



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Biochemistry and Immunology

JS Immunology 2026–2027



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 2026:

Congratulations on starting your Junior Sophister year and for selecting an exciting and dynamic moderatorship, which is more timely and relevant than ever before. The last few years have been an exciting time for Immunology. As we move past the COVID-19 crisis, 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 and potential long-term health consequences, 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 I urge you all to take advantage of the opportunities afforded to you – both in lectures, practical classes and one-to-one/small-groups.

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 allow you to choose from a Genomics/Genetics module in Semester 1 (GEU33045) or a Zoology module on Ecology of Infectious Disease 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 divided into 15% for Post-Practical Assignment submissions and tests & an in-course end-of-module MCQ based on material from the associated Practicals, worth an additional 15%. 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.

For most core modules, end-of-term exams will be assessed using the in-person, written format (ie; not 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. Students should not 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. For any course-work/essays/reviews throughout the year, 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/paragraphs 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 will be investigated & the work could be deemed inadmissible and the student will have to be re-assessed or returned as ZERO. With the advent of Open AI technologies, students will be working more closely with supervisors for their mini-reviews and will need to submit various plans and drafts, which form part of the formal assessment. There will be in-class MCQ's on Practical material at the end of each Semester, which are completed online via Blackboard, but in a supervised room on-site. 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: 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 genomics. 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.



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(motherm@tcd.ie)**Erasmus/International Student Coordinator:**Dr Andrei Budanov, budanova@tcd.ie**Senior Sophister Immunology Course Coordinator:**Prof Fred Sheedy, sheedyf@tcd.ie**School Director of Undergraduate Teaching and Learning:**Prof. Jean Fletcher, (fletcherj@tcd.ie)**School JS Administrator:**Ms Una Murphy, Room 3.07, murphyu1@tcd.ie**School Disability Officer:**Ms Martha Motherway-Gildea (motherm@tcd.ie)

	Semester 1	Semester 2
CORE	[Module 1 - BIU33220] Core Concepts in Immunology (10 ECTS)	[Module 3 - BIU33230] Gene Regulation (10 ECTS)
	[Module 2 - BIU33270] Immunity & Disease (10 ECTS)	[Module 4 - BIU33250] Research Skills in Immunology (10 ECTS)
Approved A	[Biochem Open - BIU33150] Biochemistry for Biosciences (5 ECTS)	[Micro Open - MIU33012] Microbial Pathogenesis (5 ECTS)
Approved B /Trinity Elective (TE)	[Genetics Open - GEU33045] Genomics & Systems Biology - OR TE (5 ECTS)	[Zoology Open - ZOU33006] Ecology & Evolution of Infectious Disease - OR TE (5 ECTS)

Figure 1 – Overview of JS Immunology Course structure 2026-2027:

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 early in semester 1 & students should start work on this throughout the semester. Tutorials on writing reviews & assessing the literature will be provided 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 delivered & 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. For scheduling reasons, many of these modules will be available online as pre-recorded lectures with some coursework &/or interactive components.
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 give a total of 10 ECTS or 100 marks.

The Junior and Senior Sophister years are integrated and the **Junior Sophister mark** will contribute **30% to your final degree mark**.

Importantly, the pass-mark for Junior Sophister Immunology is 40%, which is required to progress to Senior Sophister 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:**

	Section	Topic	Lecturer(s)	Assessment		Marks
Module BIU33220 Core Concepts in Immunology 10 ECTS (100 marks)	A	Innate Immunity	FJS, CG	Xmas Paper	1 of 2 Questions	20 marks
	B	Adaptive Immunity	JF, COF, JH	Xmas Paper	1 of 2 Questions	20 marks
		Section A & B	Various	Xmas Paper	1 other Question	20 marks
		General module material (inc. Practicals)	Various	Xmas Paper	Short Questions	10 marks
	Lecture MCQ	Material from A & B	Various	n-class MCQ		3 marks
	Practical 1	Solutions & Dilutions	Andrei Budanov	F2F	Online Test	1 mark
	Practical 2	pKA	Derek Nolan	F2F	Write-up	4 marks
	Practical 3	Protein Assay	Andrei Budanov	F2F	Write-up	3 marks
	Practical 4	Enzyme Kinetics	Jer Hayes	F2F	Write-up	4 marks
	Lab MCQ	Material from practical classes	Various	n-class MCQ		15 marks

