SECTION 1 – HANDBOOK INFORMATION

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Common Abbreviations used throughout handbook:

JS – Junior Sophister,
SS – Senior Sophister,
Imm – Immunology
BC – Biochemistry
MM – Molecular Medicine
B&I – School of Biochemistry & Immunology
SoM – School of Medicine
ECTS – European Credit Transfer System
MCQ – multiple choice questions
COVID-19 – Coronavirus Infectious Disease 2019
HSE – Health Service Executive
SECTION 2 – PROGRAMME OVERVIEW

Welcome to Junior Sophister Immunology 2021:

Congratulations on starting your Junior Sophister year during these unprecedented times and for selecting an exciting and dynamic moderatorship, which given recent events, is more timely and relevant than ever before. This is an unusual but exciting time for Immunology. As we begin to lift restrictions relating to our teaching and research, the work which we do & the subject you will be studying, is more important now than ever before for many reasons; To research & understand the interaction between infectious pathogens and our body, To use this knowledge to develop treatments and vaccines, To communicate this knowledge to the general public & thereby, To inform & shape policy and public health guidance around this. “Immunology, Inflammation & Infection” has long been a central research theme in Trinity, but now more than ever, you as the next generation of immunologists will have the opportunity to impact society with the work you do and change the perception and appreciation of scientific training.

I am delighted to welcome you to the School of Biochemistry & Immunology, where the merging of these 2 unique disciplines has shaped the formation of new research topics in recent years, including the ever expansive areas of immune signalling and immunometabolism. The investigators who will be teaching you are world class experts in their fields and as we move toward increased in-person teaching, I urge you all to take advantage of the opportunities afforded to you – both online and face-to-face.

Your Junior Sophister year now consists of 40 ECTS of Core material delivered by your home discipline, Immunology. This is associated with a range of Approved/Open Modules (10 ECTS), which are subjects outside your home discipline, but which are essential for your academic development within the Immunology programme. In your case, we have arranged an Open module taught by the Discipline of Biochemistry in Semester 1 (BIU33150), which will give students the fundamental requirements in protein biochemistry and cell biology. In Semester 2, the Approved/Open Module is Microbial Pathogenesis (MIU33012), delivered by the School of Genetics & Microbiology. After these, students can choose 2 Elective Modules (10 ECTS), which can come from the cross-faculty TRINITY ELECTIVE panel or an extra, optional Approved/Open Module, which will supplement your core subject. For Immunology, we allowed you to choose from a Genomics/Genetics module in Semester 1 (GEU33045) or a Zoology module on Parasitology in Semester 2 (ZOU33030). These are optional and are dependent on how many Trinity Electives a student decides to take across each Semester. If you have any questions about the logistics or suitability involved in selecting these, please get in touch.

With respect to Core teaching, most modules in the School of B&I consist of a mix of lectures and Practical teaching, with various formal and informal tutorials and activities. Core modules are generally assessed by a 70% end-of-term written exam & 30% through Continuous Assessment of course-work. This is generally divided into 10% for Post-Practical Assignment submissions and an in-course end-of-module MCQ based on material from the associated Practicals, worth 20%. In Semester 2, one of the CORE modules has a slightly different structure, BIU33260: Research Skills for Immunologists. In place of the traditional lectures and end-of-term exam, students will undertake a literature review on a current topic in Immunology and under the supervision of an academic member of staff, will research and produce a mini-review report on the topic and present this in an open-forum to the class. This module also contains a series of tutorials related to Quantitative Problems (QP), which will hone students data handling & analysis skills. For each problem, students will receive a background tutorial from an academic staff member, a sample problem and finally an in-class exam based on a selection of these problems. We also run a set of talks for students on key skills required to build a scientific career, either within research or otherwise. These include talks from academics on putting together CVs, grant-
writing, publishing papers etc. These sessions will not be examined but are intended to prepare you for final year and beyond.

The School is running on the assumption that we can safely proceed with face-to-face Junior Sophister lectures in appropriately spaced venues for Semester 1, which will be complemented by Practical teaching in the Main Teaching Lab which will proceed with an element of social distancing. Some labs have been converted to online exercises, although this is a minority. A key part of the student experience in the School is interaction with world class Immunology researchers. Usually this occurs by assigning each student to an academic supervisor for their mini-review and also assigning Small Group Tutorials. These are usually non-timetabled events at the discretion of the student and lecturers. Although we encourage face-to-face interactions, since everyone’s circumstances are slightly different this year, we will leave these up to the student and lecturers involved to decide how to proceed with this; whether you can meet safely face-to-face or schedule online meetings through Zoom/Teams or Blackboard Collaborate Ultra. There are some other events (Revision Tutorials, Journal Clubs) that we are scheduling face-to-face in appropriate venues.

As you will have experienced in Senior Fresh, end-of-term exams will be online. Our exams in the School typically require 2-3 page essays and shorter, specific questions. Every year, the most important piece of advice I give to students is TO ANSWER THE QUESTION ASKED. No more than before, this is the most important thing to consider. The lecturer will be aware it is an open-book exam, so the onus is on the student not to simply regurgitate lecture notes and facts/figures, but to use this knowledge and compose a specific and relevant answer to the question set and to take the opportunity throughout your answer to highlight this. Students will submit answers via Turnitin, which flags extensive plagiarism from online sources. Automatically, answers scoring a similarity score of over 30% will be investigated thoroughly and the grade awarded will be at the examiners discretion. A general rule is sentences/pragraphs highlighted as plagiarism will be excluded and no marks returned for these sections. Extensive plagiarism will be subject to negative marking. Cases where students have high Turnitin scores throughout an exam paper will be investigated & the exam could be deemed inadmissible and the student will have to resit the module. There will be in-class MCQ’s on Practical material at the end of each Semester, which will likely be delivered online. These questions will test knowledge of techniques, the background and data-handling.

The structure of the CORE Immunology modules has changed in the last few years, to align with the new degree structure. In Semester 1, alongside the Approved/Open Biochemistry module, students will first undertake BIU33220: Core Concepts in Immunology, which introduces the cellular and molecular components involved in the Immune System. The practicals linked to this module take place in the first few weeks of Semester 1 and will introduce students to lab work and common biochemical & signalling experiments. Following this, students will apply this knowledge to the key functions of the Immune System; protection from infectious disease and pathogenesis of inflammatory and autoimmune disease in BIU33270: Immunity & Disease. More intensive practicals linked to this module will be ran in the second half of Semester 1. In Semester 2, as well as the afore-mentioned Research Skills for Immunologists module (BIU33260), which is entirely course-work (Mini-Review, Practicals & QP Sessions), students will undertake BIU33230: Immune Gene Regulation. The core material in this module is shared across the School’s moderatorships (Biochemistry, Mol Med) and will consider nucleic acids and eukaryotic gene expression. There will be some additional introduction to the field of Immunogenetics and transplantation. This module runs across Semester 2 with longer molecular biology practicals scheduled in the second half of Semester 2. Advanced, immunology-specific practicals associated with the Research Skills module will run in the first few weeks of Semester 2.

We hope to have put together a functional and incremental course structure for the year, which will build on your Senior Fresh experience, while introducing you the core concepts in Immunology, and further developing biochemical and molecular biology concepts. All while
training students in the lab and other key research-associated skills, including consultation of the literature, analysis and presentation of data and report writing. This booklet will outline the content & assessment of each module for the course, as well as the distribution of marks for the year. We have made every effort to ensure that the information provided regarding lecture content, practical classes etc is correct. We may update some of the information as we go along during the year. CMIS/mytcd provides the official college timetable. Notice will be provided of any major changes, re-scheduled/cancelled classes, via e-mail and through the class representative – who you should elect promptly & make themselves known to School staff.

From myself and all the academic staff in the School, we look forward to meeting with you during the year. You are the future of Immunology in this School and we embrace the opportunity to help you on this exciting journey.

