



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

# Science at Trinity

**Faculty of Science, Technology, Engineering and  
Mathematics**

**TR060: Biological & Biomedical Sciences  
Junior Freshman Programme 2023 - 2024**



This handbook applies to all students taking TR060: Biological and Biomedical Sciences. It provides a guide to what is expected of you on this programme and the academic and personal support available to you. Please retain for future reference.

**The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via email and the Science Course Office website (<http://www.tcd.ie/Science>).**

**Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail.**

**Produced by: The Science Course Office  
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## Welcome to Science at Trinity

### TR060: Biological and Biomedical Sciences introduction

Welcome to the Biological and Biomedical Sciences Stream at Trinity College Dublin.

In the Biological and Biomedical Stream students will study the core concepts that are fundamental to all biological systems. These will be presented in core modules during the first two years and will include: cell structure and composition, genetics, heredity and biological information, evolution, molecular biology, metabolism, anatomy and physiology of bacteria, fungi, plants and animals, ecosystems and environmental biology. Students will also study core concepts in chemistry with a focus on aspects that are essential for an understanding of how biological systems function and those that underpin biomedical science. Students will also acquire mathematical, statistical and computational skills that are relevant for the analysis of biological systems.

In addition, students have the opportunity both to expand their scientific knowledge and to pursue their individual interests by choosing from a cohort of open modules on topics such as physics, geoscience, history, philosophy and ethics of science, science education and communication, agriculture and biotechnology, infection and immunity, and behavior.

In the third year, students specialize in one of the 11 moderatorships offered in this stream: Biochemistry; Botany; Environmental Science; Genetics; Human Genetics; Immunology; Microbiology; Molecular Medicine; Neuroscience; Physiology; Zoology. The fundamental concepts of that discipline will be presented in core modules while students will also select from a cohort of open modules from allied disciplines that enhance understanding of their chosen discipline and encourage interdisciplinary thinking and research. Students can also experience the wide range of knowledge and investigation available throughout the university by choosing an elective module from a cohort that highlights major research themes from across all faculties.

In the fourth year, students choose from a selection of modules on advanced topics within their discipline. They will also undertake a Capstone project in Trinity College or in a research laboratory in another university, research institute or hospital. Throughout, students will acquire skills in problem solving and data handling and in oral and written communication.

This programme of science education is designed to foster and develop a student's capability for independent thought and effective communication, an ability to continue their education independently and to act in a responsible manner. These attributes are a preparation for a career in science and medicine (e.g., in research, biotechnology, pharmaceutical industry, further medical training); for a career in related areas where a scientific education is beneficial (e.g., patent law, forensic science, journalism) and for careers in areas such as education, management, business, finance, consultancy, industry, communication and policy making.

[Professor Andrew Jackson](#)

[Director, TR060 Biological and Biomedical Sciences Course](#)

## TR060 Biological and Biomedical Sciences overview and module selection

The TR060 Biological and Biomedical Sciences Introductory Session will take place on **Tuesday 19<sup>th</sup> September 2023** with a lecture in **MacNeill Lecture Theatre** followed by an open module information session, in the Biology Laboratories, downstairs from the MacNeil. Here you will have an opportunity to meet with Academic members of staff to discuss your open module choices.

Prior to selecting modules, please read the TR060 handbook available here.  
<https://www.tcd.ie/Science/TR060/junior-freshman/>

The schedule of events for the 19<sup>th</sup> September is outlined below:

- **Introductory Lecture: Tuesday 19<sup>th</sup> September 2023 at 10.00 am in the MacNeil Lecture Theatre**
- **Open module choice session with an academic member of staff as follows in the Biology Laboratory, downstairs from the MacNeil.**
  - Surnames **A-L** 11.00 to 12.30
  - Surnames **M-Z** 14.00 to 15.30

### Note:

- The choices you make in Junior Freshman year may influence your choices in the second semester of Junior Freshman year and Senior Freshman year.
- Open module choice forms will **not** open until 15.30 hrs on the 19<sup>th</sup> September after all students have attended the Introductory session in the MacNeill Lecture theatre and the relevant open module choice session as follows:

Please read the following information on pages 2,3, and 4 and then go to:

<https://forms.office.com/e/wrNx2EyWRV> to select your modules. If you feel that you need assistance with your choices, please contact us at [jfsc@tcd.ie](mailto:jfsc@tcd.ie) and we will be happy to help.

Students considering a career in teaching at second level (Junior and Senior Certificate) are reminded of the need to fulfil the requirements of the Teaching Council for each subject they intend to teach. The requirements for each subject are listed at:

<https://www.teachingcouncil.ie/en/Publications/Registration/Documents/Curricular-Subject-Requirements-after-January-2017.pdf>

## MODULE SELECTION

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

Module code	Module title	Semester	Credits
BYU11101	From Molecules to Cells	Semester 1	10
BYU11102	Organisms to Ecosystems	Semester 2	10
CHU11B01	Chemistry for Life Sciences	Semester 1	10
MAU11002	Mathematics, Statistics, and Computation 2	Semester 2	10

Students will choose approved modules to the value of 20 credits (10 per semester) from the following:

Module code	Module title	Semester	Credits
GSU11004	Spaceship Earth: An Introduction to Earth Systems Science	Semester 1	10
GSU11005	Introduction to Geology: A Beginners Guide to Planet Earth	Semester 2	10
* PYU11F10	Foundation Physics for Life and Earth Sciences 1	Semester 1	10
* PYU11F20	Foundation Physics for Life and Earth Sciences 2	Semester 2	10
* EDU11001	Science Communication 1	Semester 1	10
* EDU10002	Science Communication 2	Semester 2	10

\* Foundation Physics and Science Education modules may be taken in either semester one or semester two but cannot be taken in both.

Students considering a career in teaching at second level (Junior and Senior Certificate) are reminded of the need to fulfil the requirements of the Teaching Council for each subject they intend to teach. The requirements for each subject are listed at: <https://www.teachingcouncil.ie/en/Publications/Registration/Documents/Curricular-Subject-Requirements-after-January-2017.pdf>

## SEMESTER STRUCTURE

### TR060: BIOLOGICAL AND BIOMEDICAL SCIENCES

#### CORE MODULES (mandatory) – 20 credits per semester

SEMESTER 1 – Michaelmas term (25 <sup>th</sup> September to 01 <sup>st</sup> December 2023)	SEMESTER 2 – Hilary Term (22 <sup>nd</sup> January to 12 <sup>th</sup> April 2024)
BYU11101: From Molecules to Cells (10 credits)	BYU11102: Organisms to Ecosystems (10 credits)
CHU11B01: Chemistry for Biologists (10 credits)	MAU11002: Mathematics, Statistics and Computation 2 (10 credits)

#### OPEN MODULES (optional): Students choose 10 credits from each semester

GSU11004: Spaceship Earth: An introduction to Earth System Science (10 credits)	GSU11005: Introduction to Intro to Geology: A beginner's guide to Planet Earth (10 credits)
PYU11F10: Foundation Physics for Life and Earth Scientists 1 (10 credits)	PYU11F20: Foundation Physics for Life and Earth Scientists 2 (10 credits)
EDU11001: Science Education (10 credits)	EDU11002: Science Education (10 credits)

## MODERATORSHIPS

In the Junior and Senior Freshman years TR060 students complete a course of study which will qualify them to **compete** for a place in one of the following Moderatorships after the Senior Freshman year:

- Biochemistry
- Botany
- Environmental Sciences
- Genetics
- Human Genetics,
- Immunology
- Microbiology
- Molecular Medicine
- Neuroscience
- Physiology
- Zoology

## Change of Open Modules

If you feel that you have perhaps made the wrong choice of approved module, **please seek advice immediately** from your Tutor, Course Director or the Science Course Office. It may be possible for you to change from one module to another within Science, subject to permission from the Associate Dean of Undergraduate Science Education. If you do decide to change modules, then do so **quickly** – it can be difficult to try to catch up with work in a new module if you have missed more than two or three weeks of lectures. You should call into the Science Course Office if you wish to change modules.