	Section	Topic	Lecturer(s)	Assessment/Mode		Marks
Module BIU33270 Immunity & Disease 10 ECTS (100 marks)	A	Immunology & Infection	RMcL, AB, EL	Xmas Paper	1 of 2 Questions	20 marks
	B	Immune Disease	EL, MC, LON	Xmas Paper	1 of 2 Questions	20 marks
		Section A & B	Various	Xmas Paper	1 other Question	20 marks
		General module material (inc. Practicals)	Various	Xmas Paper	Short Questions	10 marks
	Practical 1	Phagocytosis	Rachel McLoughlin	F2F	Write-up	6 marks
	Practical 2	Innate immunity/DCs	Ed Lavelle	F2F	Write-up	6 marks
	Practical 3	cAMP/Binding assay	Daniela Zisterer	ONLINE	Write-up	3 marks
	Lab MCQ	Material from practical classes	Various	In-class MCQ		15 marks

Open/Approved module:

	Section	Topic	Lecturer(s)	Assessment		Marks
BIU33150 Biochemistry for Biosciences 5 ECTS (50 marks)	A	Proteins & Nucleic Acids	AK, KHM, VK	Xmas Paper	1 of 2 Questions	30 marks
	B	Membranes	Andrei Budanov		2 of 6 Questions	
	C	Cytoskeleton	Derek Nolan			
	D	Signalling	Emma Creagh			
	MCQ 1	Sections A-B	Various	In-class MCQ		10 marks
	MCQ 1	Sections B-D	Various	In-class MCQ		10 marks

Figure 3 - Semester 2 Modules:**Core modules:**

	Section	Topic	Lecturer	Assessment/Mode		Marks
Module BIU33230 Gene Regulation 10 ECTS (100 marks)	A	Nucleic Acid Chemistry	Vincent Kelly	Summer Paper	1 of 2 Questions	20 marks
	A	DNA structure	Andrew Bowie			
	A	Replication	Daniela Zisterer			
	B	Transcription	Andrew Bowie	Summer Paper	1 of 2 Questions	20 marks
	B	Translation	Daniela Zisterer			
	C	Molecular cloning	Fred Sheedy	Summer Paper	1 of 2 Questions	20 marks
	C	DNA Repair mechanisms	David Finlay			
	C	Immunogenomics	Fred Sheedy			
		General module material (inc. Practicals)	Various	Summer	Short Questions	10 marks
	Practical 1	Molecular biology	Fred Sheedy	F2F	Write-up	7.5 marks
	Practical 2	Inflammatory Gene Expression	Fred Sheedy	F2F	Write-up	7.5 marks
	Lab MCQ	Material from practical classes	Various	In-class MCQ		15 marks

	Component	Topic	Lecturer	Assessment		Marks
Module BIU33260 Research Skills in Immunology 10 ECTS (100 marks)	Mini-Review	Literature review	Various	Mini-Review		30 marks
		Presentation of Lit review	Mary Canavan	In-class presentation		10 marks
	Quantitative Problems	Quantitative Problem 1	David Loane	n-class exam	2 of 3 problems	20 marks
		Quantitative Problem 2	Gavin Davey			
		Quantitative Problem 3	Mary Canavan			
	Seminars	Research Career Skills Seminars	Various	not examined		
	Practical 1	Cytokines	Andrew Bowie	Write-up		9.5 marks
	Practical 2	Lymphocytes	Clair Gardiner	Pre-practical MCQ		1 mark
				Write-up		9.5 marks
Lab MCQ	Material from practical classes	Various	n-class MCQ		20 marks	

