs adaptive, role of inflammation in infection and cancer. Regulation of tissue homeostasis and role in obesity, diabetes and brain injury/neurodegenerative disease.
- Pathophysiology of diseases of the nervous system (MS, AD, PD, encompassing nervous, endocrine and immune regulation of physiology).

Neuroscience and Behaviour

- Sensation and perception. Students will gain an understanding of how the brain makes sense of sensory input. They will be aware of and able to explain fundamental discoveries (e.g. Hubel & Wiesel). They will be able to describe neuronal circuitry that enables us to distinguish between

sensory input from the external world and that which is internally generated (sensory cancellation and efference copy mechanisms).

- Pain, nociception, and interoception. Students will attain an understanding of the internal awareness of the animal body to states such as pain.
- Motor coordination and control. Students will learn how the complexity of an animal's movement is constrained by the underlying neural circuitry. Simple behaviours in simpler animals and their underlying neural control (e.g. CPGs) through to complex voluntary action and manipulative tasks.
- Emotion and motivation. Students will develop an understanding of how we empirically study animal behaviours that can be attributed to motivational drives and emotional states and will attain knowledge of how environment experience and genetic background can alter these behaviours.
- Learning and memory. Students will be able to describe the basic learning theory models in the context of Pavlovian and operant conditioning, and basic invertebrate and vertebrate experimental models of learning-induced brain plasticity and memory storage.
- Understanding brain function through pathology/disease. Students will gain an understanding of how clinical studies of humans with brain damage and disease, when combined with careful behavioural and psychiatric analysis, and give us new insights into brain function at a systems level. An introduction to the use of animal disease models and a few highlights of how animal models have been used to develop an understanding of disease processes.

Practical Content:

Practical 1: Bacterial Adherence to Eukaryotic Cells & the Induction of Bacterial Gene Expression during Infection

Examination of buccal epithelial cells to observe adherence of resident microbial flora to cells. Determination of the induction speed of the acid-responsive *asr* gene of *Salmonella enterica* in the human stomach using Green Fluorescent Protein as a biosensor.

Practical 2: Simulation of resting membrane potential and action potential using Metaneuron.

Students will use a downloadable application to simulate neuronal behaviour. This will be used to examine the contribution of sodium and potassium ions to the resting membrane potential; contribution of sodium flux and alteration of membrane potential in induction of the action potential; relationship between stimulus intensity and stimulus delay in the refractory period

Practical 3: 3D Imaging and database research of embryonic development

Students will use online 3D databases of developing embryos, to investigate and describe changes in anatomical features during the formation of a 3D body plan and begin to explore the molecular changes that underpin morphological change.

Practical 4: Writing Skills Activity: A topic from the lecture series will be selected and students given approximately two weeks to prepare a first draft essay. Students will bring their drafts to a supervised session where they will peer review the drafts in small groups (under supervision) and attend a masterclass on writing skills. Final essays will be submitted a few days later.

Practical 5: Cardiovascular and respiratory physiology. In this class, fundamental cardiovascular and respiratory physiology parameters will be measured. Students will be trained in the use of standard physiological equipment and will explore regulation of heart rate, blood pressure and blood flow, along with respiratory volumes and control of breathing.

Learning Outcomes:

On successful completion of this module students will be able to:

- Describe the regulatory and physiological adaptations that bacteria undergo to acquire nutrients, respond to stress, and describe the structure, function and importance of bacterial

extracellular structures and their roles in modulating cell-cell interactions. Utilise phenotypic tests and microscopy to characterise bacteria in the laboratory (Practical).

- Demonstrate an understanding of the role of signalling in bacterial communication in forming communities and the mechanisms used by bacteria to interact with eukaryotic cells
- Describe the multiple ways in which cells communicate with each other over short and long distances.
- Demonstrate an understanding of how biological signals are prepared for export, are temporally and spatially controlled, are sent, received, transduced and amplified in the cellular context (signal transduction), and provide examples as to how this is achieved in cells.
- Utilise online tools and databases to explore fundamental concepts relating to neurotransmission and to answer specific questions related to embryonic development including an appreciation of the power of using shared data in research (Practical's).
- Articulate the concepts of how biological complexity is established as the body plan of multicellular organisms emerge and integrate these concepts in the context of how body plans have evolved.
- Describe the contribution of the nervous, endocrine and immune systems to regulation of whole-body physiological homeostasis in humans and detail cell, tissue and organ integration in the cardiovascular, respiratory, immune, renal and digestive systems.
- Describe how alterations in physiological variables as a result of exercise, changes in barometric pressure or pathophysiological processes impact on homeostasis in different organ systems
- Measure and understand fundamental cardiovascular and respiratory variables in human subjects (Practical).
- Articulate how the brain achieves basic functions for the animal using examples from invertebrate & vertebrate neurobiology.
- Provide explanatory accounts of movement and motor control; sensation and interoception; emotion and memory, and how brain injury in human patients can inform us about brain function
- Describe, integratively, how the fundamental physiology of neural circuits can be used to explain behavioural function in both vertebrates and invertebrates.
- Demonstrate good practice in essay writing: including planning, drafting, responding to constructive review and timely submission of a final draft (Practical, graded for continuous assessment).

Recommended Reading List:

The topics and concepts presented in this module can be found in selected chapters of the following textbooks:

- *Biology, A global Approach*. Campbell *et al.* 12TH Edition. Pearson.
- *Prescott's Microbiology* 10th edition. McGraw Hill.
- *Biochemistry*. Berg, Tymoczko, Gatto, Stryer 8th edition. Macmillan International.
- *Molecular Cell Biology*. Lodish *et al.*, 8th edition. Macmillan International.
- *Principles of Development*. Wolpert, Tickle, Martinez-Arias. 5th Edition Oxford University Press.
- *Developmental Biology*. Gilbert, Barresi, 11th Edition. Sinauer, Oxford University Press
- *Human Physiology from Cells to Systems*. Sherwood. 9th Edition. Cengage Learning.
- *Principles of Neurobiology*. Liqun Luo. 1st edition. Garland Science.