Forms are available online via the following: <https://www.tcd.ie/Science/TR060/junior-freshman/>

## College registration

You will complete College registration online via the website [my.tcd.ie](http://my.tcd.ie). Registration will open on a course-by-course basis. A communication will be sent to the e-mail address you supplied during the application process inviting you to log in to the Academic Registry website to register. Please check your TCD email address regularly. We will only send e-mails to a valid TCD e-mail address.

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

<http://www.tcd.ie/academicregistry/registration/>

**Please Note:** Students who have already accessed the [my.tcd.ie](http://my.tcd.ie) website should continue to access it using your current username and password as this will not change. For those who have not previously logged on, a username and password has been created to give you immediate access.



## TR060 Biological and Biomedical Sciences – Core Modules

### BYU11101: From Molecules to Cells I

Semester 1, 10 credits

**Module Coordinator:** Kevin Mitchell Email: kevin.mitchell@tcd.ie

#### **Module Learning Aims**

This module aims to introduce students to molecular and cellular biology, including key topics in Cell Biology, Biochemistry, Genetics, and Microbiology. A description of the possible origin of life, from the abiotic world to single-celled and multicellular organisms is given, and the ultrastructure of the prokaryotic and eukaryotic cells is covered in detail. The properties and functions of the major classes of biochemicals found in living systems (carbohydrates, lipids, proteins and nucleic acids) are described, the structure and function of membranes and organelles, and the chemical basis of metabolism and energy transfer in the cell. Students are introduced to basic concepts in Genetics, how the information contained in DNA (genes) is expressed, replicated and inherited. Finally, the sheer diversity of life forms, from viruses to prokaryotic and eukaryotic microorganisms, to more complex plant and animal life forms is described. Students also study cell and virus structure, cell growth and viral replication, agents of infectious diseases, and host immunity.

#### **Learning Outcomes**

- On successful completion of the module, students will be able to:
- Provide an account of the cellular basis of life: from its origins in the abiotic world, to the evolution of unicellular and multicellular organisms.
- Describe the diversity of life forms: including viruses, prokaryotes (bacteria), archaea, and eukaryotes (unicellular organisms, animals and plants).
- Provide an account of the chemical basis of life and the biochemistry on which living systems depend: the properties and functions of the major classes of biomolecules, the structure and function of membranes and organelles, and the chemical basis of metabolism and energy transfer.
- Describe how the information contained in DNA (genes) directs the construction and growth of an organism, and how this information is replicated and transmitted from one generation to the next (inheritance; genetics).
- Employ a range of laboratory techniques, demonstrating the development of practical scientific skills, knowledge of experimental design and the interpretation of results.
- Apply the scientific method as a fundamental approach to experiment-based investigations, critical analysis of data, and problem solving.

#### **Contact Hours/Methods of Teaching and Learning**

Lectures and practicals will be supplemented with information sessions, tutorials and activities that provide guidance in the use of library resources, laboratory health and safety, writing techniques, help with avoiding plagiarism and examination techniques. Sixty-five hours contact time.

## Module Content

Lecture Topic	Lecturer	Practicals
Introduction and overview	Kevin Mitchell	
<b>Section 1 Origin of Life – Cellular basis of life – Diversity of Life Forms</b>		
1. Origins of Life	Luke O’Neill	The Diversity of Life Forms
2. Origins of Life	Luke O’Neill	
3. Cellular Basis of Life	Fred Sheedy	Liquid Handling
4. Cellular Basis of Life	Fred Sheedy	
5. Cellular Basis of Life	Fred Sheedy	Bacterial Growth & Survival
6. The Tree of Life	Alastair Fleming	
7. Bacteria	Alastair Fleming	
8. The Archaea	Alastair Fleming	
9. Fungi & Protists	Alastair Fleming	
10. Viruses	Kim Roberts	
11. Relationship Between Life Forms	Alastair Fleming	
<b>Section 2 The Chemistry of Life</b>		
12. Introduction to Biochemistry	Luke O’Neill	
13. Nucleotides, Amino Acids & Peptides	Luke O’Neill	Enzyme Purification (Chromatography)
14. Protein Structure	Ken Mok	
15. Protein Function	Ken Mok	
16. Enzymes	Vincent Kelly	
17. Enzymes	Vincent Kelly	Enzyme Characterisation (Kinetics)
18. Lipids & Membranes	Vincent Kelly	
19. Metabolism	Vincent Kelly	
20. Metabolism	Vincent Kelly	
21. Mitochondria & Respiration	Vincent Kelly	
22. Chloroplasts & Photosynthesis	Vincent Kelly	
<b>Section 3 Biological Information – Genetics, Heredity &amp; DNA</b>		
23. Introduction to Genetics	Jane Farrar	Mendelian Genetics
24. Mendelian Genetics	Jane Farrar	
25. Linkage & recombination 1	Jane Farrar	
26. Linkage & Recombination 2	Jane Farrar	
27. Identification of DNA as Hereditary Material	Jane Farrar	
28. Quantitative Genetics	Jane Farrar	
29. DNA – Structure & Function	Kevin Mitchell	
30. Information Flow – The Central Dogma	Kevin Mitchell	
31. Information Flow – The Central Dogma	Kevin Mitchell	
32. Information Flow – The Central Dogma	Kevin Mitchell	
33. Mutation & the Consequences	Kevin Mitchell	

## Lecture Content:

- **Origin of Life:** What is Life? How did it arise? The Origin of Life from a chemical and cellular perspective; the abiotic world; the prebiotic world; Miller-Urey experiment; the first cell; photosynthesis and oxygen – mass extinction; origin of first eukaryotic cell; multicellular life; cell specialization.
- **Cellular basis of life:** Cell structure – prokaryotes, archaea, eukaryotes – animal and plant
- organelles & their prokaryotic origin – mitochondria, chloroplasts, mitosis and meiosis – cell division – regulation of cell division.
- **Diversity of Microbial Life:** the tree of life; bacteria, archaea, fungi & protists, cell structure, morphology, function and habitat; extremophiles; viruses
- **Relationship between life forms:** the good, the bad and the ugly; concepts of symbiosis and parasites; plant and animal diseases.
- **Structural principles for small molecules:** elements and chemical groups in life, bonds, bond energies, bond lengths; forces between biological molecules and chemical groups; asymmetry; four classes of biomolecules: amino acids, nucleotides, carbohydrates & lipids
- **Nucleotides, Amino acids and peptides:** DNA, RNA, chromatin and chromosome structure, properties of amino acids, chemical features and physical properties of the R-groups; the peptide unit and peptide bond
- **Proteins and protein structure:** the concept that shape dictates function; hierarchical organization of protein structure; concept of primary, secondary, tertiary and quaternary structure; introduction to forces that stabilize protein structure.
- **Protein function:** functional classes of protein; introduction to bioinformatics; proteins and evolution; relationships between proteins; similarity and identity.
- **Enzymes:** structure & function; reaction mechanisms; co-factors and vitamins; kinetics; regulation of enzyme activity
- **Lipids and membranes:** lipid structures, fatty acids, phospholipids; membranes, chemical and physical properties, membrane proteins; transport across membranes; concept of compartmentation and membrane traffic.
- **Metabolism & major metabolic pathways:** the starting point: introduction to carbohydrates and fatty acids; organization, energetic principles, key steps and links between the main metabolic pathways; glycolysis, TCA cycle, beta oxidation; outline of the reversing catabolic pathways, gluconeogenesis and fatty acids synthesis.
- **Mitochondria & Respiration:** mitochondria, redox reactions and energy transduction; electron transport and the electron transport chain; oxidative phosphorylation; coupling of oxidation to phosphorylation; chemiosmotic view of energy transduction (in brief).
- **Chloroplasts and Photosynthesis:** chloroplast, architecture and function, overview of the light and dark reactions of photosynthesis.
- **Introduction to Genetics:** an outline of some core concepts from classical genetics to the present; a whistle stop tour of key discoveries in the history of genetics.
- **Mendelian Genetics:** Mendel's laws, the 1<sup>st</sup> law of segregation and the 2<sup>nd</sup> law of independent assortment using monohybrid and dihybrid crosses; concepts relating to genetic analysis and the use of model systems; inheritance patterns for single gene disorders – pedigree analysis.