Open/Approved module:

Open/Approved module:						
	Section	Topic	Lecturer	Assessment		Marks
MIU33012 Microbial Pathogenesis 5 ECTS (50 marks)	A	Bacterial - Host Invasion & Infection	Sinead Corr	Summer Exam Paper	1 of 2 Questions	50 marks
	A	Bacterial Toxins	Sinead Corr			
	B	Viral life-cycles & replication	Kim Roberts		1 of 2 Questions	
	B	Viral disease	Kim Roberts			

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/>). The important aspect of this is 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.

All core lectures will be live, in-person. Where this will not be possible, for example, for some of the larger modules like the Open Modules, 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.

Regarding Practical classes for JS year, 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

MacNeill 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. For all other absences not covered by medical certification or DUCAC/College reasons, students will need to seek permission to be absent from the Senior Lecturer via their College Tutor. 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. Practical classes cannot be rescheduled and students who miss these will be missing valuable components in the development of their laboratory and analysis skills. It will not be a case that sample data will be provided to students, such that the post-practical assessment can be completed. Alternative assessments will be set to ensure students grasp the skills they missed out on. Since working independently in the lab is critical for Senior Sophister year, students who miss multiple Practical classes may be returned as 'non-satisfactory'. This will affect progression to Senior Sophister year.

Students should make every effort to attend in-person lectures this year as live recordings of these are not guaranteed. If, in the instance of isolating because of a COVID-19 diagnosis, please contact the Module Co-ordinator, lecturer or Course Co-ordinator to find out how best we can supplement your learning. Students are reminded that attendance at lectures is both a courtesy to lecturers and a sign of professionalism and interest and will be noted when it comes to writing letters of recommendation throughout the year and after your studies.

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 be 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 the each semester 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. This will be done in a supervised manner in the TBSI computer room (PAC Room). These exams will be timetabled for the last week of term and punctual attendance is vital. If students are late and turn after the exam has commenced, they may be refused entry. It is important that students log-in to both modules and complete the MCQs during the designated times.

The Mini-review (30+10 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 & a tutorial on this will be delivered early in Semester 1. 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. 30 marks are awarded for the thesis itself and a further 10 marks will be awarded for an oral presentation based on the mini-review.

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. This year, students Small Group Tutors will also supervise the mini-review assignment as part of BIU33260. Student engagement in the journal club related activities in tutorials will be part of the formal assessment for the mini-review component. **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 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 with a mark of **40%** 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 first Semester 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.**

The School has contacts with other internship programs at various institutes and work-places including Eli Lilly in Cork, University of Massachusetts in USA and Sydney in Australia. Many immunology students are successful in the global Amgen internship program. Where academic references are required to support an application, please request and remind staff members with plenty of time.

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 College Disability Office. Contact Mr Kevan O'Rourke (askds@tcd.ie) for referral. 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 (BB). 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 hard-copies 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.

Need support? Reach out to Student Counselling Service

Student Counselling Service (SCS) provides a compassionate, inclusive and student-centred service, embedding high quality social integration, academic development and mental health services.

What does SCS actually do? SCS offer free, confidential and non-judgemental support to registered students of Trinity who are experiencing personal and/or academic concerns. The SCS team of qualified counsellors and learning strategists are committed to promoting and protecting wellbeing and success throughout a diverse student body. No matter who you are, no matter what your situation is, the Student Counselling Service is here to support you through your difficulties. The SCS strive to help all Trinity students irrespective of age, disability, sexual orientation, socioeconomic background, gender identity and expression, marital or family status, religion, ethnicity or culture.