Assessment Details:

Marks are allocated across two components, course work (50% of module mark) and end-of-module examination (50% of module mark). The end-of module examination will be two hours duration. Students must answer three out of five questions. **To pass the module a student must obtain an overall module mark of 40%.**

Contacts:

Biology Course Coordinator: Glynis Robinson, robinsog@tcd.ie, Phone: 01 896 2895

Module Coordinator: Colm Cunningham, colm.cunningham@tcd.ie, Phone: 01 896 3964

Laboratory Manager: Audrey Carroll aucarrol@tcd.ie, Ph: 01 896 1620

Executive Officer: Daniel McCormick btadmin@tcd.ie, Ph: 01 896 1117

Contact Hours: 50 hours lectures and tutorials and 27 Labs hours.

Rationale and Aims: To provide core Inorganic and Organic Chemistry topics at an intermediate level, which further develop the material covered in the JF year and are the basis for further detailed studies in the Sophister years.

Content Layout

Teaching Week	Topic
1-4 (14 L)	<p>Introduction to Molecular Orbital Theory</p> <ul style="list-style-type: none"> • Atomic orbitals (s,p,d) as wave functions; their representation as enclosed boundary surfaces and as radial distribution functions. The relationship of these ideas to the Bohr model for atomic hydrogen. Relative energies of these orbitals; orbital angular momentum in non-hydrogen-like atoms; penetration and shielding. • Hybridisation of atomic orbitals and the hybrids associated with various geometries; VSEPR treatment of molecular structures. • Bonding as the linear combination of atomic orbitals, including non-bonding and anti-bonding interactions. Labelling of molecular orbitals as sigma, pi (g or u), molecular orbital diagrams of homonuclear diatomic molecules of the first and second row of the Periodic Table. Mixing of molecular orbitals and its effect on the relative energies of the resulting molecular orbital diagram. Molecular orbital approach for simple molecules including H₂O, BeH₂ and BCl₃. Reactivity of CO in terms of the molecular orbital energy diagram for this molecule. Appreciation of the Molecular Orbital basis of the spectrochemical series. <p>Transition Metal Coordination Chemistry</p> <ul style="list-style-type: none"> • Brief introduction - why study metal complexes? • What is a metal complex? Overview of concepts and definitions: Lewis Acid-base concept. • Formation and stability of metal complexes: Complex formation and dissociation; cumulative stability constants and trends; the 'chelate effect'; factors affecting stability. • Classification of common ligands: Donor atoms and functional groups. Multidentate and chelating ligands; stereochemistry and formation of chelate rings. • Stereochemistry of metal complexes. Coordination numbers 2-6 and geometry of metal complex; square planar, tetrahedral; trigonal bi-pyramid; square based pyramid; octahedral; distortion of geometries. • Electronic structure and properties of transition metal complexes: Ionic vs. covalent bonding models; crystal field theory; energy level diagrams in tetrahedral - octahedral fields. • Consequences and applications of orbital splitting: Electronic configurations of metal complexes; crystal field stabilization energies (CFSE); Factors effecting

	<p>Delta; spectrochemical series; HS and LS configurations; magnetic properties and the spin-only formula.</p> <ul style="list-style-type: none"> • Electronic spectra of metal complexes: UV-vis. Spectra; interpretation of data; Laporte and spin selection rules; extinction coefficients and wavelength; Jahn-Teller effect.
4-5 (5L)	<p>Molecular Spectroscopy</p> <ul style="list-style-type: none"> • This course will focus on the major techniques employed in the identification of chemical entities (although some are not spectroscopic techniques). • Why is spectroscopy important? • Nuclear Magnetic Resonance Spectroscopy (NMR): Nuclear spin, chemical shift, shielding and spin-spin coupling. Both ^1H and ^{13}C NMR are covered. A brief consideration of MRI is included. • Ultraviolet Spectroscopy: Effect of π-conjugation. • Infra-red Spectroscopy: Molecular vibrations, detection of characteristic functional groups • Mass spectrometry: Uses and application • X-Ray Diffraction: How X-ray diffraction can be employed to aid structural elucidation.
6-9 (12 L) Week 7 Study week	<p>Introduction to Organic Synthesis</p> <ul style="list-style-type: none"> • In-depth discussion of stereochemistry including definition of chemo-, region- and stereoselectivity. Identification of stereoisomers and assignment of absolute configuration. Resolution of racemic mixtures. Biological relevance of stereochemistry. • Conformational analysis, including Newman projections diagrams. Conformation of cyclohexane including chair, boat, twist-boat. Concept of allylic strain. • Introduction to carbohydrate chemistry and a discussion of common protecting groups in organic chemistry. • Applications of radical reactions in Organic synthesis. • In-depth discussion of aldol, carbonyl and beta-dicarbonyl chemistry for the formation of C-C bonds. • Aldol and carbonyl chemistry. • HSAB theory, the Michael addition reaction and Diels-Alder reaction.
10-12(9L)	<ul style="list-style-type: none"> • Aromatics • Why is aromatic chemistry important? An overview of important drugs, dyestuffs and polymers that are based on aromatic compounds. • Recap: An overview of JF Aromatic Chemistry I: The structure of benzene and a reminder of the mechanism of electrophilic aromatic substitution (EAS) reactions. • How and why substituents on an aromatic ring influence the regiochemical outcome of EAS reactions: How do electron donating groups and electron withdrawing groups cause the substitution patterns that they do? • Nucleophilic Aromatic Substitution: Introduction to NAS and the differences to EAS. The three different mechanisms of NAS and their use in synthesis.