- **Linkage and recombination:** Meiosis and the role of ‘crossing over’ in gene mapping; a brief recap regarding Mendelian genetics – for example, highlighting that genetic linkage breaks Mendel’s 2<sup>nd</sup> law of independent assortment; outline of key concepts underlying the generation of genetic maps; classical work by Sturtevant / Morgan.
- **Identification of DNA as hereditary material;** key experiments establishing DNA as the genetic material; bacterial transformation and its significance (Griffith / Avery, McLeod & McCarthy / Hershey-Chase); the concept of horizontal gene transfer (mechanisms transformation, conjugation, transduction); differences in vertical and horizontal gene transfer.
- **Quantitative Genetics:** an overview of concepts relating to discrete variation versus continuous variation; experiments demonstrating that quantitative traits are inherited, examples of quantitative traits in humans; concepts regarding the use of GWAS to elucidate the genetics architecture of complex traits using an example of one or more disorders.
- **DNA, Structure and Function:** the double helix – discovery of the structure of DNA – DNA composition – DNA replication – semi-conservative replication, replication forks, leading and lagging strand synthesis, DNA polymerases; DNA replication in prokaryotes and eukaryotes.
- **Information flow in the cell – The Central Dogma:** transcription, RNA polymerases in prokaryotes and eukaryotes; promoters, repressors, terminators – the *lac* operon; transcription factors, enhancers; decoding the information in mRNA, translation; ribosomes in prokaryotes and eukaryotes, tRNAs and aminoacyl tRNA synthetases, the genetic code; introduction to the regulation of gene expression – positive and negative regulation
- **DNA –Mutation and its consequences:** mechanisms by which mutations are generated – including errors in DNA replication; the action of chemical and physical mutagens; errors in chromosome construction and distribution; an outline of the different types of mutation (missense, nonsense, frameshift mutations) and their molecular consequences in relation to gene expression and protein function; mutations causing inherited diseases and cancer; DNA repair – mechanisms of DNA repair, repair deficiency and disease.

### Recommended Textbook

Campbell Biology, 11<sup>th</sup> Edition by Lisa A. Urry, Michael L. Cain, Steven A. Wasserman, Peter V. Minorsky, Jane B. Reece (Published by Pearson (2019))

### Assessment Details:

1. **End of semester examination: 50% of module mark**
2. **Coursework: 50% of module mark.** Coursework includes compulsory attendance at laboratory sessions, assignments associated with practical’s, in-course essay and MCQ tests of lecture material.

**Students must obtain an overall module mark of 40% to pass the module.**

A student who fails to attend more than one-third (1/3) of the practical sessions cannot pass the module without completion of a supplementary practical session, or an alternative exercise in the event that a practical is not possible.

**Contacts:**

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## BYU11102: Organisms to Ecosystems I

Semester 2, 10 credits

**Module Coordinator:** Trevor Hodkinson hodkinst@tcd.ie

### Module learning aims

Organisms to Ecosystems I aims to introduce students to the biology of individuals, species, populations and ecosystems, and explore how humans interact with other living organisms. It covers the developmental biology of organisms, their physiology, brain function and the evolutionary and ecological responses of organisms to their environment. Topics incorporate the diversity of life and its biological development, interactions between organisms and their environment, the biological context of climate change, human impacts on the environment, future food sustainability, urban ecology, ecosystem services and the value and conservation of biodiversity. Topics are arranged in three sections: 1) Multicellularity and Development, Physiology, Behaviour and Neuroscience, 2) Evolution: Adaptation, Populations and Biodiversity, and 3) Ecology and Environment. A mixture of lectures, tutorials and hands-on laboratory practicals are used in the delivery of this module. There will be one – ecology practical – on a field site outside of campus.

### Learning outcomes

1. On successful completion of this module, the student will be able to:
2. Outline the major steps involved in how complex animal and plants are formed and be able to relate the morphological changes that occur to the molecular and cellular changes that underlie and drive embryo and organ development
3. Describe the concept of homeostasis at the cell, organ and organism level; give examples of the functional interrelationships that exist between cells, organs and systems; provide an account of how organisms can sense change in the environment
4. Describe the basic principles by which the brain functions and outline key experimental steps and informative clinical cases that have elucidated our current understanding of brain function.
5. Recognise the diversity of life on earth and describe how it evolved over geological time scales
6. Describe the ecological relationships between individuals, populations, communities and ecosystems, and between organisms and their environment
7. Recognise how humans can positively and negatively influence other living organisms and their environment and understand the value of other living organisms for humans
8. Demonstrate practical, numerical and analytical skills
9. Collate, synthesise, interpret and present information in written reports

### Contact Hours/Methods of Teaching and Learning

Lectures and practical's will be supported by online resources provided in Blackboard. Essay writing skills will be developed. 65 hours contact time.

## Module Content

Lecture Topic	Lecturer	Practicals
Introduction and overview	Trevor Hodkinson	
<b>Section 1 Multicellularity and Development, Physiology, Behaviour and Neuroscience</b>		
1. Multicellularity and Development	Paula Murphy	
2. Introduction to Development	Paula Murphy	Development and Floral Morphology
3. Embryogenesis and Morphogenesis	Paula Murphy	
4. Intercellular Communication,	Paula Murphy	
5. Pattern Formation	Paula Murphy	Physiology
6. Differential Gene Expression	Paula Murphy	
7. Form and Function	Áine Kelly	
8. Homeostasis	Áine Kelly	
9. Physiological Regulation	Áine Kelly	
10. Pre-neuroscience History of Ideas of Mind & Brain	Tomas Ryan	
11. Fundamentals of Nervous System Structure and Function	Tomas Ryan	
12. Introduction to the Biology of Memory Storage	Tomas Ryan	
<b>Section 2 Evolution: Adaptation, Populations and Biodiversity</b>		
13. History of life	Trevor Hodkinson	First Life
14. Selection/modern synthesis	Trevor Hodkinson	
15. Species	Trevor Hodkinson	Diversity of Life
16. Speciation	Trevor Hodkinson	
17. Extinction	Trevor Hodkinson	Evolution
18. Phylogeny	Trevor Hodkinson	
19. Genetic Basis of Selection	Aoife McLysaght	Species Diversity Evolution & Modularity
20. Genetic Basis of Evolution 1	Aoife McLysaght	
21. Genetic basis of Evolution 2	Aoife McLysaght	
22. Human Evolution	Aoife McLysaght	
<b>Section 3 Ecology and Environment</b>		
23. Species	Jay Piggott	
24. Species – Conservation	Jay Piggott	Biodiversity & Ecosystems Services
25. Trophic Cascades and Rewilding	Jay Piggott	
26. Constructing Ecosystems and Conservation	Jay Piggott	
27. Urban ecology	Jay Piggott	
28. Ecosystem Services and Natural Capital	Jay Piggott	Biological Environmental Systems
29. Global Ecology and Climate Change	Richard Nair	
30. Biomes, Niches	Richard Nair	
31. Biomes and Global Productivity	Richard Nair	
32. Biomes and Biogeochemical Cycles	Richard Nair	
33. Desiccation Resistance and Space Travel	Richard Nair	