Frederick J Sheedy,
Ussher Assistant Professor in Immunology
School of Biochemistry & Immunology
Course co-ordinator, JS Immunology degree
fsheedy@tcd.ie
School Contacts:

Junior Sophister Course Coordinators
Immunology: Dr Frederick Sheedy, Room 5.50 and email: fsheedy@tcd.ie
Biochemistry: Dr Derek Nolan Room 5.06 and e-mail: denolan@tcd.ie
Molecular Medicine: Dr Kenneth Mok, mok1@tcd.ie

Junior Sophister Practical Coordinator / Blackboard Coordinator:
Dr Audrey Carroll, Room 3.25 (enter via Practical Teaching Lab, 3.22) aucarrol@tcd.ie

Erasmus/International Student Coordinator:
Dr Andrei Budanov, budanova@tcd.ie

Senior Sophister Immunology Course Coordinator:
Prof Clair Gardiner, gardinec@tcd.ie

School Director of Undergraduate Teaching and Learning:
Vincent Kelly, kellyvp@tcd.ie

School Office JS Administrator:
Ms Una Murphy, Room 3.07, murphyu1@tcd.ie

<table>
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<th>Semester 1</th>
<th>Semester 2</th>
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<td>CORE</td>
<td>[Module 1 - BIU33220] Core Concepts in Immunology (10 ECTS)</td>
<td>[Module 3 - BIU33230] Immune Gene Regulation (10 ECTS)</td>
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<td></td>
<td>[Module 2 - BIU33270] Immunity &amp; Disease (10 ECTS)</td>
<td>[Module 4 - BIU33260] Research Skills in Immunology (10 ECTS)</td>
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Figure 1 – Overview of JS Immunology Course structure 2021-2022:
OVERVIEW OF JUNIOR SOPHISTER COURSE STRUCTURE AND ASSESSMENT:

A Junior Sophister student must complete 60 ECTS credits in the year. The 60 ECTS credits translate into 600 marks that are distributed across the course as follows:

1. Three 10 credit modules consisting of lectures and linked practicals. Each of these modules will be assessed by continuous assessment (30% weighting) and by an exam paper at the end of the semester (70% weighting). There will be a separate exam paper for each module. Total marks for this component = 300 marks.

2. A 10 credit research skills module covering literature skills (a minireview of a topic proposed by a member of staff), presentation skills (involving a short oral presentation of the minireview topic), analysis of quantitative data (3 quantitative problem sessions and associated exams) and advanced immunology practicals. This module will be assessed by continuous assessment across semester 2 (100%). Mini-review titles will be assigned to students in semester 1. Total mark for this module = 100 marks.

3. Two x 5 credit Approved/Open modules outside your home discipline of Immunology. These include BIU33150 Biochemistry for Biosciences in Semester 1 & MIU33012 Microbiology Pathogenesis in Semester 2. These modules differ in how they are assessed, depending upon the School involved. Further information is provided in the booklet. Mark for each component = 50 marks, total of 100 marks for Approved/Open Modules.

4. All JS students are obliged to take 1 Trinity Elective (TE) module (5 credits). This will be outside your home school and in an unrelated subject. Students have the option of choosing 2 TE, 1 per Semester, or supplementing 1 TE with an additional, optional Approved/Open module. This can be from Genetics in Semester 1 or Zoology in Semester 2. Each module equates to 50 marks. Students must choose a combination of a) 2 TE’s, b) 1 TE in Semester 1 + Approved/Open module in Semester 2 or c) 1 TE in Semester 2 + Approved/Open module in Semester 1, to a give a total of 10 ECTS or 100 marks.

The Junior and Senior Sophister years are integrated and the Junior Sophister mark (including the mark for Broad Curriculum) will contribute 30% to your final degree mark. Importantly, the pass-mark for Junior Sophister Immunology is 40% but to progress to Senior Sophister year, students must obtain a minimum grade of 45% in JS year.

The Junior Sophister Immunology course content, module-by-module with associated mark weightings and methods of assessment are outlined in the next 2 pages (Fig 2-3). Further information on course content and learning objectives is provided in Section 4: Teaching & Learning.
### Figure 2 - Semester 1 Modules:

#### Core modules:

<table>
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<tr>
<th>Section</th>
<th>Topic</th>
<th>Lecturer(s)</th>
<th>Assessment</th>
<th>Marks</th>
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<tr>
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<td>Innate Immunity</td>
<td>LON, CG, LG et</td>
<td>Xmas Paper 1 of 2 Questions</td>
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<td>B</td>
<td>Adaptive Immunity</td>
<td>JF, COF</td>
<td>Xmas Paper 1 of 2 Questions</td>
<td>20 marks</td>
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<tr>
<td>C</td>
<td>Immune Signalling</td>
<td>JH, FJS, EC</td>
<td>Xmas Paper 1 of 2 Questions</td>
<td>20 marks</td>
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<td></td>
<td>General module material (inc. Practicals)</td>
<td>Various</td>
<td>Xmas Paper Short Questions</td>
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<td>Material from A &amp; B</td>
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<td>Online MCQ</td>
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<td>Practical 1</td>
<td>Solutions &amp; Dilutions</td>
<td>Noiirn Nic Baird</td>
<td>F2F, Online Test</td>
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<tr>
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<td>pKA</td>
<td>Noiirn Nic Baird</td>
<td>F2F, Write-up</td>
<td>2 marks</td>
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<td>Protein Assay</td>
<td>Noiirn Nic Baird</td>
<td>F2F, Write-up</td>
<td>2 marks</td>
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<td>Practical 4</td>
<td>Enzyme Kinetics</td>
<td>Amir Khan</td>
<td>F2F, Write-up</td>
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<td>Lab MCQ</td>
<td>Material from practical classes</td>
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<td>In-class MCQ</td>
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#### Module BIU33220

**Core Concepts in Immunology**

10 ECTS

(100 marks)

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<td>RMcl, NMW</td>
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<td>20 marks</td>
</tr>
<tr>
<td>B</td>
<td>Immune Disease</td>
<td>Various</td>
<td>Xmas Paper 1 of 2 Questions</td>
<td>20 marks</td>
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<tr>
<td></td>
<td>Section A &amp; B</td>
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<td>Xmas Paper 1 other Question</td>
<td>20 marks</td>
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<td>10 marks</td>
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<td>Rachel McLoughlin</td>
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<td>Innate immunity/DCs</td>
<td>Ed Lavelle</td>
<td>F2F, Write-up</td>
<td>4 marks</td>
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<td>Practical 3</td>
<td>cAMP/Binding assay</td>
<td>Daniela Zisterer</td>
<td>ONLINE, Write-up</td>
<td>2 marks</td>
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<td>Lab MCQ</td>
<td>Material from practical classes</td>
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<td>In-class MCQ</td>
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#### Module BIU33270

**Immunity & Disease**

10 ECTS

(100 marks)

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<td>AK, KHM, VK</td>
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<td>Membranes</td>
<td>Paul Voorhees</td>
<td>Xmas Paper</td>
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<tr>
<td>C</td>
<td>Cytoskeleton</td>
<td>Derek Nolan</td>
<td>Xmas Paper</td>
<td>20 marks</td>
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<td>D</td>
<td>Signalling</td>
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#### Open/Approved module:

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<td>Vincent Kelly</td>
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### Open/Approved module:

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<td>Sinead Corr</td>
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<td>A</td>
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<td>Sinead Corr</td>
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<td>B</td>
<td>Viral life-cycles &amp; replication</td>
<td>Kim Roberts</td>
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<tr>
<td>B</td>
<td>Viral disease</td>
<td>Kim Roberts</td>
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SECTION 3 – GENERAL STUDENT INFORMATION & REGULATIONS

THE EUROPEAN CREDIT TRANSFER 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, 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. Each ECT 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 and assessments.

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.

Further information is available at https://www.tcd.ie/undergraduate-studies/general-regulations/ects.php

Scheduling & Venues:
TCD now runs on a 2-Semester academic year (https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf). The important aspect of this it that it involves 2 end-of-term examination periods. There will be increased assessment throughout the year through various forms, so students are advised to keep on top of their workload and revise accordingly. There will be more opportunities for feedback and in most cases, the modules formally taught in each semester must be examined in the corresponding exam period. This will mean 2 exam papers for our JS students at the end of Semester 1 & another 2 at the end of Semester 2.

The official College system for student timetables is CMIS, which students can access via mytcd system (https://my.tcd.ie/urd/sits.urd/run/siw_lgn). For major changes, students will be emailed directly and I urge the class to nominate 1 class representative, who any changes can be communicated with.

We are aiming to run most JS lectures live, in-person, in appropriately spaced venues. Where this will not be possible, for example, for some of the larger modules like the Open Modules, these lectures will be delivered on-line. You will be informed beforehand whether this will be a live & interactive event (eg – Blackboard Collaborate) or pre-recorded and made available on Blackboard through Panopto. We anticipate changes to our teaching plans throughout the year, in-line with public health guidance and will endeavour to inform students in advance of these.

As mentioned, we are running as many face-to-face Practical classes for JS year as possible, with social distancing restrictions and controls. Students are asked to arrive in an orderly and timely fashion and avoid congregating in groups upon entering and leaving the lab. Training and guidance will be provided in advance of your first session in the Teaching Lab.
Some common venues used by the School & their abbreviations are listed below:

**TBSI** = Trinity Biomedical Sciences Institute

**B2.50** = Seminar Room, Level -2, TBSI

**B2.72-2.74** = Combined Tutorial Room, Level -2 TBSI

**CHLLT** = Chemistry Large Lecture Theatre, located in the Chemistry Building on campus

**FRED** = Room 5.16, Level 5, TBSI (formerly *First Right after Entering Department!*)

**JOLY 4** = Lecture Theatre located in the Hamilton Building on main campus

**LB11** = Lecture theatre (Lloyd Building) situated in Trinity Centre for Neuroscience, Lloyd Building. (enter building and take staircase downwards on your left).