SNAP (Support & Needs Assessment Planning)

A SNAP session is a student's first meeting with SCS. During a SNAP appointment you will meet with one of our clinicians for a conversation about what you are experiencing and to identify what resources might be helpful to meet your current needs. The goal of this appointment is to get you connected with the most effective and least time/energy intensive option to get your needs met. You can get assigned an individual counsellor after a SNAP session.

Sign up for a SNAP session at student-counselling@tcd.ie

Workshops

SCS offer workshops free of charge on topics relevant to student mental health and wellbeing.

- Minding our Mental Health in College
- Managing Stress and Anxiety
- Shyness and Social Anxiety
- Self-Esteem and the Inner Critic
- How to Support a Friend Who is Struggling
- Cultivating Mindfulness and Compassion
- Building Empathy Skills
- Suicide Awareness Skills

Please email student-counselling@tcd.ie to request a workshop or talk.

Need Urgent Support?

In the event of an emergency that cannot wait, the Student Counselling Service has emergency appointments available every weekday. Email at student-counselling@tcd.ie to book in with the duty counsellor. You can also reach **Niteline**, which is run by students at:

https://www.tcd.ie/Student_Counselling/support-services/niteline/

Additional off-campus support is available at Samaritans (www.dublinsamaritans.ie) and Peita House (<http://www.pieta.ie/>).

As a reminder, you can always contact your **College Tutor** for personal and academic support.

SECTION 4 – TEACHING & LEARNING

MODULE BIU33220: CORE CONCEPTS IN IMMUNOLOGY

LECTURERS: Frederick J Sheedy (FJS), Clair Gardiner (CG), Jean Fletcher (JF), Cliona O'Farrelly (COF), Jerrard Hayes (JH), Andrei Budanov (AAB), Derek Nolan (DN).

LECTURES (Weeks 4-9):

Section A) Innate Immunity

- | | |
|---|-------|
| 1) The Immune System | (FJS) |
| 2) Innate Defences/Barriers | (FJS) |
| 3) Complement & Coagulation Systems | (FJS) |
| 4) PRR signalling 1 – Basics of Signalling | (FJS) |
| 5) PRR signalling 2 – TLRs/CLRs/NLRs | (FJS) |
| 6) Innate Lymphocytes | (CG) |
| 7) NK Cells & Cytotoxicity | (CG) |
| 8) Inflammatory Response – Cell Recruitment | (FJS) |
| 9) Inflammatory Response - Phagocytes | (FJS) |
| 10) Inflammatory Response - Cytokines | (FJS) |
| 11) DCs & Antigen Presentation 1 | (CG) |
| 12) DCs & Antigen Presentation 1 | (CG) |
| 13) MHC & HLA Antigens | (CG) |

Section B) Adaptive Immunity & Immune Proteins

- | | |
|---|-------|
| 14) T-Cell Development | (JF) |
| 15) T-Cell Differentiation & Activation | (JF) |
| 16) T-Cell Effector Function | (JF) |
| 17) Lymphocyte development | (COF) |
| 18) B-cell genetics | (COF) |
| 19) T & B-cell interactions | (COF) |
| 20) Tolerance & Auto-immunity 1 | (JF) |
| 21) Tolerance & Auto-immunity 2 | (JF) |
| 22) Immunoglobulins | (JH) |
| 23) Glycoimmunology | (JH) |
| 24) Fc receptors | (JH) |
| 25) Biotherapeutics | (JH) |
| 26) PRRs – structural biology | (JH) |
| 27) Immuno Evolution | (COF) |
| 28) Immuno Evolution | (COF) |

PRACTICALS (weeks 4-7)

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 (AB), a pH/pKa experiment (DN) & a protein concentration assay experiment (AB).

Practical 4:

Enzyme Kinetics Practical (JH), a supplemental Tutorial/Lecture introducing Kinetics for Immunologists will be provided in advance.