	<ul style="list-style-type: none"> • Organometallic chemistry: Introduction to metallation reactions, directed metallation as a method of controlled synthesis, metal catalysed coupling reactions. • Synthetic considerations: How to plan successful synthetic strategies to prepare aromatic compounds. • Other important aromatic systems: A brief look at some of the less common compounds and their chemistry. • Aromatic chemistry in the body - a brief look at some important aspects including biosynthesis, hormones, drug metabolism and the production of toxic metabolites. • Tying it all together: An overview of the synthesis of an important aromatic compound.
13	Student Revision/Study week – tutorials only
14	Student Assessments

Reading list/ Indicative Resources

- Organic Chemistry, by Jonathan Clayden and Nick Greeves; Publisher: OUP Oxford; 2 ed.
- Inorganic Chemistry, by C. E. Housecroft and A. G. Sharpe, PrenticeHall, 1 ed, 2001

Methods of Assessment

In-course assessment: 25% of Final Grade

Written Examination: 75% of Final Grade

Lab Hours = 9 x 3 hours = 27 hours. Organic Chemistry (6 experiments), Inorganic (3 experiments)

Learning Outcomes

1. Discuss the trends in atomic orbitals and use these to explain trends in atomic properties.
2. Generate a set of molecular orbitals and an energy level diagram based on the principles of molecular orbital theory.
3. Classify ligands and explain transition metal complex geometries.
4. Predict and explain the d-orbital splitting in transition metal complexes and its effects on the geometry and electronic properties.
5. Identify and explain stereochemical features of organic molecules.
6. Describe strategies for controlled formation of stereochemical centres in organic synthesis.
7. Formulate reasonable retrosynthetic pathways for the design of simple organic molecules.
8. Explain the principles of standard organic spectroscopy techniques.
9. Determine information about the structure of unknown organic materials using spectroscopic data.
10. Categorise and explain the principle reactions of aromatic molecules.

CHU22202: Chemistry 2

Semester 2, 10 credits

Contact Hours: 52 hours lectures and tutorials and 27 lab hours.

Rationale and Aims: Chemistry 2 module consists of core Physical and Inorganic Chemistry topics at an intermediate level, which further develop the material covered in the JF year and are the basis for further detailed studies in the Sophister years.

Content Layout

Teaching Week	Topic
1-4 (16 L)	Chemical Thermodynamics <ul style="list-style-type: none">Review (calculus based) of: First Law, Internal Energy and Enthalpy, Enthalpy as a function of temperature: use of differentials, 2nd Law: entropy, entropy as a function of temperature.pV diagrams: isotherms and adiabatics, Carnot cycle, Engine efficiencies3rd Law: limiting values of C_v and C_p, Residual entropy, Free energy functions, Maxwell RelationsChemical potentials and equilibria: The Chemical potential, activities, phase equilibria, Gibbs phase rule, Clausius Clapeyron, Homogeneous equilibria, Van't Hoff isochoreChemical potentials in ideal solutions: Liquid vapour equilibrium, Henry's law, Raoult's law, Liquid-solid equilibrium, ideal solubilities, colligative propertiesNon-ideal systems: Non-ideal gases, Fugacity of a van der Waals' gas, Mixture of gases
5-9 (14L) 7 study week	Chemical Kinetics <ul style="list-style-type: none">Basic concepts: collisions and gas phase reactions, Boltzmann distribution, Rate constant and Arrhenius equation, factors control rateChemical bond breaking and making, Morse potentials, forces on atoms, potential energy surface, transition state, simple harmonic oscillator, quantisationDescription of chemical reaction Definition of rate, initial rate, reaction order, rate constant, effect of concentration and temperature, experimental measurementDerivation of integrated rate equations: zero, first and second order, graphical analysis to evaluate rate constant, half lifeActivated processes, activation energy, Arrhenius equation, evaluation of activation energy, extension to other processes, diffusion, adsorption /desorptionMultistep reactions, rate determining step, reactive intermediates, reaction mechanism, consecutive and competitive reactions, Simple reversible reactions, quasi-equilibrium, quasi steady state, thermodynamic vs kinetic control, yieldApplication of kinetics to catalysis (bio and surface), Langmuir-Hinshelwood, Michaelis-Menten, adduct formation, turnover frequencyUnimolecular gas phase kinetics, reactions in solution, diffusion vs activation control.Collision theory mean free path, collision frequency, activated complex theory, Eyring equation, activation parameters, relationship to Arrhenius, interpretation of pre-factor.Kinetic isotope effect
9-12 (12L)	<ul style="list-style-type: none">Structural Inorganic & Materials ChemistryIntroduction, Classification of solids, Degree of order in solids; Definition of terms: Crystal structure, unit cell and lattice; Crystal systems; Structure of Metals and close

	<p>packing of atoms: hpc, fcc, bcc, primitive packing (alpha-Po), deviations from ideal structures; phase transitions, Goldschmidt rule;</p> <ul style="list-style-type: none"> • Alloys and solid solutions, Interstitial phases (Hägg-Phases), Phase diagrams, Carbides, nitrides and hydrides; Frank-Kasper and Laves phases. • 8-N Rule and Elemental Modifications; Examples of this concept form Group 17, 16, 15 and 14 of the Periodic Table (I2, S, P, As Bi, Po, C); Principle of maximum connectivity, pressure homologue rule and examples (i.e. Sn); pressure distance paradoxon; Binary diamond-type compounds with ZnS structure; Properties of these materials (semiconductors); Temperature-dependences; • Concept of interstices in close packings; AB, AB2, AB3-type structures; A2B3 oxides; structures of normal and inverse spinels; • Synthetic concepts to hybrid organic-inorganic materials that replicate the topologies of purely inorganic default structures (reticular synthesis concept); properties of the resulting solid state materials; zeolite-type materials; • Extended 8-N concept (Bussmann-Klemm concept); Zintl Phases and Zintl clusters; concepts to deduce the structures of these materials; clusters and electron counting. • Physicochemical properties of solids (examples can include magnetic, ferro/piezo-electric and mechanical properties) • Introduction to nanostructured and nanocrystalline materials. • Characterisation and synthetic techniques for solid materials;
13	Student Revision/Study week – tutorials only
14	Student Assessments

Reading list/ Indicative Resources

- The elements of physical chemistry by P.W. Atkins J. de Paula, 6 ed. OUP (2013),
- Inorganic Chemistry', C.E. Housecroft, A.G. Sharpe, 4th Ed, Pearson; 2012
- 'Inorganic Structural Chemistry', Ulrich Muller; 2nd Edition, Wiley, Weinheim, ISBN: 978-0-470-01864-4 "

Methods of Assessment

In-course assessment: 25% of Final Grade.