**LTEE1 EE4-5** = Lecture Theatre 1, Basement, East End

**LTEE2** = Lecture Theatre 2, Basement, East End

**LTEE3** = Lecture Theatre 3, Basement, East End

**MacNeil 3** = lecture in the Hamilton Building

**Maxwell 5** = lecture theatre in the Hamilton Building

**MOYN LT** = Moyne Lecture theatre, located in the Moyne Building (Microbiology)

**Rm 3.22** = the main Biochemistry Teaching Lab on Level 3 in TBSI

**Room 6.07** = Seminar Room, Level 6, TBSI

**SALMON 1** = Salmon Lecture Theatre, Ground Floor, Hamilton Building, East End

**TERCENTENARY/TERC** = L2.15 = Tercentenary Hall, Level 2, TBSI

**QUEK** = B1.15 = Stanley Quek Lecture Theatre, level -1, TBSI

**Attendance:**

The college regulations regarding attendance, as laid out in ‘General regulations and information’ in the College Calendar (http://www.tcd.ie/calendar/), will apply.

**Additional requirements of the School of Biochemistry and Immunology with regard to attendance are:**

Students are required to attend and participate in all lectures, pre-practical talks, practicals, small group tutorials and problem sessions that have been organized for them.

**The requirements of the School of Biochemistry and Immunology with regard to the satisfactory performance of course work** are in accordance with Calendar directives. In addition, The School of Biochemistry and Immunology requires that Junior Sophister students should complete and submit all practical assessments, problems, a minireview, a data handling project and any work set by their tutor.

Lecturers will be provided with a list of students registered for each module & may use this as a sign-in sheet, which will be kept on record in the School. All absences must be accounted for by medical certificates from the College Health Service or your GP or using a letter from DUCAC to account for absences due to college activities. For sudden & short-term medical absences of maximum 2-days, students can ‘self-certify’ by informing the School Office immediately upon their return, which should be relayed to the Course co-ordinator. This option should not be abused & will not be allowed to be used alongside certified medical leave. Arrangements should be made by the student to assure marks for missed course-work are accounted for upon their return to College. For cases where students miss a Practical, they should make necessary arrangements with the associated Lecturer & Course Co-ordinator regarding Assessment. Students can be returned as ‘non-satisfactory’ in a particular module if attendance and input to course-work is poor.

Students must sit all of the annual examination papers. In cases where students miss exams due to unforeseen medical or other circumstances, they should inform School staff & their College tutor immediately.
Course Work:

Laboratory note books
We will provide you with a hardbound laboratory notebook. All records of your practical work must be kept in the book provided and not on rough sheets of paper or on laptop computers. Advice on keeping a good lab notebook is given in the front of the Practical Manual. Students should keep their lab notebooks up to date as lecturers and course co-ordinators can ask to examine these at any time during Practical classes.

Laboratory assessments
All practicals will be assessed and graded. Some of these will be administered through Blackboard. Assessment forms will be provided for each laboratory. You must submit your assessment according to the instructions provided. If a post-practical assessment form is not submitted through Blackboard, these should be submitted to the School Office on the dates given in your practical manual.

Laboratory multiple choice exam
At the end of each practical you will sit a multiple choice exam where you will be required to answer approximately 10 questions per module. These questions will be directly related to the material that you have covered in the practicals’ associated with each module. Sample exam questions will be provided in advance. Importantly, we make these MCQ exams available simultaneously & at the end of each term each student will have to complete 2 separate MCQ’s, 1 for each core module that Semester, on Blackboard. It is important that students log-in to both modules and complete the MCQs at the designated times.

The Mini-review (43+7 marks)
Students will be required to carry out a literature search and write an extended essay consisting of diagrams plus 6,000-8,000 words in the text. The ability of a student to survey and evaluate the literature and produce an organised, cogent synthesis will be taken into account. Guidelines on writing a review and a sample review are posted in Blackboard. Minireviews have been assigned randomly and you will be given your topic in the first week of term. In preparation for the review you could look at some review articles in Nature Reviews Immunology or Trends in Immunology. All reviews must be typed in 12 point font and spacing must be at least 1.5. Students are required to sign a declaration to the effect that the mini-review is entirely their work. 43 marks are awarded for the thesis itself and a further 7 marks will be awarded for an oral presentation based on the mini-review. The mini-review must be handed into the School office during the Second Semester.

Small Group Tutorials
Each student meets regularly with a tutor, in groups of 2-3 students. Tutors have been assigned and will stay with you throughout the year. Please contact your tutor during the first week of the first Semester to arrange the first meeting. There will be 6-10 tutorials per year. These will include exercises covering course material, training in getting the most out of research papers, and giving presentations on topics chosen by the tutor. These tutorials are useful times to discuss lecture courses and practicals, and the various exercises set should help you in your development as a scientist, and in examinations. Attendance at these tutorials and completion of any exercises set is MANDATORY. Students who fail to comply will be returned as ‘non-satisfactory’.

College Regulations regarding Exams & Progression:
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE REGULATIONS REGARDING JUNIOR SOPHISTER EXAMS
Timetables for Sophister examinations are published in advance of the dates of the examinations, and available on-line. The onus lies on each student to find out the dates of examinations by consulting these timetables. No timetables or reminders will be sent to any individual student.

Junior Sophister students must, in the first instance, sit the annual examination and meet the requirements of the course.

The Junior Sophister Annual Examination has a two-fold purpose. It is (a) the final examination for the Ordinary BA degree and (b) a qualifying examination to proceed to the Senior Sophister year as a Moderatorship candidate. A student who rises to, and completes, the Senior Sophister year, but fails the Moderatorship examination, is still qualified for the award of an Ordinary BA degree on the basis of a successful performance in the Junior Sophister examination.

Students who pass the Junior Sophister examination can have the Ordinary BA degree conferred if they do not choose, or are not qualified to proceed to Moderatorship. Except by special permission of the University Council, on the recommendation of the Course Director, the ordinary degree of BA may be conferred only on candidates who have spent at least three years in the course.

To pass the Junior Sophister examination, students must achieve a mark of 40% or higher in each of their modules, or pass by compensation or aggregation.

To compensate / aggregate students must

- (i) obtain an overall mark of 40% or higher AND

**EITHER (compensate)**
- (ii) obtain individual marks of 40% or higher in modules to the value of 40 credits with a minimum mark of 30% in the each of the failed modules up to a maximum of 20 credits.

**OR (aggregate)**
- (iii) obtain individual marks of 40% or higher in modules to the value of 40 credits with a minimum mark of 30% in additional modules of at least 10 credits.

To qualify to proceed to Moderatorship, students sitting the Junior Sophister examination for the first time must pass the year and achieve a mark of 45% or higher in the overall examination.

Students who achieve an overall grade of 35% or higher, but who are not qualified to proceed to Moderatorship can repeat the Junior Sophister year in order to qualify to proceed to Moderatorship or qualify for an Ordinary BA degree.

Students whose overall mark is 34% or lower in the annual examinations are not permitted to repeat their year and must withdraw from the course.

If a student’s examination result indicates the remark ‘See tutor’, the student must contact their tutor immediately. If appropriate, an appeal can be lodged by the tutor to the Court of First Appeal.

A student may not repeat the Junior Sophister year more than once, except by special permission of the University Council.

The final degree award for students who pass the Senior Sophister examination will be comprised of a combination of the Junior Sophister marks (30%) and Senior Sophister marks (70%).

**Junior Sophister Summer Awards:**
Assuming that the necessary funds are available, the School will award some internships at the end of Junior Sophister Year. The awards will take the form of salaries for six weeks to work in one of the research laboratories in the School of Biochemistry and Immunology. The awards will be offered to the student in Immunology who obtains the highest total mark in their practical assessments. Details of how to apply will be circulated in the Hilary Semester. Please note that students who spend any time in a research lab during the summer (whether paid or unpaid) cannot do their SS project in that lab. In light of the Covid-19 pandemic, online/dry-lab projects may be proposed for successful students.

The School has contacts with other internship programs at various institutes and work-places including Eli Lily in Cork, University of Massachusetts in USA and Sydney in Australia. As a result of the Covid-19 pandemic it is uncertain if these programs will run this coming summer. We will let students know throughout the year.

Guidelines for Applications for Academic References

Students applying for Summer Internships require an academic reference. To assist us in processing the many requests that we receive please follow the guideline below:

Two weeks is an appropriate time for the processing of a reference.

It is not a good idea for three people who are going to the same institution to each get their reference from the same one member of staff.