## Lecture Content:

- **Introduction to development:** core concepts, model organisms, analysis of development; morphology, genetic, biochemical.
- **Embryogenesis and morphogenesis:** germ layers
- **Intercellular communication:** determination, potency, axis formation – anterior-posterior, dorsal-ventral.
- **Pattern formation:** morphogens, gradients and thresholds.
- **Differential gene expression:** temporal and spatial, master regulators.
- **Form and Function:** functional characteristics of living things; specialisation of cells/tissues/organs to fulfil specific functions.
- **Homeostasis:** the concept of the internal environment; composition, temperature, pH etc. of body fluids; maintenance of homeostasis by cooperation of different physiological systems; feedback and feed-forward.
- **Physiological Regulation of Function:** fundamentals of nervous and endocrine control of function and comparison of speed and modes of action: how an individual organism senses and responds to changes in the external and internal environments.
- **Pre-neuroscience history of mind/brain ideas:** cartesian dualism and materialist and non-materialist explanations of mind; the brain as the substrate of mind; the effects of head trauma on behaviour and memory, anatomy of the human/mammalian brain, functions in behaviour and in homeostasis, overview of human brain regions and attribution of various regions to broad functions (evidence from lesions, imaging).
- **Fundamentals of nervous system structure and function:** reticular vs. neuron theory, nervous system as electrically active, Helmholtz and excitable neurons, action potentials & synaptic transmission.
- **Introduction to the biology of memory storage:** challenges of integrating neurobiology and brain function at multiple levels; reductionism and correlation vs. causation; the biology of memory storage.
- **Short history of life:** timeline, major groups, diversity.
- **Selection/modern synthesis:** adaptation
- **Species:** definitions, taxonomy, diversity, species rich groups.
- **Speciation:** allopatric, sympatric, adaptation, radiations, key innovations.
- **Extinction:** fossils, global change (climate, atmosphere, tectonic).
- **Phylogeny:** homology, convergence, reversals, methods.
- **Genetic basis of selection**
- **Genetic basis of evolution:** molecular variation, neutral theory, drift; molecular evolution of population genetic variation.
- **Human evolution**
- **Global ecology and climate change:** future climate change – global challenges – projections; pest diseases, human physiology, how to predict; need to understand fundamentals of ecology to address these global challenges.
- **Biomes, niches:** introduction to biomes, what shapes biome distribution? Climate change, climate niches / fundamental versus realized niche; challenge of predicting future ecological responses to climate change
- **Commonness, rarity and population processes:** extinction or persistence are processes that operate at the population level; introduction to concepts of abundance and rarity, competition, dispersal, demography and its application to conservation (endemism and invasions).
- **Conservation:** applications of population biology at the species level, including prioritizing species for conservation management, assessing threat and red listing.



- **Trophic cascades and rewilding:** what is a community, energy flow, applications of community ecology to conservation and rewilding challenges; consumption, facilitation & predation.
- **Constructing ecosystems and conservation:** in the Anthropocene humans have constructed new ecosystems, what are they, where do we find them and what are their values? Contrast with “natural” ecosystems.
- **Urban ecology:** how have organisms adapted to living in urban environments? How can we better design our cities and buildings to gain more value from nature and support biodiversity?
- **Ecosystem services and natural capital:** nature provides many valuable ecosystem services supported by natural capital; introduction to the concepts and controversies surrounding the ecosystem services and natural capital concepts.
- **Food:** environmental impacts and ecological process: food security- ecological concepts- productivity- energy flows through ecological systems/basic concepts of biogeochemical cycles.
- **Future food and a changing planet:** food security; ecological concepts, human population increase, projections for future productivity.
- **Biosphere feedbacks on climate system:** introduction to biological feedbacks on the climate system; carbon sequestration/ transpiration/ water budget, within biomes; fire feedbacks/rain seeding; nature-based solutions to climate mitigation and adaptation; green and blue solutions – cities etc., ‘The Martian’ closed system.

**Recommended Textbook:** Campbell Biology, 11<sup>th</sup> Edition by Lisa A. Urry, Michael L. Cain, Steven A. Wasserman, Peter V. Minorsky, Jane B. Reece (Published by Pearson (2019))

**Assessment Details: Assessment Details:**

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

(B) **Coursework: 50% of module mark.** Coursework includes compulsory attendance at laboratory sessions, assignments associated with practical’s, in-course essay and MCQ tests of lecture material.

**Students must obtain an overall module mark of 40% to pass the module.**

A student who fails to attend more than one-third (1/3) of the practical sessions cannot pass the module without completion of a supplementary practical session, or an alternative exercise in the event that a practical is not possible.

**Contacts**

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**Biology Course Coordinator:** Glynis Robinson  
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## CHU11B01: Chemistry for Biologists

Semester 1, 10 credits

### Module learning aim:

To provide an introduction to aspects of chemistry which are essential to an understanding of the operation of living systems and the chemical technology of medicine.

### Learning Outcomes:

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

1. Explain, using appropriate terminology and physical units, basic concepts in chemistry, including precipitation and redox reactions.
2. Analyse bonding and molecular structure, hybridisation and mechanisms.
3. Explain the concepts of entropy and free energy and the control of chemical and biochemical reactions by free energy changes.
4. Explain the concept of equilibrium and factors affecting the position of equilibrium;
5. Demonstrate an understanding of acid-base, buffers and electrochemistry.
6. Explain the factors that influence the rate of a reaction and the concepts of order of reaction.
7. Describe and explain the chemistry of oxygen based functional groups.
8. Recall the structure and properties of the major types of biological organic molecules, and be able to describe the relationships between structure, properties and functions.
9. Describe organic reaction mechanisms that impact on biochemical processes.

### Module content:

Week	Topic and description
1-3 9 Lectures	<b>Introduction to chemistry: The atom, chemical bonding and chemical reactions</b> <ul style="list-style-type: none"><li>• Structure and building principles of atoms; element symbols; masses and the mole; introduction to the periodic table; brief introduction to the structure of the electron shell</li><li>• Atoms, Molecules, and Ions.</li><li>• Isotopes and radionuclides in medicinal chemistry.</li><li>• Bonding in chemical substances – lengths, angles and rotation</li><li>• Ionic bonding; covalent bonding; weak bonding; molecules and solid state structures; electronegativity; the periodic table.</li><li>• Hybridization</li><li>• Chemical reactions; symbolizing reactions; balancing equations;</li><li>• Solutions, concentrations and dilutions</li><li>• Limiting reagents and yields; role of water in chemical reactions; important classes of chemical reactions</li><li>• Oxidation and reduction reactions, electron transfer; oxidizing and reducing agents; half-equations.</li></ul>

4-9 (14 Lectures)	<ul style="list-style-type: none"> <li>• Chemical energetics, thermodynamics and chemical equilibria (8L)</li> <li>• Ionic equilibria (1L)</li> <li>• Acids, bases and buffers (2L)</li> <li>• Kinetics (1L) and 1<sup>st</sup> order rate law</li> <li>• Electrochemistry (2L)</li> <li>•</li> </ul>
10-12 (10 Lectures)	<ul style="list-style-type: none"> <li>• Nomenclature of carbon chains, simple hydrocarbons and aromatics</li> <li>• Oxygen-based functional groups; hydroxyls, aldehydes, ketones, carboxylic acids, esters</li> <li>• Sugars, aminoacids and peptides.</li> <li>• Lipids and nucleic acids</li> <li>• Introduction to substitution, addition, elimination, condensation and hydrolysis reactions.</li> </ul>

#### Reading list/ Indicative Resources

- Organic Chemistry, by Jonathan Clayden and Nick Greeves; Publisher: OUP Oxford; 2 ed.
- Chemistry & Chemical Reactivity Hardcover by Paul Treichel, John Kotz, John Townsend, David Treichel; Publisher: Brooks Cole; 9 ed.
- Atkins, P.W. & de Paula, J. (2011) Physical Chemistry for the Life Sciences, 2<sup>nd</sup> Edition, W H Freeman & Co

#### Methods of Teaching and Student Learning

A mixture of lectures, tutorials and hands-on laboratory practicals are used in the delivery of this module. The practical sessions are formatted in order to further clarify concepts thus reinforcing learning.

#### Methods of Assessment CHU11B01

- Laboratory and in course assessment: 30% of Final Grade
- Examination: 70% of Final Grade

#### Contact details:

##### Module Coordinator

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## MAU11002: Mathematics, Statistics and Computation 2

Semester 2, 10 credits

### Module learning outcomes:

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

- Use graphs of functions in the context of derivatives and integrals.
- Compute derivatives and equations of tangent lines for graphs of standard functions including rational, trigonometric, exponential and logarithmic functions.
- Compute definite and indefinite integrals using substitution and integration by parts.
- Solve maximisation/minimisation problems using the first derivative test and other applied problems based on population dynamics and radioactive decay.
- Algebraically manipulate matrices by addition and multiplication and use Leslie matrices to determine population growth.
- Solve systems of linear equations using Gauss-Jordan elimination.
- Calculate the determinant of a square matrix and use Gauss-Jordan elimination to determine a matrix inverse.
- Find the eigenvalues and the eigenvectors of a given square matrix.
- Learn the basic ideas of descriptive statistics, types of variables and measures of central tendency and spread.
- Recognise common discrete and continuous distributions and how these naturally arise in life science examples.
- Extract information from a data set and make inference about a population using ideas of sampling distributions, confidence intervals and hypothesis testing.
- Carry out basic tasks using the statistical software R such as importing, exporting and manipulating data, analysing and graphing data, loading and installing package extensions, as well as using help files and online resources to either solve error queries or achieve more niche capabilities.