Further information on practicals is available in practical handbooks

TUTORIALS**Week 11:** REVISION TUTORIAL – Core Concepts in Immunology (COF)**Week 13:** IN-CLASS MCQ – based on Lecture material from Parts A-B**Week 15:** 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), Andrew Bowie (AB), Craig McEntee (CME)
 Ed Lavelle (EL), Mary Canavan (MC), Luke O'Neill (LON), Frederick Sheedy (FJS), Daniela Zisterer (DZ).

LECTURES (Weeks 11-15):**Part A – Immunity & Infection**

1) Neutrophils	(RMcL)
2) Innate Response to Bacterial Infection	(RMcL)
3) Bacterial Evasion of Innate Immunity 1	(RMcL)
4) Bacterial Evasion of Innate Immunity 2	(RMcL)
5) Anti-viral immunity & cytokines 1	(AB)
6) Anti-viral immunity & cytokines 2	(AB)
7) Adaptive Response to Viruses	(CME)
8) Adaptive Immune Response to Bacterial Infection	(RMcL)
9) Bacterial Evasion of Adaptive Immunity	(RMcL)
10) Vaccines 1	(EL)
11) Vaccines 2	(EL)
12) Immune Responses to Commensals 1	(RMcL)
13) Immune Responses to Commensals 2	(RMcL)

Part B – Immune-mediated Disease

14) Allergy 1	(EL)
15) Allergy 2	(EL)
16) Mucosal immunity 1	(EL)
17) Mucosal immunity 2	(EL)
18) Principles of Immunoregulation	(MC)
19) ImmunoTherapies	(MC)
20) Autoimmune Diseases	(MC)
21) Immunity & Cancer	(MC)
22) Transplant Immunology	(MC)

23) Immunity & Disease	(LON)
24) Inflammation & Metabolism	(LON)
25) Targeting Inflammation & Summary	(LON)

PRACTICALS (weeks 8-11)

Practical 1:	Phagocytosis (Rachel McLoughlin)
Practical 2:	Innate Immunity/Dendritic Cells (Ed Lavelle)
Practical 3:	Binding Assay (Daniela Zisterer) - online

Further information on practicals' is available in practical handbooks

TUTORIALS

Week 7:	Cell & Tissue Culture Tutorial (Daniela Zisterer) - online
Weeks 7-8:	JOURNAL CLUB (MC)
Week 15:	LAB-BASED MCQ – based on Practical material

Dysregulated Immunity & Disease Journal Club (MC):

1 hour introductory session (Revision Tutorial), Assignment of papers covering recent advances in immunology & disease – tuberculosis, tumor immunology, RA, sepsis, cardiovascular disease &/or COVID-19 + 2 hr Presentation session

This is designed to introduce students to reading & appraising scientific papers, to aid with the composition of the mini-review (BIU33260).

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
- Isolate immune cells from primary tissue culture and analyse immune function.
- Critically analyse and appraise published work

MODULE BIU33150: BIOCHEMISTRY FOR BIOMEDICAL SCIENCES

LECTURERS: Amir Khan (AK), Ken H Mok (KHM), Vincent Kelly (VK), Andrei Budanov (AAB), 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 (AB)

Lecture 12: Membrane transport of small molecules, specificity, mechanisms, energy Coupling (AB)

Part C – Cytoskeleton

Lecture 13: Structure of tubulin and microtubules and the Assembly / Disassembly of Microtubular Structures (DN)

Lecture 14: Microtubular motors, types, mechanism of movement, regulation, physiological roles (DN)

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: GENE REGULATION**LECTURERS:**

Vincent Kelly (VK), Andrew Bowie (AB), Daniela Zisterer (DZ), Frederick Sheedy (FJS), David Finlay (DF),

LECTURES (Weeks 23-34):

Part A) The Genome

1) Nucleic Acid Chemistry 1	(VK)
2) Nucleic Acid Chemistry 2	(VK)
3) DNA & Gene Structure 1	(AB)
4) DNA & Gene Structure 2	(AB)
5) DNA & Gene Structure 3	(AB)
6) Replication 1	(DZ)
7) Replication 2	(DZ)
8) Replication 3	(DZ)