Please provide the following:

- Title of project, Nature of project / Internship, max two lines.
- Where you are going, why are you going there, what do you hope to achieve?
- How will this internship / summer project etc contribute to your professional development
- Transcript from Science Course Office with first and second year results
- If appropriate, a copy of breakdown of JS course works marks to date: Obtainable from the office, must be stamped with office stamp and provided to staff as a hard copy

Students with Disabilities / Long Term Health Issues:

The Schools Academic Liaison Officer is Ms Martha Motherway-Gildea (motherm@tcd.ie), based in the Preparation Room, Biochemistry Teaching Laboratory.

Please notify Ms Motherway in confidence if you have any disabilities or health issues that might affect your ability to complete your practicals or the associated assignments. Large print manuals can be provided to students with a visual impairment. Students are encouraged to register with the disability officer, Mr Declan Reilly - reiliedy@tcd.ie. It is particularly important to do this well before the examination period.

Plagiarism:

The College Calendar defines plagiarism, describes the levels of plagiarism and the sanctions. All students are required to complete the online tutorial ‘Ready, Steady, Write’. It is located at http://tcd-ie.libguides.com/plagiarism.

When you submit coursework you will have signed a declaration to the effect that you have read and understood the plagiarism provisions of the College. Therefore all cases of matching text will be treated as Level 3 offences, see http://tcd-ie.libguides.com/plagiarism/levels-and-consequences. zero marks will be assigned to all plagiarised text and there will be no option to resubmit. Where an assignment (or part assignment) cross matches with text in the assignment of another student both students and their tutors will be notified by email and invited to explain the match. As both students will have signed a declaration that they have read and understood the plagiarism provisions of the College all cases of matching text will be treated as Level 3 offences by both students, zero marks will be assigned to the two texts and there will be no option to resubmit. Level 3 applies even if a student was given permission to use another student’s work.
For online exams, we will employ plagiarism detection software eg Turnitin. If a high score is detected it will be at the examiners discretion how to mark and proceed with the answer. The following general principles will be upheld by markers during online exams;

- Turnitin scores up to 30%, and comprising single sentences, will be accepted for marking. The plagiarised sentences are ignored and not graded resulting in a pro-rata drop in marks.
- Turnitin scores greater than 30% will be scrutinised to ensure it is not an artefact of the algorithm. The examiner will flag this on the exam script that plagiarism has occurred such that:
  a. If one blocks of text (3 or more consecutive sentences) is obviously plagiarised the student lose 10% marks. The student will be given a written warning.
  b. Evidence of more than one passage being copied results in a zero grade being returned for the answer.
  c. When extensive plagiarism (greater than 30% Turnitin score) has been identified by an examiner, the module & course coordinators will be notified and carry out an independent evaluation of the grades and scripts returned during the year and in exams. Evidence of systemic plagiarism will trigger escalation of the issue to either the Schools Director of Undergraduate Teaching & Learning, the student's College tutor or the Senior Lecturer in alignment with the severity of the transgression. In this case, whole exams could be deemed inadmissible and the student will have to resit the exam or potentially, could failing the module/year.

For online exams, students will need to digitally sign statement indicating they have not wilfully plagiarised their answers or copied from online sources.

Virtual Learning Environment:
College & the School utilises a virtual learning environment to facilitate ongoing access of students to module information, activities and learning resources outside formal timetables and class time. In the School, we commonly refer to this as Blackboard. Student access to Blackboard is granted at registration – so if a student is blocked out of BB, this could indicate registration issues and students are urged to resolve this as soon as possible. We normally use BB to provide module information, class notes, links to extra reading as well as for the submission of ongoing course work. Some labs in JS year will require students to submit pre-practical or post-practical assessment online via BB, whereas some will require students to submit hardcopies of their data and analysis. Further information on the format required will be provided in the practical manuals and at pre-practical talks which students are required to attend. Usually, each lecturer has the option to upload as little or as much information from their lecture material as they like. For the coming semester, online learning will be encouraged for larger groups that cannot be safely held face-to-face in a safe manner. Therefore more material is being made available, including pre-recorded narrations of lecture content and staff will engage in interactive Q&A sessions after each series of lectures. Online material is generally designed to supplement but not substitute learning & students should take it upon themselves to go beyond the lecture notes and online content and do extra reading and exercises. Access is through the following link; https://tcd.blackboard.com/webapps/login/

Feedback & Student Development:
Students will have access to their ongoing continuous assessment marks throughout the year, after reasonable time has passed to allow assessment and correcting of marks and can request feedback at any stage. Students are encouraged to make use of their assigned small group tutor within the School to help promote their academic development and skills such as presenting, report writing and exam questions. Students will be invited to provide anonymous feedback at the end of each module and information on the format will be provided closer to the time.
SECTION 4 – TEACHING & LEARNING

MODULE BIU33220: CORE CONCEPTS IN IMMUNOLOGY

LECTURERS: Luke O’Neill (LON), Andrew Bowie (AB), Rachel McLoughlin (RMcL), Frederick J Sheedy (FJS), Clair Gardiner (CG), Jean Fletcher (JF), Cliona O’Farrelly (COF), Derek Doherty (DD), Jerrard Hayes (JH), Emma Creagh (EMC), Derek Nolan (DN), Audrey Carroll (AC), Noirin Nic Bhaird (NNB), Amir Khan (AK).

LECTURES (Weeks 3-8):

Part A – Innate Immunity

Lecture 1: Introduction to the immune system (LON)

Lectures 2-3: Innate Immunity & Inflammation (LON)
Function of innate immunity: containment and elimination. Barriers to infection: skin / epithelium: mechanical (tight junctions, cilia), chemical (pH, lysozyme, defensins) and microbiological (normal flora/commensals). anti-microbial peptides especially defensins: When the barriers are breached: role of neutrophils and macrophage / DC. Pathogen recognition and phagocytosis. Opsonisation. Respiratory burst within the neutrophil. Complement activation, induction of cytokines and prostaglandins in the activated macrophage: the start of the inflammatory process. Toll-like receptors (TLRs) - discovery: relevance to IL-1 signalling. The TIR domain: Toll in the fruit fly. LPS signalling: role of TLR-4. Other TLRs: receptors for pathogen-associated molecular patterns. TLR-2, TLR-3, TLR-5, TLR-6, TLR-7 and TLR-9. TLR knock-outs. Roles in inflammation, adjuvancy and autoantibody production; Other PRR e.g. NLR and RIG-I, novel DNA sensors

Lectures 4-5: Cytokines (AB)
Definition, classes. Structures of cytokines and their receptors. Hematopoietic cytokines, T cell activating cytokines, inflammatory cytokines, interferons, chemokines. Intracellular cytokine signalling. Key roles of IL-10, IL-4, IFN-gamma, IL-12 and IL-18.

Lecture 6: Polymorphonuclear cells (RMcL)
Neutrophils are a first line of defense during infection. Excessive neutrophil activation is a hallmark of inflammatory disease. This lecture will discuss a) Granulopoiesis, b) neutrophil migration, chemotaxis, c) neutrophil killing mechanisms i.e. phagocytosis, oxidative and non-oxidative killing mechanisms, neutrophil extracellular-traps c) mechanisms of neutrophil cell death i.e. apoptosis, necrosis, netosis.

Lecture 7: Monocytes & Macrophages (FJS)
Macrophage development, macrophage diversity, recruitment of monocytes, tissue resident macrophages, homeostatic functions of macrophages

Lecture 8: Cytotoxic cells: Natural Killer Cells and CTL (CG)
Anti-viral and anti-tumour roles; cytotoxicity, surface molecules, structure and function, cytokine

Lecture 9-10: Dendritic cells, MHC and antigen presentation (CG)
Comparison of cytosolic pathogens, intra-vesicular pathogens and extracellular pathogens. Endogenous and exogenous routes. Class I: TAPs and calnexin. Class II; invariant chain. HLA-DM. Loading of Class I and Class II.

Part B – Adaptive Immunity

Lecture 11: T Cell Receptor/Signalling (JF)
What happens when the T cell receptor encounters its specific peptide in the context of its antigen presenting molecule; signalling through CD3; cytokine production.
Lecture 12-13: Production & Function of Effector T Cells (JF)
DCs present antigen to T cells and cause their activation. T cells can differentiate along a number of routes (Th1, Th2, Treg, Th17, CTL). Activated T cells can become memory T cells which no longer require co-stimulation.