Written Examination: 75% of Final Grade

Lab Hours = 9 x 3 hours = 27 hours

Proposed practical's

Inorganic (3 experiments), Physical Chemistry (6 experiments)

Learning Outcomes

1. Analyse and apply chemical kinetic principles to simple, multi-step reactions and complex reactions.
2. Illustrate basic theory of chemical reaction rates.
3. Review and apply the laws of thermodynamics to the solution of problems in Physical Chemistry.
4. Define the concept of ideal and non-ideal systems and the use of chemical potentials.
5. Understanding of the structural principles of inorganic molecules and solids using traditional concepts, simple electron counting rules as well as modern approaches.
6. Understanding of systematic ordering of the recognized structure types, relationships among them, and the link between structure and properties.
7. Basic understanding of selected characterisation techniques for solid materials.

Contacts

Module Coordinator:
Professor Valeria Nicolosi

E-mail: nicolov@tcd.ie
Phone: 01 896 4408

Coordinator Freshman Teaching
Dr Noelle Scully

E-mail: pnsully@tcd.ie
Phone: 01 896 1972

Administrative Officer
Ms AnneMarie Farrell

E-mail: farrea25@tcd.ie
Phone: 01 896 1726

GSU22201: From Atoms to Rocks: Introduction to Geochemistry

Semester 1, 5 credits

Contact Hours

2 x 1-hour lectures / week for 10 weeks = 20 hours

1 x 3 hours laboratory / week for 10 weeks = 20 hours

Module Personnel

Dr. Michael Stock and Dr Juan Diego Rodriguez-Blanco

Module Outline

Geochemistry is a branch of Earth Sciences that uses chemical principles to study how the geosphere, hydrosphere, atmosphere and biosphere interact to process and distribute elements. This module will introduce fundamental chemical concepts, using geological examples to demonstrate their importance in Earth Science. The module provides an overview of high- and low-temperature geochemistry, outlining both how elements are processed in the Earth's crust/mantle, and providing an overview of the interaction between dissolved elements in natural waters and the rocks which they come in contact.

Module Learning Outcomes

On successful completion of this module, students should be able to:

- Illustrate the importance of geochemistry in Earth Sciences and the relationship between geochemistry and geology, environmental chemistry, oceanography, soil sciences and biology.
- Describe the electronic structure of atoms and ions, as well as the periodic table and the arrangement of atoms to form solids.
- Describe the main geochemical reservoirs Earth and the processes responsible for distributing elements within the crust and mantle.
- Outline the most relevant physicochemical phenomena occurring when minerals are dissolved in melts and aqueous solutions.
- Illustrate the most important processes occurring during the interaction of minerals/rocks with water and their relevance to environmental quality and therefore to humans.
- Define radiogenic and non-radiogenic isotope systematics and their importance in Earth Science.
- Relate the relevance of the carbon cycle and carbonate minerals with life, ocean evolution, climate and availability of elements.

Method of assessment

Theory examination (80%; 2 hrs) and in-course practical assessment (20%). For both assessment components is minimum threshold for passing.

Recommended reading lists

Ryan, P. (2014) Environmental and Low Temperature Geochemistry. Wiley-Blackwell.

White, W. M. (2013) Geochemistry. Wiley-Blackwell.

Contacts:

Module Coordinator: GSU22201: From Atoms to Rocks: Introduction to Geochemistry	
Dr Michael Stock	E-mail: MICHAEL.STOCK@tcd.ie
	Phone: 01 896 2957
Executive Officer:	E-mail: TR062Admin@tcd.ie
	Phone: 01 896 1074

GSU22205: Sedimentary Processes & Environments

Semester 1, 5 credits

Contact Hours

Lectures = 20 hrs

Lab Practicals = 8 hrs

Module Personnel

Dr Micha Ruhl, Prof Jerry Dickens, Dr Robin Edwards

Module Aims

Sediments and sedimentary rocks hold a rich history of how physical, chemical, and biological processes have changed over space and time. This module is designed to give basic information, so that the evolution of Earth's surface can be understood. We will share how one can take sediments and sedimentary rocks and reconstruct the past and appreciate the processes that led to what we can see today. This module will provide the fundamentals of sediments and sedimentary rocks, and how to think about Earth evolution.

The module will develop understanding of:

- Geological time
- Basic sedimentary rock-analyses: from observation, to interpretation
- How sediments are generated transported, deposited & preserved
- Different sedimentary depositional environments across the Earth system (past & present; continental & marine)
- How sedimentary archives provide records of (changes in) the past Earth system and past environmental & climate change processes

Module Content

Earth's climate and environments have changed on multiple temporal and spatial scales throughout its history, which significantly impacted on physical, chemical and biological processes across Earth's surface. Information on past climates and environments, stored in sedimentary archives, informs our understanding on present-day conditions at Earth's surface and provides constraints on future changes. Sedimentary materials storing such information can be found across most of the Earth's crust, both on land and in the oceans, and much of our understanding of Earth history comes from their examination.