Part B – Gene Expression

9) Eukaryotic Transcription 1	(AB)
10) Eukaryotic Transcription 2	(AB)
11) Eukaryotic Transcription 3	(AB)
12) Eukaryotic Transcription 4	(AB)
13) Eukaryotic Transcription 5	(AB)
14) Eukaryotic Transcription 6	(AB)
15) Eukaryotic Translation 1	(DZ)
16) Eukaryotic Translation 2	(DZ)
17) Eukaryotic Translation 3	(DZ)

Part C – Molecular Genetics & Technology

18) Molecular Cloning 1	(FJS)
19) Molecular Cloning 2	(FJS)
20) Molecular Cloning 3	(FJS)
21) DNA Repair 1	(DF)
22) DNA Repair 2	(DF)
23) DNA Repair 3	(DF)
24) DNA Repair 4	(DF)
25) DNA Repair 5	(DF)
26) Immunogenomics 1	(FJS)
27) Immunogenomics 2	(FJS)
28) Immunogenomics 3	(FJS)

PRACTICALS (weeks 29-32)

Practical 1: Molecular biology (Frederick Sheedy - *tbc*)

Practical 2: Gene Expression (Frederick Sheedy)

Further information on practicals is available in practical handbooks

TUTORIALS

Week TBC: Systems Immunology Workshop (FJS & CS)

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

- Use in vitro and in silico molecular techniques to monitor gene expression programs in immune cells.

MODULE BIU33260: RESEARCH SKILLS FOR IMMUNOLOGISTS

LECTURERS: Clair Gardiner (CG), Andrew Bowie (AB), Cliona O'Farrelly (COF), Rachel McLoughlin (RMcL), Luke O'Neill (LON), Derek Nolan (DN), Various

PRACTICALS (weeks 23-26)

Practical 1: Lymphocytes (Clair Gardiner)

Practical 2: Cytokines Andrew Bowie,

Further information on practicals is available in practical handbooks

QUANTITATIVE PROBLEMS (weeks 23-28)

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 David Loane

Topic 2 Immunology Gavin Davey

Topic 3 Molecular Medicine Mary Canavan

RESEARCH CAREERS SESSSIONS (weeks 30-33)

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 to discuss & plan 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 29 – tbc).

ASSESSMENT

Minireview: marked by the member of staff responsible for the review topic (30 marks – includes marks for final report & drafts).

Oral presentation: assessed by a panel consisting the supervising staff member and the course co-ordinator (10 marks).

Quantitative problem/data analysis: 1 in-course exams, 2 exam questions from the 3 problems, (20 marks).

Practicals: Pre & Post-Practical Assessments, (20 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 30-34):

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.

SEMESTER 1 – PRACTICAL TEACHING SCHEDULE:**BIU33220: CORE CONCEPTS IN IMMUNOLOGY****BIU33270: IMMUNITY & DISEASE****IMMUNOLOGY PRACTICAL TIMETABLE****VENUE:** Teaching Lab (Rm 3.22), Level 3, Trinity Biomedical Sciences Institute, Pearse Street.**JS Course Advisor: MARY CANAVAN**