Lecture 14: Major Histocompatibility Complex & Genetics of HLA-antigens (COF)

Lecture 15: T-lymphocyte development: (COF)
Haematopoietic stem cells; lymphocyte precursors, trafficking to bone marrow, thymus, gene rearrangement, recombination of V, D and J segments, role of RAG-1 and RAG-2; positive and negative selection in the thymus, role of MHC molecules,

Lecture 16: Antibody genetics (COF)
development of B cell lineages in bone marrow, generation of diversity in immunoglobulins, comparison with T cell receptor gene rearrangement events. B lymphocytes, plasma cells, antibody production,

Lecture 17: T & B lymphocyte interaction (COF)
B cells express antibody receptors. They process antigen and present it to T cells in the lymph nodes. Germinal centre formation. The role of Helper T –cells in antibody production. The role of cytokines

Lecture 18: Innate Lymphocytes (DD)

Lectures 29-30 *Scheduled at the end of module: Evolution of the Immune System (COF):
Evolution of life; nutrition and defence key driving forces; recognition and ingestion of nutritional sources also key to defence; phagocytosis; evolution of multicellular organisms - ability to differentiate self from non-self; C elegans: first differentiated cell type: sentinel cell; evolution of gut & liver; driven by anaerobic bacteria; co-evolution of metabolic and defence mechanisms. Innate immune mechanisms in insects, molluscs and vertebrates; conserved pathogen detection molecules, signaling pathways, cytokines and effector molecules; adaptive immunity in fish, birds and mammals; generation of receptor specificity and memory.

Part C – Immune Signalling

Lectures 19-28: Proteins & the Immune System, (JH)

Lecture 19: Immunoglobulins. The three-dimensional, atomic-level structure of antibody molecules and the techniques used for characterization; The immunoglobulin fold and complimentary determining regions; High-resolution analytical techniques used to detect heterogeneity. Stability, folding, and aggregation of IgG molecules. Primary systemic amyloidosis. immunoglobulin structure; FAb and Fc fragments; 5 classes, IgM, IgA, IgD, IgG, IgE. Distribution and function of immunoglobulin classes/isotypes. Immunoglobulin function: complement activation; antibody dependent cytotoxicity; role of Fc receptors.

Lecture 20: Glycobiology and Glycoimmunology. Glycosylation and the immune system: structure and functions of glycans, antigen recognition and carbohydrate recognition domains

Lecture 21: Receptors of the immune system. Fc Receptors and activation/inhibition of immune responses. Immune complex formation and antibody induced effector responses (ADCC, phagocytosis, CDC, antibody recycling).


Lecture 23: Structural biology of pattern recognition receptors. Nine important domains in immunology: LRR (leucine-rich repeat) domain; TIR [Toll/IL (interleukin)-1 receptor] domain; NBS (nucleotide-binding site); CARD (caspase recruitment domain); PYD (pyrin domain); Helicase domain; CTLD (C-type lectin domain); Ig domain; ITAM (immunoreceptor tyrosine-based activation motif) domain.

Lectures 24-28: Innate Immune Signalling

Lecture 24: Principles of Signalling (FJS)
Lecture 25: Pattern Recognition – Innate Defences (FJS)
Lecture 26: Pattern Recognition - TLRs (FJS)
Lecture 27: Intracellular Complexes (EMC)
Lecture 28: Organelle Signalling (EMC)

PRACTICALS (weeks 3-6)
Practical’s 1-3: Practical Boot Camp
A series of introductory practical exercises to familiarize students with basic laboratory techniques in biochemistry and immunology.
These include Safety Training, a Pipetting/Solutions & Dilution online exercise (AC), a pH/pKa experiment (DN) & a protein concentration assay experiment (NNB).
Practical 4: Enzyme Kinetics Practical (Amir Khan), a supplemental Tutorial/Lecture introducing Kinetics for Immunologists will be provided in advance by Dr Noirin Nic Bhaird

Further information on practicals is available in practical handbooks

TUTORIALS
Week 5: ENZYME KINETICS – Recap Lecture Tutorial for Immunologists (NNB)
Week 11: REVISION TUTORIAL – Core Concepts in Immunology (COF/FJS)
Week 12: IN-CLASS MCQ – based on Lecture material from Part A-C
Week 14: LAB-BASED MCQ – based on Practical material

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

- Identify cells, receptors and soluble component of the innate immune system and how they function to eliminate pathogen.
- Define how an adaptive immune response is initiated and how different types of adaptive immune responses are used to eliminate particular pathogens.
- Identify how the immune system specifically deals with different pathogens including bacteria, viruses and parasites.
- Integrate key knowledge relating to protein structure and the function of key molecules of the immune system (antibodies, receptors, signalling proteins).
- Perform independent lab experiments and analyse and store data accordingly.

MODULE BIU33270: IMMUNITY & DISEASE

LECTURERS: Rachel McLoughlin (RMcL), Natalia Münoz-Wolf (NMW), Jean Fletcher (JF), Ed Lavelle (EL), Cliona O’Farrelly (COF), Frederick Sheedy (FJS), David Finlay (DF), David Loane (DL), Daniela Zisterer (DZ).

LECTURES (Weeks 10-14):

Part A – Immunity & Infection
Lecture 1. Bacterial infections (RMcL)
Introduction to pathogenesis, intracellular vs extra-cellular bacteria, virulence factors, e.g. of diseases/animal models of infection
Lecture 2. Innate immune response to bacterial infections (RMcL)
Lecture 3. Bacterial evasion of innate immunity (RMcL)
Mechanisms of immune evasion employed by bacteria to circumvent innate immune responses: inhibition of complement cascade, inhibition of anti-microbial peptides. Mechanisms employed
by intra-cellular and extra-cellular bacteria to manipulate phagocytic responses i.e. Inhibition of phagosome maturation, inhibition of intra-cellular killing mechanisms, modulation of apoptosis.

**Lecture 4-5. Adaptive immune response to infections (NMW)**
Adaptive immunity to bacteria and other pathogens, including the role of antibody and T cells. The role of CD8 T cells and Helper cells including Th1, Th2, Th17 and Treg cells.

**Lectures 6. Bacterial evasion of adaptive immunity (NMW)**
Mechanisms of immune evasion employed by bacteria to circumvent adaptive immune responses: antigenic variation, subverting/interfering with antigen processing or presentation, induction of anti-inflammatory cytokines and regulatory T cells that suppress protective immune responses of the host, production of proteins by bacteria that mimic regulatory molecules of the immune system thereby suppressing protective immunity.

**Lectures 7-8. Anti-viral immunity and viral therapies (NMW)**
Overview of viral replication. Introduction to immunity to viruses, with specific examples including, HIV, hepatitis C virus, influenza virus and poliovirus. Antiviral therapeutic strategies. Anti-retroviral drugs.

**Lectures 9-10: Vaccines (NMW)**
History of vaccine development. Immunological basis of vaccination. Type of vaccines, adjuvants, and vaccine delivery systems. Examples of vaccines in use today and how they work. Risks associated with vaccine use. New development in vaccination, including recombinant proteins, conjugated polysaccharides, live vector, DNA vaccines and candidate vaccines against HIV.

**Lectures 11-12. Positive effects of bacteria (RMcL)**
Introduction to the concept of commensals, symbionts, pathobionts. Sites of colonisation i.e. nasal, skin, gut. The microbiome. How the commensal flora benefits the host. Factors impacting upon the gut microbiota which, therefore can impact upon human health. Impact of the intestinal flora on the development of the intestinal immune system and in turn immune tolerance which helps to protect against autoimmune and allergic disease.

**Part B – Immune Disease**

**Lectures 13-14: Immunological Tolerance, Autoimmunity and models of autoimmune disease (JF)**

**Lectures 15-16: Allergies (EL)**

**Lecture 17: Parasites (NMW)**
Introduction to parasitology including typical life cycle. The immune responses to Protozoan parasites including Plasmodium species and malaria. Mechanisms of immune evasion by parasites. Overview of helminth parasites and the associated immune response. Brief overview of relationship of parasitic disease to other immunological diseases such as allergy and asthma

**Lecture 18. Pathogen regulation of allergy and autoimmunity (NMW)**
Role of regulatory T cells in controlling the immune responses that mediate allergy and autoimmunity in normal individuals. Epidemiological evidence that the prevalence of certain infections may be related to the incidence of allergy and autoimmune diseases (the hygiene hypothesis). Future therapeutics for autoimmunity or allergy based on parasite infection or products for microbes for mucosal vaccines versus-leukaemia effect of bone marrow Tx.

**Lecture 19-20: Mucosal Immunology (EL)**
The common mucosal immune system. Distinctive nature of antigen presenting cells, B and T cells at mucosal sites. Uptake of antigens, pathogens and particles across mucosal epithelia. Mucosal tolerance. Secretory IgA. Mucosal immunisation. Adjuvants
Lectures 21-22: Immunoregulation & Immunotherapies (COF)
Suppressors of cytokine signaling, steroids; lipoxins, immunoregulatory cytokines; regulatory apoptosis; T regulatory cells.

Lectures 23-24: Introduction to metabolic inflammation (FJS)
Introduction to metabolic syndrome, obesity and insulin resistance – role for obesity-associated inflammation. Introduction to cardiovascular disease, dyslipidemia and atherosclerosis.