This Module will introduce key physical, chemical, biological and sedimentary processes, deposits and examples of contemporary sedimentary depositional environments. It will analyse and explain the generation, transport and preservation of sediments, as diagnostic tools to link surface processes with the geological records of Earth history, as well as modern environmental change.

To achieve the module learning aims, the module will introduce examples of environmental change, and their impact on the sedimentary depositional environment at that time, such as Snowball Earth, Oceanic Anoxic Events, Hyperthermals, the Messinian Salinity Crisis, and Quaternary Glacial-Interglacial Cycles.

The above described module will prepare the student for related modules in Stratigraphy, Climate Change, Oceanography, as well as fieldwork, in Junior and Senior Sophister.

Learning Outcomes

On successful completion of this module students will be able to:

- Classify sediments and sedimentary rocks
- Provide technical descriptions of common sedimentary rock types and textures from hand samples and thin sections

- Explain the basic concept of “source-to-sink”, and how this links weathering of mountains, and transport and deposition of sediments
- Describe changes in sedimentary archives from outcrop observations, stratigraphic logs and/or petrological evidence
- Describe (changes in) in sedimentary archives, and interpret these in regard to changes in physical, geochemical and biological Earth surface processes, and changing environments
- Distinguish and describe temporal and spatial variability in Earth surface processes and how this links to sediment deposition locally
- Illustrate how Global Change processes (physical/ geochemical/biological) (have) shape(d) Earth’s surface, in the past, present, and future

Method of assessment

Laboratory practicals (50%); In-course problem solving exercises and tests (50%)

Module Coordinator: GSU22202: Sedimentary Processes & Environments		
Dr Micha Ruhl		E-mail: MICHA.RUHL@tcd.ie
		Phone: 01 896 1165
Executive Officer:		E-mail: TR062Admin@tcd.ie
		Phone: 01 896 1074

GGU22006: Physical Geography: Dynamic Earth

Semester 2, 10 credits

Contact Hours

4 x 1 hr lectures / week for 10 weeks = 40 hrs

Module Personnel

Dr Pete Akers, Dr John Connolly, Dr Margaret Jackson, Prof Iris Möller, Dr. Mary Bourke

Module Content:

Physical geography is an exciting scientific discipline that examines the Earth and how it functions. Geographers have already contributed substantially to scientific efforts to understand the emergence of truly globally significant human– environmental linkages. Physical Geography has thus been fundamental to investigating and modelling long-term changes to Earth surface process and dynamics. This type of knowledge is critical in allowing humans to live sustainably on planet Earth. In this module you study a wide variety of environmental systems, ranging from climate and weather to soils, beaches and rivers, to name just a few. The focus is to understand the location and character of landscape features such as mountain ranges and river valleys, and to explain why they came to be and how and why they vary depending on their geographic context. An underlying theme is to examine how aspects of physical geography affect human lives and, in turn, how people impact the dynamics of the physical landscape. This module will give students an understanding of key physical geography concepts. You will build on key areas of Geography from the JF Spaceship Earth and Anthropocene modules. Elements of the module are designed to prepare students for Sophister geography modules.

Module learning outcomes:

On successful completion of this module, students should be able to:

- Critically evaluate the influence of climate, topography and humans on the variability of landforms.
- Explain the theories underlying how and why specific landforms vary over space and time.
- Draw on specific example of landforms and landscapes to demonstrate the influence of climate, topography, and humans.
- Evaluate the complex and reciprocal relationships between physical and human aspects of environments and landscapes.
- Assess the relative importance of infrequent/extreme versus frequent/moderate events in driving landform change.
- Discuss the potential application of geographical concepts, techniques and expertise as a means of addressing a range of issues facing the Earth and its people at a global and local scale.
- Explain the importance and relevance of physical systems and landforms to the future of human society.

Assessment Details:

In course tests and assessment (100%)

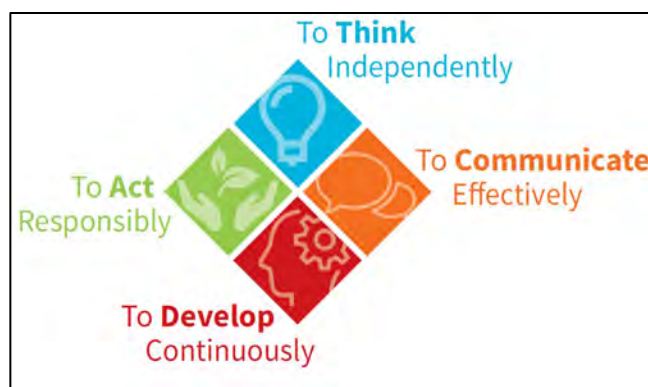
Module coordinator - GGU22006: Physical Geography: Dynamic Earth	
Dr Pete Akers	E-mail: pete.akers@tcd.ie
Executive Officer	E-mail: TR062Admin@tcd.ie
	Phone: 01 896 1074

Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extra-curricular activities (such as summer work placements, internships, or volunteering).

The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively



Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world.

The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study.

They are embedded in the curriculum and in assessments, for example, through undertaking independent research for your final year project, giving presentations and engaging in group work. You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport you are building your communication and team-work skills.

Important information

Closing Dates for Course Transfer

If you decide to transfer out of your course altogether, you must submit an application for **transfer of course** to the Academic Registry, following discussion with your tutor. Decisions are based on **a)** the availability of places, and **b)** the entry qualifications of the transfer applicant. It may not be possible to permit transfers to subjects which already have a full complement of students. Further details are available on the following link:

<http://www.tcd.ie/study/apply/making-an-application/undergraduate/index.php>

Students may not register or attend a course until their application to transfer has been formally approved by the Senior Lecturer

Progression and Awards

Information on progression and awards can be found via the following webpage:

<https://www.tcd.ie/teaching-learning/academic-affairs/ug-prog-award-regs/index.php>

Attendance

All students should enter into residence in or near Dublin and must begin attendance at the College not later than the first day of teaching term and may not go out of residence before the last day of teaching term, **unless they have previously obtained permission from the Senior Lecturer through their tutor.**

Students must attend College during the teaching term. They must take part fully in the academic work of their class throughout the period of their course. Lecture timetables are published through my.tcd.ie and on school or department noticeboards before the beginning of Michaelmas teaching term. The onus lies on students to inform themselves of the dates, times and venues of their lectures and other forms of teaching by consulting these timetables.