### Module content

- **Calculus part:** functions and graphs, limits, continuity, definition of derivative, rules of differentiation, graphical interpretation of derivatives, optimisation problems, growth and decay applications, semilog and log-log plots, techniques of integration, differential equations and initial value problems.
- **Discrete part:** limits of sequences, difference equations, discrete time models, vectors and matrices, inverse matrices, determinants, systems of difference equations, systems of linear equations, eigenvalues and eigenvectors, Leslie matrices, matrix models.
- **Statistics part:** numerical and graphical descriptions of data, relationships and linear regression, samples and inference, conditional probability and Bayes' rule, discrete and continuous random variables, sampling distribution, confidence intervals, hypothesis testing.

### Recommended reading lists

- Biocalculus: Calculus, probability and statistics for the life sciences by Stewart and Day.
- Getting started with R: An introduction for biologists by Beckerman, Childs and Petchey.

### Methods of Teaching and Student Learning

11 weeks of teaching with 5 lectures, 2 tutorials and 1 computer practical per week

### Assessment Details;

- This module is examined in a 2-hour examination at the end of Semester 1.
- The mathematics part of the module contributes 70% towards the overall mark (with 50% based on the exam and 20% based on the tutorials).
- The statistics part of the module contributes 30% towards the overall mark (based on a group assignment during the last weeks of the semester with groups of 1-3 students working together on a data analysis project).
- Re-assessment, if needed, consists of 100% exam

### Module Coordinators:

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## TR060 Biological and Biomedical Sciences – Open Modules

### GSU11004: Spaceship Earth: An introduction to Earth System Science

Semester 1, 10 credits

More than 7 billion people now inhabit the Earth and no corner of the planet is unaffected by human activity. The rise of our species has been fuelled by our ability to access planetary storehouses of energy and employ this to manipulate the environments around us. The global-scale of human impacts has led some to suggest we are entering a new era of Earth history – the Anthropocene. Dealing with the effects of environmental and climate change is one of the most significant challenge that our species faces in the 21<sup>st</sup> century.

This module provides a foundation for understanding global environmental issues by considering the Earth as an interconnected system in which matter and energy are exchanged between the Geosphere, Biosphere, Atmosphere, Hydrosphere and the Anthroposphere. It considers the life-support systems of ‘spaceship Earth’ and aims to provide a theoretical basis for evaluating the role of humans as agents of climate and environmental change.

#### Module learning aims

To provide foundation-level knowledge of:

- Fundamental concepts of Earth systems science and the theoretical basis of the ‘systems approach’ in Geography and Geoscience
- Character and scope of Earth’s principal sub-systems: Geosphere, Hydrosphere, Atmosphere, Biosphere and Anthroposphere
- Composition / structure of the solid Earth (Geosphere) and the principal processes / drivers responsible for its formation and evolution
- Composition / structure of atmosphere and ocean, the physical processes / drivers of their circulation, and the nature of coupling between them
- Weather and climate at a global scale including climate change past, present and future
- Biogeochemical cycling and the role of interconnected biotic and abiotic systems in the maintenance of life on Earth
- Ecological and historical biogeography including fundamentals of ecology, evolution and extinction
- Nature and scope of human impacts on the Earth system including the ‘Anthropocene’ concept

#### To develop the following skills & graduate attributes

- Digital skills to manipulate and analyse geographical data, including use of Google Earth and Excel
- Self-motivated and reflective approach to independent learning, including completion of assigned reading, activities and formative assessment
- Make connections between a student’s core subject areas and the field of geography & geoscience

**Recommended Reading List:**

Holden, J. (2019) An Introduction to Physical Geography and the Environment. 4<sup>th</sup> Edition. Pearson: Harlow, UK. 876 pages. Skinner, B.J., Murck, B. (2011) The Blue Planet: An Introduction to Earth System Science. 3<sup>rd</sup> Edition. J. Wiley & Sons: Hoboken, USA. 656 pages.

**Assessment Details:** 100% continuous assessment via in-course tests and assignments.

**Module Website:** Blackboard

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## GSU11005: Introduction to Geology: A beginners Guide to Planet Earth

Semester 2, 10 credits

From the vastness of space to the microscopic crystal structure of minerals; from events which take billions of years, like galaxy formation, to volcanic eruptions which may last only minutes or seconds. Geology, or Earth Science, is the all-encompassing study of Planet Earth. Geology sets out to investigate the origin and development of the planet, the natural principles that govern it, the processes that act in it, on it, and around it, and finally the life that has evolved with it. Many sciences are conducted in the laboratory, but to a geologist, the Earth itself is the laboratory.

The module is organised into two main themes. Firstly, we will look at **'Earth in Space'**. We live on a dynamic and ever-changing planet, where the surface is constantly being destroyed and renewed. This theme looks at the origin of the Earth, what it's made of and the processes at work, inside and out, which drive this change. The second theme, **'Earth in Time'**, then focuses on the evolution of the planet over time, and the life that has evolved with it. Earth has been around for just over 4,500 000 000 years, and remarkably, we have evidence that life has existed for at least 3,800 000 000 of those years. There are times in Earth's history when geological events have changed the course of biological evolution. And, perhaps more intriguingly, there are times when life has changed the way the planet operates. So, this theme of Earth and Life evolving together through geological time is illustrated by looking at eight key episodes in Earth's history, without which, we simply wouldn't be here.

### Module learning aims

To provide foundation-level knowledge of:

- Fundamental concepts and principal methods employed in the science of geology
- Planetary origins and evolution of planet Earth
- Rock types, composition, classification and transformation
- Structure of planet Earth and plate tectonic theory
- The distribution and causes of geohazards (volcanoes, earthquakes, tsunamis)
- Fossil evidence of the origins and evolution of life on Earth
- Geological evidence of past environments and climatic conditions
- Economic geology and the nature of geological resources

### To develop the following skills & graduate attributes

- Written and digital / analytical skills
- Critical thinking
- Make connections between a student's core subject areas and the science of Geology

### Module learning outcomes

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

- Outline the origin and evolution of planet Earth
- Describe and illustrate the dynamic nature of planet Earth with reference to specific geological processes
- Describe the origins of life on Earth and list the major evolutionary episodes evident in the fossil record
- Explain the links between the evolution of life and environmental conditions on planet Earth
- Outline the geological history of the island of Ireland
- Make basic geological observations, measurements and interpretations in the field and laboratory



**Recommended Reading List:**

Nicholas, C. J., 2019. A Beginner's Guide to Planet Earth: Introductory Lectures in Geology. C.J. Nicholas (ISBN 978-1-911180-33-3)

**Assessment Details:** 50% examination; 50% continuous assessment via in-course tests and assignments.

**Module Website:** <https://www.tcd.ie/Geology/undergraduate/modules/year1/>

**Course Director TR062 Geography and Geosciences**

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## PYU11F10/PYU11F20: Foundation Physics for Life and Earth Sciences

Semester 1 or Semester 2, 10 credits

Foundation Physics for the Life and Earth Sciences is a foundation module (10 credits) in physics. It is available as an approved 10 credit module for TR060 and TR062 students, all of whom are taking Maths, Stats, & Computation (10 credits); as well as for TR061 students (if not taking Physics 1 or Physics 2) who take both Mathematics 1 (10 credits) and Mathematics 2 (10 credits). It is available in both semesters for TR060 (but cannot be taken twice); it is only available in semester 2 for TR061 or TR062 students.

**Module Content:** This foundation module comprises lectures, practical work and tutorials, providing an introduction to: physics of motion, biomechanics, physics of hearing and seeing, electricity, magnetism and bioelectricity, radioactivity, nuclear physics and related medical applications, heat, pressure, as well as fluids and their biological, geological and medical applications.

### Module Learning Outcomes:

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

- Demonstrate the application of Classical Physics within the biomedical and earth sciences
- Connect the study of wave phenomena and electromagnetism with ultrasound diagnostics and vision
- Relate basic knowledge of atomic and nuclear physics to radiation diagnostics and therapy, and to geological applications
- Prepare a brief report, including error analysis, on a simple physical experiment
- Through homework: (i) identify the appropriate concepts, principles, and relations that apply to the problem; (ii) provide a reasonable and appropriate explanation of why they apply; and (iii) solve physics problems at a foundation level.