Lecture 25: Tumour Immunity (DF)
Recognition and elimination of tumours by the immune system. Tumour antigens. Innate and adaptive immune cell subsets that play a role in the anti-tumour immune response. Strategies of tumour immune evasion and escape. Current state of cancer immunotherapies

Lecture 26: Introduction to Neuroinflammation (DL)

PRACTICALS (weeks 8-12)
Practical 1: Phagocytosis (Rachel McLoughlin)
Practical 2: Innate Immunity/Dendritic Cells (Ed Lavelle)
Practical 3: Binding Assay (Daniela Zisterer) - online
+ Cell Culture Tutorial (Daniela Zisterer) – online.

Further information on practicals is available in practical handbooks

TUTORIALS
Week 12: JOURNAL CLUB (FJS)
Week 13: IMMUNOLOGY FIELD TRIP (COF/FJS)
Week 14: LAB-BASED MCQ – based on Practical material

Dysregulated Immunity & Disease Journal Club (FJS):
1 hour introductory session (Revision Tutorial). Assignment of papers covering recent advances in immunology & disease – tuberculosis, tumor immunology, RA, sepsis, cardiovascular disease + 2 hr Presentation session

LEARNING OUTCOMES
On successful completion of this module students will be able to:
- Identify cells, receptors and soluble components of the adaptive immune system and how they function to eliminate pathogen
- Relate how vaccines are made and how they work, including new developments in vaccine technologies.
- Identify how the immune system can cause disease and how it can be exploited therapeutically
- Critically analyse and appraise published work

MODULE BIU33150: BIOCHEMISTRY FOR BIOMEDICAL SCIENCES

LECTURERS: Amir Khan (AK), Ken H Mok (KHM), Vincent Kelly (VK), Paul H Voorheis (HPV), Derek Nolan (DN), Emma Creagh (EMC) & Daniela Zisterer (DZ)

LECTURES (Weeks 3-14):
Part A – Proteins & Nucleic Acids
Lecture 1: Amino acids and peptide bond (AK)
Lecture 2: Structures, motifs and folds (AK)
Lecture 3: Structure and mechanism: serine proteases (AK)
Lecture 4: Spectrophotometry of biomolecules (KHM)
Lecture 5: Protein folding and pathologies (KHM)
Lecture 6: The proteome (KHM)
Lecture 7: DNA, chromatin & the nucleus (VK)
Lecture 8: RNA structure, folds & function (VK)

Part B – Membranes
Lecture 9: An introduction to cellular and model membranes (MC)
Lecture 10: Membrane composition and therapeutic approaches (MC)
Lecture 11: The Synthetic & Assembly Mechanisms for Membrane Proteins that Form Specific Topologies (HPV)
Lecture 12: Membrane transport of small molecules, specificity, mechanisms, energy Coupling (HPV)

Part C – Cytoskeleton
Lecture 13: Structure of tubulin and microtubules and the Assembly / Disassembly of Microtubular Structures (HPV)
Lecture 14: Microtubular motors, types, mechanism of movement, regulation, physiological roles (HPV)
Lecture 15: Introduction to actin and the actin cytoskeleton (DN)
Lecture 16: F-actin nucleation & pathologies associated with actin cytoskeleton (DN)

Part D - Signalling
Lecture 17: Introduction to cell signalling & GPCRs (EC)
Lecture 18: G-Protein coupled Receptor (GPCR) regulation (EC)
Lecture 19: Receptor tyrosine kinases (RTKs)-PDGF and EGF (DZ)
Lecture 20: RTK signalling – PKB and PDK1 (DZ).

IN-COURSE ASSESSMENT
2 MCQ’s based upon lecture material will be scheduled mid-way through & at the end of the module, dates to be confirmed.

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

- Explain the link between a protein structure and its biological activity, and with appropriate examples, how human diseases arise from a deviation in structure
- Understand the concept of the proteome and its importance in disease
- Demonstrate an understanding of the biochemical processes of nucleic acids in the cell
- Recall and integrate key knowledge and concepts concerning the role of lipids in membrane structure and function
- Describe the structure of microtubules, their assembly and disassembly and their polarity and the processes of directed vesicle transport and cytoplasmic streaming.
- Explain how actin nucleation is linked to pathological states.
- Describe the general principles of G-protein coupled receptor (GPCR) signalling and its regulation
- Discuss Receptor Tyrosine Kinase (RTK) signalling and details of MAP kinase cascades, using PDGF and EGF as examples.

MODULE BIU33230: IMMUNE GENE REGULATION

LECTURERS: Vincent Kelly (VK), Andrew Bowie (AB), Daniela Zisterer (DZ), Frederick Sheedy (FJS), David Finlay (DF), Clair Gardiner (CG)

LECTURES (Weeks 22-33):

Part A) The Genome
Nucleic Acid Chemistry (Vincent Kelly)

Lecture 1: Ribose, acetals, phosphate group, heterocyclic bases, tautomeric forms of purine and pyrimidine, glycoside linkage
Lecture 2: Formation of esters and phosphate (di)esters, anhydrides of phosphoric acid, diphosphate leaving group, Methylation of DNA, cAMP

DNA structure, Andrew Bowie (AB)


Replication, Daniela Zisterer (DZ)


Part B) Gene Expression

Transcription, Andrew Bowie (AB)

Lecture 11: Eukaryotic Transcription III RNA Pol II General Transcription Factors and the initiation of transcription. The pre-initiation complex. TFIID (TBP and TAFs), TFIIA, TFIIB, TFIIF, TFIIIE, TFIIH
Lecture 14: Eukaryotic Transcription VI (AB) Signalling pathways converging on transcription. Inducible transcription factors (hormone receptors, CREB, AP1, STATs. Regulation of transcription factors by phosphorylation. NFkB – history, structure and function, signalling pathways, mechanism of interaction with basal apparatus.

Translation, Daniela Zisterer (DZ)

Lecture 15: Eukaryotic Translation I (DZ) RNA processing. Acquisition of 5’CAPs and polyadenylate tail to primary RNA transcript. Splicing exons/introns, Splicesomes, Snurps etc. Diseases caused by abberant splicing. rRNA and tRNA processing. Transport of nuclear mRNA to cytoplasm through nuclear pores.
Lecture 16: Eukaryotic Translation II (DZ) RNA-dependent synthesis of RNA and DNA. Reverse transcriptases and retroviruses. Some retroviruses cause cancer and AIDS. Inhibitors

**Lecture 17:** Eukaryotic Translation III (DZ) Cytoplasmic mechanisms of post-transcriptional control. Micro RNAs repress translation of specific mRNAs. Cytoplasmic polyadenylation promotes translation of some mRNAs. Protein synthesis is globally regulated. The TOR pathway. eIF2 kinases. Sequence specific RNA binding proteins control specific mRNA translation (e.g. iron-dependent regulation of mRNA translation and degradation.)

**Part C) Molecular Genetics & Technology**

**Molecular cloning, Frederick Sheedy (FJS)**


**DNA Repair Mechanisms, David Finlay (DF)**

**Lecture 21:** Introduction. Importance of protecting the genetic code, causes of DNA damage, types of distinct DNA damage lesion and the different specific repair mechanisms, the DNA damage response.

**Lecture 22:** Double strand break repair. Homologous recombination, NHEJ (Non-homologous End Joining).


**Lecture 24:** DNA damage response. DNA damage response – signal transduction. ATM and ATR signalling pathways. Downstream effects of DNA damage response.


**Immunogenetics, Clair Gardiner (CG)**

**Lecture 26:** Inherited immunodeficiencies (CG)

Recessive gene defects cause disease. B cell defects. T cell defects including SCID. Immunodeficiencies help us understand normal immune functions. Treatments for immunodeficiencies.

**Lecture 27:** Genetics of the MHC (CG)


**Lecture 28:** Transplantation (CG)

Transplantation is a routine clinical treatment. Graft rejection is mediated by host T cells. MHC matching. Antibodies in graft rejection. Immunosuppression in Tx. Bone marrow transplantation is associated with graft-versus-host disease. Beneficial graft

**PRACTICALS (weeks 29-32)**

Practical 1: Molecular biology (Frederick Sheedy)

Practical 2: Gene Expression (Frederick Sheedy)

Further information on practicals is available in practical handbooks

**LEARNING OUTCOMES**

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

- Recall and integrate key knowledge and concepts about nucleic acid structure and function
- Demonstrate an understanding of the process and importance of DNA replication
• Compare and contrast how gene expression is regulated in eukaryotes and prokaryotes and demonstrate an understanding of the processes and importance of transcription and translation
• Recall and integrate key knowledge and concepts about DNA repair mechanisms
• Relate the theory behind techniques used in recombinant DNA technology and evaluate how these techniques can be applied to biological problems
• Demonstrate how immune genes evolved, describe their inherent variation and define how this relates to their immunological function.