The requirements for attendance at lectures and tutorials vary between the different faculties, schools and departments. The school, department or course office, whichever is relevant, publishes its requirements for attendance at lectures and tutorials on noticeboards, and/or in handbooks and elsewhere, as appropriate.

Assessment: Procedures for the non-submission of coursework and absence from examinations

All students must fulfil the course requirements of the school or department, as appropriate, with regard to attendance and course work. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit a third of the required course work in any term.

Full regulations on non-submission of coursework can be found via the following:

<https://www.tcd.ie/teaching-learning/academic-policies/assets/assess-nonsub-absence-sep2020.pdf>

Non-attendance regulations

<https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

Our policy on 'Assessment: procedures for the non-submission of coursework and absence from examinations' can be found here:

<https://www.tcd.ie/teaching-learning/academic-policies/assets/assess-nonsub-absence-sep2020.pdf>

Guidelines on Marking for Junior and Senior Fresh Courses

Class	Mark Range	Criteria
I	90-100	EXCEPTIONAL ANSWER: This answer will show original thought and a sophisticated insight into the subject, and mastery of the available information on the subject. It should make compelling arguments for any case it is putting forward and show a rounded view of all sides of the argument. In exam questions important examples will be supported by attribution to relevant authors and while not necessary giving the exact date, should show an awareness of the approximate period. In essays the references will be comprehensive and accurate
	80-89	OUTSTANDING ANSWER: This answer will show frequent originality of thought and make new connections between pieces of evidence beyond those presented in lectures. There will be evidence of awareness of the background behind the subject area discussed, with evidence of deep understanding of more than one view on any debatable points. It will be written clearly in a style which is easy to follow. In exams authors of important examples may be provided. In essays all important examples will be referenced accurately.
	70-79	INSIGHTFUL ANSWER: Showing a grasp of the full relevance of all course material discussed and will include one or two examples from wider reading to extend the arguments presented. It should show some original connections of concepts. There will be only minor errors in examples given. All arguments will be entirely logical and well written. Referencing in exams will be sporadic but referencing should be presented and accurate in essays.
II-1	65-69	VERY COMPREHENSIVE ANSWER: Good understanding of the concepts supported by broad knowledge of the subject. Notable for synthesis of information rather than originality. Evidence of relevant reading outside lecture notes and coursework. Mostly accurate and logical with appropriate examples. Occasional lapse in detail.
	60-64	LESS COMPREHENSIVE ANSWER: Mostly confined to good recall of coursework. Some synthesis of information or ideas. Accurate and logical within a limited scope. Some lapses in detail tolerated. Evidence of reading the assigned course literature.
Class	Mark Range	Criteria

II-2	50-59	SOUND BUT INCOMPLETE ANSWER: Based on coursework alone but suffers from significant omission, error or misunderstanding. Usually lacks synthesis of information or ideas. Mainly logical and accurate within its limited scope with lapses in detail
	50-54	INCOMPLETE ANSWER: Suffers from significant omissions, errors and misunderstandings, but still understanding of main concepts and showing sound knowledge. Several lapses in detail.
III	45-49	WEAK ANSWER: Limited understanding and knowledge of subject. Serious omissions, errors and misunderstandings, so the answer is no more than adequate
	40-44	VERY WEAK ANSWER: A poor answer, lacking substance but giving some relevant information. Information given may not be in context or well explained, but will contain passages and words, which indicate a marginally adequate understanding.
Fail	35-39	MARGINAL FAIL: Inadequate answer with no substance or understanding but with a vague knowledge relevant to the question.
	30-34	CLEAR FAILURE: Some attempt made to write something relevant to the question. Errors serious but not absurd. Could also be a sound answer to the misinterpretation of a question.
	0-29	UTTER FAILURE: With little hint of knowledge. Errors serious and absurd. Could also be a trivial response to the misinterpretation of a question.

Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement.

Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

A general set of guidelines for students on avoiding plagiarism is available on:

<https://libguides.tcd.ie/friendly.php?s=plagiarism>. The Calendar entry outlines the process through which a suspected case of plagiarism should be dealt with

<https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

Absence from College – Medical and Absence Certificates

You can specify what type of absence once you start completing the form. The form can be found on this page <https://www.tcd.ie/science/undergraduate/tr063-physical-sciences/senior-freshman/> or you can go directly to the link here [Science - Online Absence Form](#)

You must select from one of the three categories of absences in the online form...

Medical Absence (You MUST upload medical documentation ie; Certificate, Letter or Note, to section 14 of the Science Absence Form)

Where a student misses an assigned laboratory practical class through illness, they should do the following;

(a) Complete the online Science Absence form, and upload the medical documentation in section 14, **on the day of their return to College.**

and

(b) inform the laboratory practical supervisor of their absence at the next session.

Self-Certification (uncertified medical reasons)

For periods of illness of three days or less (**but no more than seven days in any year**) a student may 'self-certify' their illness via the Science absence form, on the day of their return to College.

Students taking BYU modules please note: a student may self-certify for no more than 1/3 of laboratory sessions in a module, and no more than 1/3 of course work in a module.

Sporting/ Other Absences (funerals etc)

Students who require to be absent from a laboratory practical classes or tutorials (with or without an associated assessment) for any other reason, such as a sporting event or other situation, should

(a) Complete the online Science Absence Form well in advance of the event (preferably a week beforehand), and upload the Sporting, Club/Societies letter in section 14 of the absence online form.