### Module Structure:

**Contact Hours:** 42 lectures/tutorials, three-hour practical laboratories, online homework.

**Module Personnel:** Lecturers: Prof. Lewys Jones; Prof. Martin Hegner; Prof. Matthias Möbius

**Summary of Practicals:** In the Foundation Physics for Earth and Life Sciences students complete a minimum of three practical experiments, including from those experiments available at the bench in the laboratory during the semester. The emphasis in these practicals whether at home or in the laboratory is on learning to make physical measurements, record keeping in scientific laboratory notebooks, estimating uncertainties in measurements, while using these estimates in analysing data in order to make a quantitative measurement of a physical property. Differing students will attempt a differing set of experiments selected from those available. There may also be a differing availability of laboratory experiments on the bench in both semesters. Students are required to record all data and information related to their experiments in a hardback practical laboratory notebook which is assessed. At-home physics practical experiments may be assigned and evaluated together with the laboratory based practicals.

**Laboratory Practicals:** Experiments are selected from among but are not limited to: Pendulum, Thin Lenses, Density and the Principle of Archimedes, Surface Tension, Electrical Resistance, Collisions and Momentum Transfer, Resonance Tube, Leslie's Cube, Geiger Counter, and Photoelectric Effect among others.

**Assessment of practical experiments:** All student's physics experiments are assessed through both online and submission of written experimental reports and through an at-the-bench laboratory notebook assessment. These reports and notebooks must include and require a documented complete data analysis, description and concise report of the outcomes of the experiment, and any inferences or conclusions that can be drawn from the outcome.

**Reading List:** There is required reading and textbook for this course is an online e-Book, "Physics: Principles with Applications" by Giancoli from Pearson publishers. The e-Book includes access to the online homework platform used for assessment, and purchasing this bundle is a requirement for enrolling on this course. The School of Physics has negotiated a group-discount for this book and details of how to obtain this discount will be shared with students after enrolment.

**Online Assignments:** Online assignments are submitted through the online homework platform associated with the "Physics: Principles with Applications" by Giancoli. The electronic access is associated with the required text book and details of how to register once you have purchased the e-Book will be shared after enrolment.

### **Methods of Teaching and Student Learning:**

A mixture of lectures, hands-on laboratory practicals, lecture demonstrations and weekly on-line assignments based on both numerical and conceptual questions from the textbook are used in the delivery of this module. The lecture course follows the material in the textbook very closely with reading assignments clearly indicated to students as the lecture course progresses. The practical sessions are structured to provide a firm introduction to the process of physical measurements, as well as an introduction to estimations of uncertainty (error) and propagation of errors as applied to physics experiments. Each experiment has its own specific learning outcomes and is structured to further clarify concepts met in the textbook and lectures to reinforce learning. Weekly homework assignments, typically alternating between topics, are submitted by students through an online system and corrected, with some limited feedback to the student available through the online system post deadline. The lecturer has oversight of the scores and responses to each assignment and can address these in subsequent lectures and tutorials. Finally, a number of lecturers use class based polling of student responses to questions using the available "clicker" technologies.

### **Methods of Assessment:**

Assessment is by a combination of examination and continuous assessment and will include multiple choice tests (MCQs) examination paper; laboratory and at-home assessed practical work; and online tutorial homework assignments.

**Module website:** See links at: <http://www.tcd.ie/Physics/study/current/undergraduate/>

#### **Foundation Physics Course Coordinator:**

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## EDU11001/EDU11002: Science Communication

Semester 1 OR semester 2, 10 credits

### Introduction

This module explores science communication as a field of research and practice and how it affects the relationship between science and society. Communication and collaboration are essential skills for researchers and on successful completion of this module students should be able to:

- Interpret the key concepts of theory and practice in the field of science communication
- Assess science communication in terms of science learning, public engagement, citizen science and the evolving relationship between science and society
- Critically appraise their own communication skills, in particular: writing, debating, and presenting

This module will provide practical and theoretical foundations that will enable students to develop their own communication and presentation skills as well as critical thinking skills. Students will gain an understanding of how science is taught and communicated, an awareness of how research policy and public perception is crafted, and a familiarity with interdisciplinary opportunities and challenges arising at the interface of science and society.

The course will equip students with key communication skills as well as a knowledge of science education (both formal and informal), policymaking, funding, and ethics that will serve as a platform to examine the historical impact that science has had on society. It will enable students to identify responsible research and to propose models of science communication and science learning that promote cultures of sustainability and participation. Students will be equipped to communicate their own work and critically reflect on the social context of their field of study.

### Module learning aims:

The module aims to support the development of a range of graduate attributes, including:

1. To think independently
  - The module will give students a deeper understanding of science communication, science education, and an appreciation of research beyond their chosen fields
  - Independent research will be encouraged as well as the analysis and synthesis of evidence
  - Self-assessment and peer-assessment aspects of the module will nurture students' capacity for critical thinking
2. To act responsibly
  - The module will offer global perspectives on societal challenges by focusing on the United Nations' Sustainable Development Goals (SDGs)
  - The module will give students a familiarity with contemporary ethical issues arising at the interface of science and society
  - Responsible, inclusive, and sustainable open research will be explored
3. To develop continuously
  - The module will foster self-motivated learning and the enhancement of academic skills
  - Students will be supported in developing their capacity for critical reflective practice
  - Professional development and career pathways will be highlighted throughout the course content

4. To communicate effectively
  - The module will task students with presenting work individually and in groups across a range of media
  - Students will appraise how science is communicated in public, academic, and political environments
  - Opportunities will be created for students to improve their abilities to write and speak about science

#### Module content

1. Global Science Communication
2. History of Science and the Scientific Method
3. Paradigms of Science in Society
4. Science Education, Governance, and Policymaking
5. Equality, Ethics, and Moral Dilemmas
6. Citizen Science, Public Engagement, and Societal Challenges
7. Mass Media and Social Media
8. Writing and Publishing
9. Presentations, Discussions, and Debates
10. Career Progression and Professional Development
11. Reflective Practice, Module Review, and Assignment Support

#### Recommended reading list

- Broks, P., Gascoigne, T., Leach, J., Lewenstein, B. V., Massarani, L., Riedlinger, M., & Schiele, B. (2020). *Communicating Science: A Global Perspective*. ANU Press.
- Sagan, C., & Druyan, A. (1996). *The demon-haunted world: Science as a candle in the dark*. New York: Random House
- Trench, B. et al. (2016). *Little Country, Big Talk: Science Communication in Ireland*. Dublin: The Pantaneto Press.
- Roche, J. (2022). *Essential Skills for Early Career Researchers*. London, UK: SAGE Publishing.

#### Assessment details

The teaching strategy combines a blend of lectures and tutorials. The lectures will utilise interactive methods to incorporate whole class input, while discussion groups in the tutorials will be led by the teaching assistants and will facilitate teamwork and problem-based, cooperative/collaborative learning. This will offer students a flexible approach to learning with a special emphasis on peer-assessment and self-assessment. College guidelines on universal accessibility will be followed.

The module will be assessed entirely through continuous assessment (using the Blackboard suite of tools), with both summative and formative assessment components including:

- Online engagement before, during, and after lectures and tutorials
- Reflective journaling
- Group presentations
- Peer-assessment and self-assessment
- End of semester essay

Formative assessment will take place regularly during the course, predominantly in the tutorials. Tutorials will be led by PhD and Postdoctoral researchers, with the guidance of the course lecturers, and will provide a more informal working space for students to engage in the course content. Students will be invited to share ideas and will be taught how to critically review each other's work. This focus on self-assessment and peer-assessment will build confidence and critical skills.

It will provide students with information based on their performance and monitor their learning to aid instruction and their comprehension of teaching at regular intervals. Detailed feedback will also be provided by the teaching team on non-graded student work, which will assist students in preparing their summative assessment. Formative assessment will aid students and teaching staff to identify strengths, weaknesses and challenges. Student feedback will be collected at the end of the module to help assess the effectiveness of the teaching strategies.