MODULE BIU33260: RESEARCH SKILLS FOR IMMUNOLOGISTS

LECTURERS: Frederick Sheedy (FJS – Co-ordinator), Clair Gardiner (CG), Andrew Bowie (AB), Cliona O’Farrelly (COF), Rachel McLoughlin (RMcL), Luke O’Neill (LON), Derek Nolan (DN), Various

PRACTICALS (weeks 22-25)
Practical 1: Lymphocytes (Clair Gardiner)
Practical 2: Cytokines Andrew Bowie,

Further information on practicals is available in practical handbooks

QUANTITATIVE PROBLEMS (weeks 22-27)
Each topic will involve a background session with the academic after which students will be given a sample problem. In the following session the lecturer will go through the solution and take on board class feedback. An exam covering all 3 topics will be held at the end of term.

Topic 1 Biochemistry Ken Mok
Topic 2 Immunology Luke O’Neill
Topic 3 Molecular Medicine Aisling Dunne

RESEARCH CAREERS SESSIONS (weeks 29-32)
Various academic staff members will deliver talks to equip students with key skills required for career advancement, both within research/academia and beyond in industry and other careers.

Topic 1 Applications & Writing CVs Cliona O’Farrelly
Topic 2 Grant writing & Proposals Rachel McLoughlin
Topic 3 Publishing & Peer Review Luke O’Neill
Topic 4 Outside Academia Derek Nolan & Guest

MINI-REVIEW
Students will be assigned a mini-review topic at the beginning of Semester 1, set by a lecturer in the School. Students should contact the lecturer and discuss the article. Students will submit this in Semester 2. Following this, students will present their findings in a short 10-min talk to the class and other academics (week 28 – tbc).

ASSESSMENT
MiniReview: marked by the member of staff responsible for the review topic (43 marks).
Oral presentation: assessed by a panel consisting the supervising staff member and the course co-ordinator (7 marks).
Quantitative problem/data analysis: 1 in-course exams, 2 exam questions from the 3 problems, (20 marks).
Practicals: Pre & Post-Practical Assessments, (10 marks),
MCQ: End-of-term Lab-based MCQ, (Week 33 - 20 marks)

LEARNING OUTCOMES
On successful completion of this module students will be able to:
• Carry out a systematic literature review in a given area using databases, bibliography and review articles to source the relevant and important studies.
• Critically analyse research findings in terms of experimental design and outcomes.
• Write a clear, accurate and thorough scientific essay giving perspective and opinion.
• Present and discuss findings in a small group format.
• Apply data analysis and statistical techniques to scientific and experimental problems.
• Increase knowledge of the range of cutting edge molecular techniques employed in immunological and biochemical research.
• Compose a targeted and specific academic CV clearly demonstrating key skills acquired and experience.

MODULE MIU33012: MICROBIAL PATHOGENESIS

LECTURERS:  Sinead Corr (SCC), Kim Roberts (KR)

LECTURES (Weeks 29-33):

Part A – Bacterial pathogenesis (SCC)

Lecture 1: Clostridial neurotoxins. Tetanus and botulism, diseases caused by a single toxin
Lecture 2: *Vibrio cholerae* and the cholera enterotoxin.
Lecture 3: *Shigella dysenteriae*. A classic intracellular pathogen.
Lecture 4: *Salmonella*
Lecture 5: Enteropathogenic and enterohaemorrhagic *Escherichia coli*. Diarrhoeal disease and haemolytic uraemic syndrome
Lecture 6: *Listeria monocytogenes*
Lecture 7: *Staphylococcus aureus*. Pathogenesis and immune evasion
Lecture 8: Adherent-invasive *E. coli*
Lecture 9: Streptococci
Lecture 10: *Neisseria meningitidis*. Bacterial meningitis

Part B – Virology (KR)

Lecture 1: Virus diversity, structure and classification
Lecture 2: Virus replication, entry and exit strategies
Lecture 3: (+)ssRNA, Picornaviruses: diseases, replication strategy and control methods
Lecture 4: (-)ssRNA, Influenza virus: disease, replication strategy and pandemics
Lecture 5: dsDNA, Poxviruses: disease, replication strategy and eradication
Lecture 6: dsDNA, Herpes viruses and Papilloma viruses: diseases, replication strategies, latency and cancer
Lecture 7: HIV: disease, replication strategy and treatment
Lecture 8: Hepatitis viruses: diseases and replication strategies
Lecture 9: Emerging viruses: zoonoses and vector transmission
Lecture 10: Applied virology: virus vectors, protein expression systems and viral oncotherapy

LEARNING OUTCOMES

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

• Describe and compare the receptors for bacterial toxins on cells, the internalisation of toxins into cells, the trafficking of toxins inside cells, and their modes of action
• Demonstrate how knowledge of the actions of bacterial toxins at both the cellular and molecular levels has permitted their use as therapeutic agents and in prophylactic immunization strategies
• Describe the structure and classification of viruses
• Give examples of the effects of specific viral infections.
COURSE OVERVIEW:

IMMUNOLOGY: 6 CORE CONCEPTS

1. **Identification & Discrimination** (harmful and harmless microbes/harmful & harmless self)

2. **Tolerance** of harmless foreign antigens: foetal, dietary, commensal: no response


4. **Immunisation** referring to both specific, adaptive and non-specific memory displayed by cells of the immune system

5. **Breakdown** or inappropriate immunoregulation: disease
   a. chronic infection
   b. chronic inflammation
   c. autoimmunity
   d. allergy
   e. cancer

6. **Immunotherapy**

TEN CORE PRINCIPLES IN IMMUNOLOGY

1. The **innate immune system** is activated following recognition of conserved moieties expressed by microbes or released during host cell death or tissue damage. Recognition is mediated by highly conserved receptors (TLRs, NLRs, RIGs) which signal through pathways of conserved components to initiate expression of a large number of genes that code for proteins with effector (AMPs) and regulatory functions (cytokines & chemokines). Cytokines produced during local inflammatory responses induce systemic inflammation by activating the acute phase response in the liver.

2. **Innate effector mechanisms** which are activated by the above recognition systems during inflammation resulting in target killing and/or elimination, include Natural Killer cells, complement, opsonisation, phagocytosis, respiratory burst and antimicrobial peptide (AMPs) activity and γδ T cell activation.

3. **Adaptive immunity**, involving T and B lymphocytes, relies on generation of receptors of exquisite specificity and immunological memory, both key features of successful vaccination. These antigen receptors are coded for by gene segments that rearrange during lymphocyte development and when translated into protein, mediate selection during T cell development as well as clonal expansion of T & B cells.

4. Cells of the innate and adaptive immune system are generated from **haemopoietic stem cells** which differentiate along myeloid and lymphoid lineages to give rise to NK cells, lymphocytes, granulocytes, macrophages and dendritic cells.

5. **Antigen presenting cells** (DCs) in the peripheral tissues and organs phagocytose and process pathogen derived molecules, travel to lymph nodes and present resulting peptide antigens in the context of MHC molecules expressed on their surface. MHC:peptide complexes are recognised by T Cell Receptors (TCRs which have been generated by gene rearrangement) on naïve mature T cells in lymph nodes.
6. B cells use antigen receptors, also generated by gene segment rearrangement, to recognise soluble antigen; they then proliferate, differentiate and secrete antibody of the same specificity as the receptor expressed on their cell surface. Class switching results in a different antibody type of the same specificity.

7. There are five classes of antibody (IgM, IgD, IgG, IgA, IgE) whose specificity resides in the Fab portion and biological function is dependent on the FC portion; two identical heavy chains and two identical light chains combine to form the basic unit of all antibody molecules.

8. Cytotoxic T lymphocytes kill virally infected cells through recognition of peptide generated endogenously and presented by MHC class I; viral infection and transformation alters class I expression, thus allowing NK cell mediated killing.

9. CD4 T cell recognition of antigen presented by Class II expressing DCs results in their clonal expansion and differentiation towards specialised cytokine secreting subsets of cells (Th1, Th2, TH17, Treg etc.) which can direct and amplify innate and adaptive immune responses.

10. Elaborate regulatory mechanisms control all of these activities. Breakdown in these mechanisms results in disease, including autoimmune disease, chronic infection, allergy and cancer. Understanding immunoregulation and identifying its molecular targets underpins discovery of new immunotherapies.
SECTION 5 – APPENDIX I
Useful Information for 2021/2022 Immunology Class

Small group tutorial groupings
Please contact your small group tutor within the first 2 weeks to set up a tutorial.

Dr Frederick Sheedy (fsheedy@tcd.ie)
Andreea Atanasescu, Hollie Austen-Byrne, Emma Byrne

Prof. Clair Gardiner (gardinec@tcd.ie)
Kieran Byrne, Connor Corrigan, Shane Cox

Prof. Luke O’Neill (laoneill@tcd.ie)
Josephine Douglas, Maegen Fleming, Emily Grace

Prof. Cliona O’Farrelly, (ofarrecl@tcd.ie)
Megan Healy, Orlaith Henry, Clare Jones

Prof. Ed Lavelle, (lavellee@tcd.ie)
Adam Keely, Sarah Lawler, Evan Lynch

Prof. Rachel McLoughlin, (mcloughrm@tcd.ie)
Craig Murphy, Siófra O’Brien, Jordan Page

Prof. Andrew Bowie, (agbowie@tcd.ie)
Anna Swirk, Oscar Vallejo

Minireview allocations:
Please contact your assigned supervisor by e-mail within the first 2 weeks to discuss the review & meet in person/online.