COLLEGE WEEK	DATES	TIME	MODULE	PRACTICAL	Location	PI
WEEK 4	Monday 15.09.25	11am-12pm	BIU33220	Course Introduction – collect practical manuals, lab books	Lab 3.22	Mary Canavan
	Monday 15.09.25	2-3pm	BIU33220	Introduction to Practicals	LB11, Lloyd Institute	Derek Nolan
	Thursday 18.09.25	11.00-11.15am	BIU33220	Lab Safety Talk	Lab 3.22	Joyce Rubotham
	Thursday 18.09.25	11-1pm	BIU33220	Pipetting Exercise	Lab 3.22	Andrei Budanov
WEEK 5	Tuesday 23.09.25	10pm	BIU33220	Dilutions Assignment Due	Blackboard	
	Thursday 25.09.25	10-1pm	BIU33220	pKa of <i>p</i>-Nitrophenol Practical	Lab 3.22	Derek Nolan
	Thursday 25.09.25	3-4pm	BIU33220	Protein Assay Pre-practical Tutorial	LB11 Lloyd Institute	Andrei Budanov
WEEK 6	Thursday 02.10.25	10-1pm	BIU33220	Protein (Bradford) Assay Practical	Lab 3.22	Andrei Budanov
	Thursday 02.10.25	3-4pm	BIU33220	Kinetics Pre-practical Tutorial	LB11, Lloyd Institute	Jerrard Hayes
WEEK 7	Tuesday 07.10.25	10pm	BIU33220	pKa Assignment Due	Blackboard	
	Wednesday 08.10.25	4-5pm	BIU33270	Tissue Culture Tutorial	LB11, Lloyd Institute	Danny Zisterer
	Thursday 09.10.25	10-1pm	BIU33220	Kinetics Practical	Lab 3.22	Jerrard Hayes
WEEK 8	Tuesday 14.10.25	10pm	BIU33220	Bradford Assay Assignment Due	Blackboard	
WEEK 9	Tuesday 21.10.25	10pm	BIU33220	Kinetics Assignment Due	Blackboard	
WEEK 10	READING WEEK					
WEEK 11	Monday 03.11.25	9-10am	BIU33270	Phagocytosis Pre-practical Tutorial	L5.16	Rachel Mc Loughlin
	Monday 03.11.25	10-1pm & 2-4pm	BIU33270	Phagocytosis Practical (Part 1)	Lab 3.22	Rachel Mc Loughlin
	Tuesday 04.11.25	11-2pm	BIU33270	Phagocytosis Practical (Part 2)	Lab 3.22	Rachel Mc Loughlin
	Friday 07.11.25	2-4pm	BIU33270	c'AMP Binding Practical	B1.15	Danny Zisterer
WEEK 12	Monday 10.11.25	9-10am	BIU33270	Innate Immunity Pre-practical Tutorial	L5.16	Ed Lavelle
	Monday 10.11.25	10-1pm	BIU33270	Innate Immunity Practical (Part 1)	Lab 3.22	Ed Lavelle
	Wednesday 12.11.25	10-1pm	BIU33270	Innate Immunity Practical (Part 2)	Lab 3.22	Ed Lavelle
	Thursday 13.11.25	10am-4pm	BIU33270	Innate Immunity Practical (Part 3 & 4)	Lab 3.22	Ed Lavelle
WEEK 13	Monday 17.11.25	10pm	BIU33270	Phagocytosis Assignment Due	Blackboard	
	Tuesday 18.11.25	10pm	BIU33270	c'AMP Binding Assignment Due	Blackboard	
WEEK 14	Tuesday 25.11.25	10pm	BIU33270	Innate Immunity Assignment Due	Blackboard	
WEEK 15	Thursday 04.12.25	10-12pm	BIU33220/ BIU33270	Practical MCQ Exam	PAC ROOM	Mary Canavan