#### Contact hours

2 hours lectures and 1 hour tutorial = 3 hours per week  
X 11 weeks = 33 hours per term

#### Module Coordinator

Dr. Joseph Roche

School of Education

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## 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>

Information in relation to all undergraduate Regulations can be found via the following:

<https://www.tcd.ie/teaching-learning/academic-affairs/ug-regulations/>

## 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](http://my.tcd.ie) and on school or department notice-boards 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. Attendance is compulsory for Junior Freshman in all subjects. The school, department or course office, whichever is relevant, publishes its requirements for attendance at lectures and tutorials on notice-boards, and/or in handbooks and elsewhere, as appropriate.

## Absence from College – Medical and Absence Certificates

### MEDICAL CERTIFICATES

Where a student misses an assigned laboratory practical class through illness, they should **(a)** submit a Medical Certificate to the Science Course office **on the day of their return to College** and **(b)** inform the laboratory practical supervisor of their absence at the next session.

**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.**

Science **Medical Certificate Form (use with med cert from doctor)** – Forms to be submitted via the Science website: <https://www.tcd.ie/Science/TR060/junior-freshman/>

- 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 on the forms supplied, – Forms to be submitted via the Science website: <https://www.tcd.ie/Science/TR060/junior-freshman/>

Science **Medical Self Certification Form (use for 3 days med not covered by doctor)** – Forms to be submitted via the Science website: <https://www.tcd.ie/Science/TR060/junior-freshman/>

**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.**

### OTHER ABSENCES

Students who require to be absent from a laboratory practical classes (with or without an associated assessment) for any other reason, such as a sporting or social event, should inform the appropriate module coordinator **well in advance of the event** (preferably a week beforehand).

Science **Absence from College Form, Sport or Other** – Forms to be submitted via the Science website: <https://www.tcd.ie/Science/TR060/junior-freshman/>

- Where possible they will be assigned to an alternative laboratory practical session, but if that is not possible, and the justification for the absence is considered legitimate, they may be treated in the same manner as students submitting medical certificates (i.e., assigned an alternative assessment for one missed or awarded a pro-rata/pass mark). This is decided by the individual Disciplines concerned (i.e., Biology, Chemistry, Physics etc.) not the Science Course Office.
- Excuses for absence, presented after the event, will not be accepted.
- Students who anticipate that their sporting commitments may necessitate more than the occasional absence from College (e.g. Sport Scholars, etc.) should discuss their situation with their tutor and the Associate Dean of Undergraduate Science Education (ADUSE).

### Non-satisfactory attendance and course work

All students must fulfil the requirements of the school or department, as appropriate, with regard to attendance and course work. The specific requirements for attendance and completion of course work for Junior Freshman TR060 are listed below. Further information on non-satisfactory attendance and course work may be found via the following webpage:

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



## Attendance and Completion of Course Work: Freshman TR060

1. Attendance at Junior Freshman and Senior Freshman laboratory sessions and completion of the associated exercises is compulsory, so that students acquire the competencies necessary for the Sophister level.
2. A student who does not attend a practical must obtain permission from the Freshman Teaching Coordinator to be allowed to submit an assignment based on, or associated with, that practical.
3. Students can self-certify for a **maximum** of one-third (1/3) of practical sessions and one-third (1/3) of the course work associated with an individual module (course work includes lecture MCQ tests, practical assignments, on-line exercises, on-line practicals, field work and any other exercise that contributes to the course work mark for that module).
4. A student who fails to attend more than one-third (1/3) of practical sessions in a module without submission of appropriate certification cannot pass that module without completion of a supplementary practical session, or an alternative exercise in the event that a practical is not possible.
5. Regardless of circumstances, a student who has passed the module overall but has failed the course work component may be required to complete additional exercises to acquire essential skills when deemed necessary by the module coordinator in consultation with the Directors of Freshman Biology Teaching and/or Biological and Biomedical Sciences.
6. Individual cases and exceptional circumstances will be considered on their merits.

## Academic Integrity

Plagiarism is using someone else's ideas, charts, concepts, or words in your assignments and using them as if they were your own, and without giving credit to the actual author. Plagiarism is considered a serious offence in Trinity and carries penalties depending on the severity of the plagiarism.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <https://libguides.tcd.ie/academic-integrity>

- Academic Integrity homepage (formerly Avoiding Plagiarism): <https://libguides.tcd.ie/academic-integrity>
- Ready Steady Write tutorial: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>
- Coversheet declaration: <https://libguides.tcd.ie/academic-integrity/declaration>
- Levels and consequences: <https://libguides.tcd.ie/academic-integrity/levels-and-consequences>

Correct referencing is essential when crediting your sources and avoiding plagiarism. Your course handbook will tell you what style of referencing you should use in your assignments so be sure to check that out before you start any assignments. You will waste a lot of time if you have to redo your references.

## **Resources**

Referencite, University of Auckland, New Zealand has some good interactive resources to help you understand plagiarism and how to avoid it: <http://www.cite.auckland.ac.nz/index.php?p=home>

## **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](mailto: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 Service – contact details are available via their 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 3<sup>rd</sup> floor of 7-9 South Leinster Street or contact us on:

Phone: (01) 8961407

Email: [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

For further information visit the following webpage:

[https://www.tcd.ie/Student\\_Counselling/](https://www.tcd.ie/Student_Counselling/)

## Helpful College Websites:

In the first few weeks at College, you will hear an array of abbreviations, titles and place names. So visit the jargon buster page: <https://www.tcd.ie/students/jargon-buster/>

Student life offers information on Supports and Services, Clubs and Societies, Student Unions etc., <https://www.tcd.ie/students/>

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/>

## Dates to Note:

<b>Freshman Orientation:</b>	18 <sup>th</sup> September to 22 <sup>nd</sup> September 2023
<b>Semester one term dates:</b>	11 <sup>th</sup> September to 16 <sup>th</sup> December 2023
<b>Study Week Semester 1:</b>	23 <sup>rd</sup> to 27 <sup>th</sup> October 2023
<b>Semester one examinations:</b>	11 <sup>th</sup> to 15 <sup>th</sup> December 2023
<b>Semester two term dates:</b>	22 <sup>nd</sup> January 2024 to 12 <sup>th</sup> April 2024
<b>Study week semester 2:</b>	4 <sup>th</sup> to 8 <sup>th</sup> March 2024
<b>Semester two examinations:</b>	29 <sup>th</sup> April to 3 <sup>rd</sup> May 2024

### Teaching Term Dates 2023-24

Teaching Term Dates 2023-2024					
Michaelmas Term Monday 11 <sup>th</sup> Sept 2023 - Friday 01 <sup>st</sup> Dec 2023			Hilary Term Monday 22 <sup>nd</sup> January 2024 - Friday 12 <sup>th</sup> April 2024		
Teaching wk. 1	Week 03	11 Sept – 15 Sept	Teaching wk. 1	Week 22	22 Jan - 26 Jan
Teaching wk. 2	Week 04	18 Sept - 22 Sept	Teaching wk. 2	Week 23	29 Jan – 02 Feb
Teaching wk. 3	Week 05	*25 Sept - 29 Sept	Teaching wk. 3	Week 24	*05 Feb - 09 Feb
Teaching wk. 4	Week 06	02 Oct - 06 Oct	Teaching wk. 4	Week 25	12 Feb - 16 Feb
Teaching wk. 5	Week 07	09 Oct - 13 Oct	Teaching wk. 5	Week 26	19 Feb - 23 Feb
Teaching wk. 6	Week 08	16 Oct – 20 Oct	Teaching wk. 6	Week 27	26 Feb – 01 Mar
<b>Study week</b>	<b>Week 09</b>	<b>23 Oct - 27 Oct</b>	<b>Study week</b>	<b>Week 28</b>	<b>04 Mar - 08 Mar</b>
Teaching wk. 8	Week 10	* 30 Oct - 03 Nov	Teaching wk. 8	Week 29	*11 Mar - 15 Mar
Teaching wk. 9	Week 11	06 Nov - 10 Nov	Teaching wk. 9	Week 30	18 Mar - 22 Mar
Teaching wk. 10	Week 12	13 Nov - 17 Nov	Teaching wk. 10	Week 31	25 Mar - *29 Mar
Teaching wk. 11	Week 13	20 Nov - 24 Nov	Teaching wk. 11	Week 32	* 01 Apr - 05 Apr
Teaching wk. 12	Week 14	27 Nov – 01 Dec	Teaching wk. 12	Week 33	*08 Apr - 12 Apr