Please note that filling in this form is **not a guarantee** that you will be afforded any accommodations with regard to marks or assignment of an alternative lab or tutorial session. In such cases decisions on what action/accommodations will be given is purely at the discretion of the individual disciplines concerned. The Science Course Office do not have any jurisdiction in this situation.

NOTE:Please note that these regulations do not apply to absence from examinations. Students who are absent from examinations must contact their tutor as a matter of urgency and present any medical information/documentation to them.

Student Services

Trinity Tutorial Service

The Tutorial Service is unique, confidential and available to all undergraduate students offering student support in all aspects of College life. The Tutorial Service is supported and co-ordinated by the Senior Tutor's Office which is located on the ground floor in House 27.

Opening Hours

The Senior Tutors Office is open Monday - Friday from 9am - 5.30pm. Closed for lunch from 1-2pm.

Appointments

If you require specific advice or would like a confidential meeting with the Senior Tutor, you can make an appointment by telephoning +353 1 896 2551 or by emailing stosec@tcd.ie

What is a Tutor?

A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Whilst the Tutor may be one of your lecturers, this is not always the case as the role of the College Tutor is quite separate from the teaching role.

When should I go to see my Tutor?

Whenever you are worried or concerned about any aspect of College life or your personal life, in particular if it is affecting your academic work. Everything you say to your Tutor is in strict confidence. Unless you give him/her permission to do so, s/he will not give any information to anybody else, whether inside College or outside (to your parents/family for example). Your Tutor can only help you if s/he knows you are facing difficulties, so if you are worried about anything go and see your Tutor before things get out of hand.

Further information on the Senior Tutors Office and College Tutors may be found via the following webpage: **Senior Tutor's Office** - <https://www.tcd.ie/seniortutor/students/undergraduate/>

Disability Services

The Disability Service aims to provide appropriate advice, support and information to help students and staff with disabilities. The Disability Service has in place a range of supports to ensure that students with disabilities have full access to the same facilities for study and recreation as their peers. Most students registering with the Disability Service request access to a range of supports that help the student reach their full potential while studying. Most students' needs are accommodated through these supports. The student decides what level of support they require.

For contact information or to make an appointment please contact the Disability Services – contact details are available via the following webpage:
<https://www.tcd.ie/disability/contact/>

Student Counselling

The Student Counselling Service is here to help you to manage any difficulties you are experiencing so you can enjoy and fully participate in your time here at College.

If you wish to make an appointment with the Student Counselling Service, please consider one of the options below. If you have any other queries you can call into reception on the 3rd floor of 7-9 South Leinster Street or contact us on:

Phone: (01) 8961407

Email: student-counselling@tcd.ie

For further information visit the following webpage:

https://www.tcd.ie/Student_Counselling/

Useful College Websites:

Student Life

Student life offers information on Supports and Services, Clubs and Societies, Student Unions etc.,

<https://www.tcd.ie/students/>

Academic Registry

The Academic Registry is responsible for services that support the complete student lifecycle of Trinity College Dublin – from application to graduation.

For information on Registration, Fees, Grants, ID Cards etc. visit the Academic Registry (AR) in the Watts Building or the visit the AR website: <https://www.tcd.ie/academicregistry/>

Student Accommodation

The Accommodation Office is open Monday to Friday from 8.30am to 1pm and 2pm-5pm each day. Queries can be emailed to residences@tcd.ie, or you can telephone 01 8961177 during office hours. After hours you can contact Front Gate at 01 8963978 in case of difficulties or key problems. In Goldsmith Hall attendants are on duty in the residential area at weekends and overnight and they will assist with local problems. In the event of a serious emergency, particularly where you require the attendance of ambulance, fire or police services please telephone College Security at 8961999 (internal 1999). To ensure a co-ordinated response please do not call these services directly. We recommend that you programme these numbers into your mobile phone using the prefix "01" before the number. <https://www.tcd.ie/accommodation/>

Academic Year Structure 2024-2025

Key Dates:

Semester 1 teaching term begins:	Monday 09 September 2024
Study/revision week Semester 1:	Monday 21 October - 25 October 2024
Semester 1 teaching term ends:	Friday 29 November 2024
Semester one examinations:	*Monday 09 December to Friday 13 December 2024
Semester 2 teaching term begins:	Monday 20 January 2025
Study/Revision week Semester 2	Monday 03 March to Friday 07 March 2025
Semester 2 teaching term ends:	Friday 11 April 2025
Revision week	*Monday 14 April to Friday 18 April 2025

* To be confirmed by Academic registry. All the information contained in this booklet is accurate at time of publication. However, the Science Course Office reserves the right to modify information, dates, and times as necessary. Students will be notified of any changes via e-mail and/ or the Science webpage <https://www.tcd.ie/science/undergraduate/tr063-physical-sciences/>

Teaching Term Dates 2024-2025

Michaelmas Term (Semester 1) Monday 9 September - Friday 29 Nov 2024			Hilary Term (Semester 2) Monday 20 January 2025 - Friday 11 April 2025		
Teaching wk. 1	Week 03	09 Sept – 13 Sept	Teaching wk. 1	Week 22	20 Jan - 24 Jan
Teaching wk. 2	Week 04	16 Sept - 20 Sept	Teaching wk. 2	Week 23	27 Jan – 31 Jan
Teaching wk. 3	Week 05	23 Sept - 27 Sept	Teaching wk. 3	Week 24	*03 Feb - 07 Feb
Teaching wk. 4	Week 06	30 Sept – 04 Oct	Teaching wk. 4	Week 25	10 Feb - 14 Feb
Teaching wk. 5	Week 07	07 Oct - 11 Oct	Teaching wk. 5	Week 26	17 Feb - 21 Feb
Teaching wk. 6	Week 08	14 Oct – 18 Oct	Teaching wk. 6	Week 27	24 Feb – 28 Feb
Study week	Week 09	* 21 Oct - 25 Oct	Study week	Week 28	*03 Mar - 07 Mar
Teaching wk. 8	Week 10	*28 Oct - 01 Nov	Teaching wk. 8	Week 29	10 Mar - 14 Mar
Teaching wk. 9	Week 11	04 Nov - 08 Nov	Teaching wk. 9	Week 30	*17 Mar - 21 Mar
Teaching wk. 10	Week 12	11 Nov - 15 Nov	Teaching wk. 10	Week 31	24 Mar - 28 Mar
Teaching wk. 11	Week 13	18 Nov - 22 Nov	Teaching wk. 11	Week 32	*31 Mar - 04 Apr
Teaching wk. 12	Week 14	25 Nov – 29 Nov	Teaching wk. 12	Week 33	07 Apr - 11 Apr