Andreea Atanasescu “The effect of sex on innate anti-viral immunity”
Prof. Cliona O’Farrelly, ofarrecl@tcd.ie

Hollie Austen-Byrne “The role of non-histone protein acetylation in regulating TGFbeta – evidence in lymphocytes”
Prof. Clair Gardiner, gardinec@tcd.ie

Emma Byrne “Neutrophils: Friend or Foe during infection?”
Prof. Rachel McLoughlin, (mcloughrm@tcd.ie)

Kieran Byrne “Role of the immune system in hidradenitis suppurativa”
Dr Jean Fletcher, fletchj@tcd.ie

Connor Corrigan “The protective role of IL-17 mucosal infections.”
Prof. Kingston Mills, millsk@tcd.ie

Shane Cox “The role of immunothrombosis in COVID19”
Prof. Luke O’Neill, laoneill@tcd.ie

Josephine Douglas “The role of gasdermin proteins in host defense”
Prof. Andrew Bowie, agbowie@tcd.ie
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maegen Fleming</td>
<td>“Will all vaccines be made using RNA in future?”</td>
<td><a href="mailto:lavellee@tcd.ie">lavellee@tcd.ie</a></td>
</tr>
<tr>
<td>Emily Grace</td>
<td>“The role of the different forms of interferon in COVID-19.”</td>
<td><a href="mailto:cartymi@tcd.ie">cartymi@tcd.ie</a></td>
</tr>
<tr>
<td>Megan Healy</td>
<td>“TB or not TB; Obstacles to the development of an effective tuberculosis vaccine”</td>
<td><a href="mailto:fsheedy@tcd.ie">fsheedy@tcd.ie</a></td>
</tr>
<tr>
<td>Orlaith Henry</td>
<td>“IL-17 production by non-immune cells – where, what, when, why &amp; how?”</td>
<td><a href="mailto:ofarrecl@tcd.ie">ofarrecl@tcd.ie</a></td>
</tr>
<tr>
<td>Clare Jones</td>
<td>“The role of histone acetylation in regulating TGFb in immune cells”</td>
<td><a href="mailto:gardinec@tcd.ie">gardinec@tcd.ie</a></td>
</tr>
<tr>
<td>Adam Keely</td>
<td>“The threat of antibiotic resistance: What are our options?”</td>
<td><a href="mailto:mcloughrm@tcd.ie">mcloughrm@tcd.ie</a></td>
</tr>
<tr>
<td>Sarah Lawler</td>
<td>&quot;Therapeutic targeting of the IL-17 pathway&quot;</td>
<td><a href="mailto:fletchi@tcd.ie">fletchi@tcd.ie</a></td>
</tr>
<tr>
<td>Evan Lynch</td>
<td>“The pathological role of IL-17 in autoimmune and other inflammatory diseases.”</td>
<td><a href="mailto:millsk@tcd.ie">millsk@tcd.ie</a></td>
</tr>
<tr>
<td>Craig Murphy</td>
<td>“Sex differences in susceptibility to immune-mediated diseases - Why this matters what are we learning?”</td>
<td><a href="mailto:laoneill@tcd.ie">laoneill@tcd.ie</a></td>
</tr>
<tr>
<td>Síofra O’Brien</td>
<td>“Anti-viral strategies used by bacteria”</td>
<td><a href="mailto:agbowie@tcd.ie">agbowie@tcd.ie</a></td>
</tr>
<tr>
<td>Jordan Page</td>
<td>“How do environmental factors contribute to autoimmune and allergic diseases?”</td>
<td><a href="mailto:lavellee@tcd.ie">lavellee@tcd.ie</a></td>
</tr>
<tr>
<td>Anna Swirk</td>
<td>“Cell death as a driver of inflammation.”</td>
<td><a href="mailto:cartymi@tcd.ie">cartymi@tcd.ie</a></td>
</tr>
<tr>
<td>Oscar Vallejo</td>
<td>“Flexing their muscle – differential isoform expression of glycolytic enzymes in immune cells”</td>
<td><a href="mailto:fsheedy@tcd.ie">fsheedy@tcd.ie</a></td>
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</tbody>
</table>

**Journal Club Assignments, tbc:**
Each group will present 1 research paper.
This will be a brief 5 min presentation on the main points, the methods used to support the conclusions, the impact of the work etc.

There will be 3 topics, 2 papers each. Most importantly, each paper is “matched” to 1 other, “complementary” paper. After both are presented, the class will discuss exactly how these “complement” (or even contrast) each other & consider what this can mean for the ‘final
destination’ of our work & its impact on science and scientists. I would encourage each group to read the complementary paper in their topic.

Powerpoint slides are not required but the group can use the blackboard/whiteboard to sketch a “Graphical Abstract” of the main findings – see Cell journals for examples of this.

Example: https://www.ncbi.nlm.nih.gov/pubmed/22440612

**Topic A – Cytokines in Infection**

**Group 1:** Andreea Atanasescu, Hollie Austen-Byrne, Emma Byrne
An interferon-inducible neutrophil-driven blood transcriptional signature in human tuberculosis.

**Group 2:** Kieran Byrne, Connor Corrigan, Shane Cox
Immunosuppression in patients who die of sepsis and multiple organ failure.

**Topic B – Innate Lymphoid Cells in Obesity**

**Group 3:** Josephine Douglas, Maegen Fleming, Emily Grace
Adipose tissue invariant NKT cells protect against diet-induced obesity and metabolic disorder through regulatory cytokine production.

**Group 4:** Megan Healy, Orlaith Henry, Clare Jones
Metabolic reprogramming of natural killer cells in obesity limits antitumor responses.

**Topic C – T-cells in Rheumatoid Arthritis**

**Group 5:** Adam Keely, Sarah Lawler, Evan Lynch, Anna Swirk
Defects in CTLA-4 are associated with abnormal regulatory T cell function in rheumatoid arthritis.

**Group 6:** Craig Murphy, Siobh O’Brien, Jordan Page, Oscar Vallejo
Polyfunctional, Pathogenic CD161+ Th17 Lineage Cells Are Resistant to Regulatory T Cell-Mediated Suppression in the Context of Autoimmunity.

Intro Session: 12 pm, Friday 12th November 2021, TERC (or ONLINE tbc)
Journal Club: 10am-12midday, Friday 19th November 2021, TERC tbc
PDFs of articles & a sample Cell publishing group article will be made available on Blackboard.

*Like all good journal clubs, baking is encouraged.*
If you have any symptoms of coronavirus (COVID-19), you should self-isolate and contact your GP immediately.

Common symptoms of Coronavirus include:
- A fever (high temperature -38 degrees Celsius or above)
- A cough
- Shortness of breath or breathing difficulties
- Loss or change to your sense of taste or smell

**PRACTICALS:**
- All necessary information with regard to practicals will be available on Blackboard in advance of the practical – this will include your bench location which must be noted before entry into the lab.
- All students must maintain 1m physical distancing at all times in the lab.
- All students must adhere to the coughing and sneezing etiquette, as per HSE guidelines, when in the lab.
- All students must obey the one way system operating in the Teaching lab.
- We recommend that students leave all their personal belongings in their lockers prior to the practical. The only items that should be brought with you are Howie-style lab coats, safety spectacles, lab manuals, calculator, pen, pencil, eraser and a ruler.
- Each student must adorn the appropriate PPE (Howie-style lab coats and Safety spectacles) before entering the lab.
- Disposable 3-ply facemasks will be given to students on arrival and these must be worn at all times in the lab.
- A number of hand-sanitising stations have been set up in the lab – it is imperative that all students sanitise their hands upon entry and exit of the lab.
- Each student must do the practical on their OWN. Students working in pairs is not permitted.
- A Safety talk will be given prior to the commencement of practicals – this will include all aspects of Safety in the lab but will also include some of the Covid-19 Practical Teaching plan.
- Each student will be assigned a demonstrator
- A roll-call will be taken at the start of each practical.
- All reagents and equipment required for the practical will be set out at each student’s workstation area.
- Each student must remain at their workstation areas at all times throughout the practical.
- All students must wash and sanitise your hands before leaving the lab.
- Please exit the lab adhering to the one way system operating in the Teaching lab.

**LECTURES:**
- For face-to-face Lectures in suitable venues, students MUST wear a face-mask & sanitise hands on the way into the lecture theatre and maintain social distance when seated in the lecture theatre.
- Lectures will be 45 min initially, until public health guidance & College policy deems otherwise.
- No food or beverages should be consumed within lecture theatres.