### 25<sup>th</sup> September, Junior Freshman Teaching begins

#### Bank Holidays 2023-24 – College closed

30<sup>th</sup> October 2023 – October bank holiday

5<sup>th</sup> February 2024 - St Brigid's day

18<sup>th</sup> March 2024 – St Patrick's day

29<sup>th</sup> March 2024 – Good Friday

1<sup>st</sup> April 2024 – Easter Monday

## Contact details:

### **Course Director TR060: Biological and Biomedical Sciences**

Professor Andrew Jackson

E-mail: [jacksoan@tcd.ie](mailto:jacksoan@tcd.ie)

### **Freshman Biology Teaching Co-coordinator**

Dr Glynis Robinson

E-mail: [robinsog@tcd.ie](mailto:robinsog@tcd.ie)

Phone: 01 896 2895

### **Chief Technical Officer**

Ms. Audrey Carroll

E-mail: [aucarrol@tcd.ie](mailto:aucarrol@tcd.ie)

Ph: 01 896 1049

### **Executive Officer:**

Ms. Lang Hu

E-mail: [BTC.Administrator@tcd.ie](mailto:BTC.Administrator@tcd.ie)

Ph: 01 896 1117

### **Science Course Office**

#### **Associate Dean of Undergraduate Science Education**

Professor Fraser Mitchell

E-mail: [Fraser.Mitchell@tcd.ie](mailto:Fraser.Mitchell@tcd.ie)

Ph: 01 896 2025

### **Science Course Office Manager**

Ms. Ann Marie Brady

E-mail: [science@tcd.ie](mailto:science@tcd.ie)

Ph: 01 896 2829

### **Administrative Officer**

Ms. Helen Sherwin Murray

E-mail: [sherwinh@tcd.ie](mailto:sherwinh@tcd.ie)

Ph: 01 896 2799

### **Executive Officer**

Ms. Andressa dos Santos Melo

E-mail: [dossanta@tcd.ie](mailto:dossanta@tcd.ie)

Ph: 01 896 1970

### **Executive Officer**

Ms. Inelda Shinko Rama

E-Mail: [ishinkor@tcd.ie](mailto:ishinkor@tcd.ie)

Ph: 01 896 2022

## 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 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.

## Appendix 1

Appendix 1: General Information	
ITEM	REFERENCE/Source
General Regulations	<p>Calendar, Part II - General Regulations and Information, Section II, Item 12:  <a href="https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf">https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf</a></p> <p>Calendar, Part III, General Regulations, Section 1.20  <a href="https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf">https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf</a></p> <p><u>Attendance Requirements:</u>            Calendar, Part II, General Regulations and Information, Section II, Items 17-23            Calendar, Part III, General Regulations and Information, Sections 1.23; 2.11; and 3.2</p> <p><u>Absence from Examinations</u>            Calendar, Part II, General Regulations and Information, Section II, Item 35            Calendar, Part III, Section 3.5  <a href="https://www.tcd.ie/teaching-learning/academic-policies/assets/assess-nonsub-absence-sep2020.pdf">https://www.tcd.ie/teaching-learning/academic-policies/assets/assess-nonsub-absence-sep2020.pdf</a></p> <p><u>Plagiarism Policy and information:</u>  <a href="https://www.tcd.ie/teaching-learning/UG_regulations/Plagiarism.php">https://www.tcd.ie/teaching-learning/UG_regulations/Plagiarism.php</a>  <a href="https://libguides.tcd.ie/friendly.php?s=plagiarism">https://libguides.tcd.ie/friendly.php?s=plagiarism</a></p>
General Information	<p>Timetables are available via my.tcd.ie portal:  <a href="https://my.tcd.ie/urd/sits.urd/run/siw_lgn">https://my.tcd.ie/urd/sits.urd/run/siw_lgn</a></p> <p>Blackboard:  <a href="https://tcd.blackboard.com/webapps/login/">https://tcd.blackboard.com/webapps/login/</a></p> <p>Academic Registry:  <a href="https://www.tcd.ie/academicregistry/">https://www.tcd.ie/academicregistry/</a></p> <p>Data Protection:  <a href="https://www.tcd.ie/info_compliance/data-protection/student-data/">https://www.tcd.ie/info_compliance/data-protection/student-data/</a></p> <p>Dignity &amp; Respect Policy  <a href="https://www.tcd.ie/equality/policy/dignity-and-respect-policy/">https://www.tcd.ie/equality/policy/dignity-and-respect-policy/</a></p>

## Appendix 1: General Information

<p>Foundation Scholarship</p>	<p>Foundation and Non Foundation Scholarship: Calendar, Part II  <a href="http://www.tcd.ie/calendar/undergraduate-studies/foundation-and-non-foundation-scholarships.pdf">www.tcd.ie/calendar/undergraduate-studies/foundation-and-non-foundation-scholarships.pdf</a></p> <p>Science Foundation Scholarship information sheet:  <a href="https://www.tcd.ie/academicregistry/exams/scholarship/">https://www.tcd.ie/academicregistry/exams/scholarship/</a></p> <p>TR060: Biological and Biomedical Sciences Foundation Scholarship Examination 2022-23 – Information for Scholarship Candidates:  <a href="https://www.tcd.ie/Science/assets/documents/PDF/foundation-scholarship/TR060/TR060-FoundationSchol-22-23.pdf">https://www.tcd.ie/Science/assets/documents/PDF/foundation-scholarship/TR060/TR060-FoundationSchol-22-23.pdf</a></p>
<p>Teaching and Learning</p>	<p>Academic Policies:  <a href="https://www.tcd.ie/teaching-learning/academic-policies/">https://www.tcd.ie/teaching-learning/academic-policies/</a></p> <p>Student Learning and Development:  <a href="https://www.tcd.ie/Student_Counselling/student-learning/">https://www.tcd.ie/Student_Counselling/student-learning/</a></p> <p>Student Complaints Procedure:  <a href="https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf">https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf</a></p> <p>Dignity &amp; Respect Policy  <a href="https://www.tcd.ie/equality/policy/dignity-respect-policy/">https://www.tcd.ie/equality/policy/dignity-respect-policy/</a></p> <p>Student Evaluation and Feedback:  <a href="https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php">https://www.tcd.ie/teaching-learning/quality/quality-assurance/evaluation.php</a></p> <p>Academic Integrity:  <a href="https://libguides.tcd.ie/academic-integrity">https://libguides.tcd.ie/academic-integrity</a></p> <p>National Framework for Qualifications:  <a href="http://NationalFrameworkofQualifications QualityandQualificationsIreland(qqi.ie)">National Framework of Qualifications   Quality and Qualifications Ireland (qqi.ie)</a></p>
<p>Student support</p>	<p>Student Support Services:  <a href="https://www.tcd.ie/students/supports-services/">https://www.tcd.ie/students/supports-services/</a></p> <p>Student Services Booklet:  <a href="http://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf">www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf</a></p> <p>Senior Tutor &amp; Tutorial Service  <a href="http://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf">www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf</a></p>



Appendix 1: General Information	
	<p>Graduate Studies <a href="https://www.tcd.ie/graduatestudies/">https://www.tcd.ie/graduatestudies/</a></p> <p>Mature Student Office <a href="https://www.tcd.ie/maturestudents/">https://www.tcd.ie/maturestudents/</a></p>
Co-curricular activities	<p>Central Societies Committee: <a href="https://www.tcd.ie/calendar/general-information/students-unions-societies-and-clubs.pdf">https://www.tcd.ie/calendar/general-information/students-unions-societies-and-clubs.pdf</a></p> <p>DUCAC: <a href="#">Dublin University Central Athletic Club - Trinity Sport - Trinity College Dublin (tcd.ie)</a> <a href="#">Student Sport - Trinity Sport - Trinity College Dublin (tcd.ie)</a></p>
Information on TCDSU, including student representative structures	<p>TCDSU <a href="https://www.tcdsu.org/">https://www.tcdsu.org/</a></p>
Emergency Procedure	<p>In the event of an emergency, <b>dial Security Services on extension 1999</b>. 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 of 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.

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