*October bank holiday – Monday 28th October 2024

*February bank holiday – Monday 3rd February 2025

*St Patrick's Day - Monday 17th March 2025

TR063: Physical Sciences Contact Details

Physical Sciences Course Director

Professor Plamen Stamenov

Ph: 01 8964350

E-mail: Stamenov.Plamen@tcd.ie

Senior Fresh Physics Coordinator

Professor David McCloskey

Ph: 01 8961148

E-mail: Davic.McCloskey@tcd.ie

Administrative Officer

Ms. Una Dowling

Phone: 01 896 1675

E-mail: dowlingu@tcd.ie

Science Course Office

Professor Fraser Mitchell

Email: Fraser.Mitchell@tcd.ie

Associate Dean of Undergraduate Science Education

Ms Ann Marie Brady

E-mail: ennisa@tcd.ie

Science Course Office Manager

Ph: 01 896 2829

Ms Helen Sherwin Murray

E-mail: sherwin@tcd.ie

Administrative Officer

PH: 018962799

Ms Romarey Segura Orea

Email: segurar@tcd.ie

Executive Officer

Ph: 01 8962022

Ms Andressa Dos Santos Melo

Email: dossanta@tcd.ie

Executive Officer

Ph: 01 8961970

Appendix 1: General Information

ITEM	REFERENCE/Source
General Regulations	<p>Calendar, Part II - General Regulations and Information, Section II, Item 12: https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf</p> <p><u>Attendance Requirements:</u> Refer to the Calendar, Part II, General Regulations and Information, Section II, Items 17-23</p> <p><u>Absence from Examinations:</u> Refer to the Calendar, Part II, General Regulations and Information, Section II Link here for more information https://www.tcd.ie/teaching-learning/academic-policies/assets/assess-nonsub-absence-sep2020.pdf</p> <p>Plagiarism Policy and information: https://www.tcd.ie/teaching-learning/UG_regulations/Plagiarism.php https://libguides.tcd.ie/friendly.php?s=plagiarism</p>
General Information	<p>Timetables are available via my.tcd.ie portal: https://my.tcd.ie/urd/sits.urd/run/siw_lgn</p> <p>Blackboard: https://tcd.blackboard.com/webapps/login/</p> <p>Academic Registry: https://www.tcd.ie/academicregistry/</p> <p>Data Protection: https://www.tcd.ie/info_compliance/data-protection/student-data/</p> <p>Dignity & Respect Policy https://www.tcd.ie/equality/policy/dignity-and-respect-policy/</p>
Foundation Scholarship	<p>Foundation and Non Foundation Scholarship: Calendar, Part II www.tcd.ie/calendar/undergraduate-studies/foundation-and-non-foundation-scholarships.pdf</p> <p>Science Foundation Scholarship information sheet: https://www.tcd.ie/media/tcd/science/pdfs/tr063-foundation-scholarship-information-23-24.pdf</p>
Teaching and Learning	<p>Academic Policies: https://www.tcd.ie/teaching-learning/academic-policies/</p> <p>Student Learning Development: https://www.tcd.ie/Student_Counselling/student-learning/</p> <p>Student Complaints Procedure: https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf</p>

	<p>Student Evaluation and Feedback: https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php</p> <p>National Framework of Qualifications: National Framework of Qualifications Quality and Qualifications Ireland (qqi.ie)</p>
Student support	<p>Student Support Services: https://www.tcd.ie/students/supports-services/</p> <p>Student Services Booklet: https://www.tcd.ie/students/assets/pdf/Student%20Services%20Handbook.pdf</p> <p>Senior Tutor & Tutorial Service www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf</p> <p>Mature Student Office https://www.tcd.ie/maturestudents/</p>
Co-curricular activities	<p>Central Societies Committee: https://www.tcd.ie/calendar/general-information/students-unions-societies-and-clubs.pdf</p> <p>DUCAC: Dublin University Central Athletic Club - Trinity Sport - Trinity College Dublin (tcd.ie) Student Sport - Trinity Sport - Trinity College Dublin (tcd.ie)</p>
Information on TCDSU Including student representative structures	<p>TCDSU https://www.tcdsu.org/</p>
Emergency Procedure	<p>In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.</p> <p>Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.</p> <p>It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).</p>

NOTE: All the information contained in this booklet is accurate at time of publication. However, the Science Course Office reserves the right to modify information, dates, and times as necessary. Students will be notified of any changes via e-mail and the Science webpage.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Science Course Office

Faculty of Science, Technology, Engineering and Mathematics, Trinity College Dublin 2, Ireland.

Oifig na gCúrsaí Éolaíochta Dámh na hinne-altóireachta, na Matamaitce agus na hÉolaíochta Ollscoil Átha Cliath, Coláiste na Tríonóide Baile Átha Cliath 2. Éire.

PH: _____ +353 1 896 1970
E-mail: _____ science@tcd.ie
Web: _____ www.tcd.ie/Science

tcd.ie/science