COLLEGE ACADEMIC CALENDAR 2026/2027

Trinity College Dublin

Academic Year Calendar 2026/27

The University of Dublin

Academic Calendar Week	Week beginning	2026/27 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	31-Aug-26	Marking/Results 2025/26		←Michaelmas Term begins/Semester 1 begins
2	07-Sep-26	Marking/Results and Orientation (PG, Visiting, Erasmus)		
3	14-Sep-26	Teaching and Learning	Orientation (IF UG)	←Michaelmas teaching term begins
4	21-Sep-26	Teaching and Learning	Teaching and Learning	
5	28-Sep-26	Teaching and Learning	Teaching and Learning	
6	05-Oct-26	Teaching and Learning	Teaching and Learning	
7	12-Oct-26	Teaching and Learning	Teaching and Learning	
8	19-Oct-26	Teaching and Learning	Teaching and Learning	
9	26-Oct-26	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
10	02-Nov-26	Teaching and Learning	Teaching and Learning	
11	09-Nov-26	Teaching and Learning	Teaching and Learning	
12	16-Nov-26	Teaching and Learning	Teaching and Learning	
13	23-Nov-26	Teaching and Learning	Teaching and Learning	
14	30-Nov-26	Teaching and Learning	Teaching and Learning	
15	07-Dec-26	Revision / Assessment*	Revision / Assessment*	
16	14-Dec-26	Assessment*	Assessment*	←Michaelmas Term ends Sunday 20 December 2026/Semester 1 ends
17	21-Dec-26	Assessment* / Christmas	Assessment* / Christmas	
18	28-Dec-26	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	Christmas Period - College closed 24 December 2026 to 3 January 2027 inclusive	
19	04-Jan-27	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
20	11-Jan-27	Marking***	Marking***	
21	18-Jan-27	Teaching and Learning	Teaching and Learning	←Hilary Term begins/Semester 2 begins; Hilary teaching term begins
22	25-Jan-27	Teaching and Learning	Teaching and Learning	
23	01-Feb-27	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
24	08-Feb-27	Teaching and Learning	Teaching and Learning	
25	15-Feb-27	Teaching and Learning	Teaching and Learning	
26	22-Feb-27	Teaching and Learning	Teaching and Learning	
27	01-Mar-27	Study/Review	Study/Review	
28	08-Mar-27	Teaching and Learning	Teaching and Learning	
29	15-Mar-27	Teaching and Learning (Wednesday, Public Holiday)	Teaching and Learning (Wednesday, Public Holiday)	
30	22-Mar-27	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
31	29-Mar-27	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
32	05-Apr-27	Teaching and Learning	Teaching and Learning	
33	12-Apr-27	Revision	Revision	

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
3. **Appropriate Response**: Expansion, Amplification, Proliferation, Action, Resolution.
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 $\gamma\delta$ 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 2026/2027 Immunology Class

Plagiarism: Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. The School has a zero tolerance policy in relation to plagiarism.

All students submitting assignments to the School are REQUIRED to be familiar with the plagiarism provisions in the General Regulations of the University Calendar <http://www.tcd.ie/calendar>.

All students must read and understand this guide <https://libguides.tcd.ie/academic-integrity>, and complete the [Ready Steady Write tutorial](#).

All students must complete a signed declaration to be submitted with all assessed coursework, declaring that they have read and understood the Library guide on Academic Integrity and Generative AI. Please refer to the Blackboard module for specific instructions.

GenAI: Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with the College Academic Integrity Policy. If individual modules have further restrictions or permit greater allowances in the use of GenAI, those restrictions or allowances must be stated in the module descriptions in the Blackboard VLE. In such circumstances, it is the module permissions regarding the use of GenAI which are deemed to be definitive for use in that module.

[College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research](#)

Breaching academic integrity: Refer to <https://libguides.tcd.ie/academic-integrity/consequences> to see the penalties for breaching academic integrity.

Depending on the severity of the case, in addition to marks penalties the student may have the misconduct noted on their SITS record and the case may be referred to the Junior Dean.

You will see on the flow chart in the link that even the lowest level case should be noted on the SITS record by the module coordinator!

Small group tutorial & mini-review supervisor Assignments:

Please contact your small group tutor within the first week of term to set up a tutorial & receive titles for mini-reviews.

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Turczynska, Klaudia

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Sayed, Sarah
Stepanceva, Arina
Turczynska, Klaudia

PREPARATION FOR YOUR SENIOR SOPHISTER YEAR

During your junior sophister year the local safety officer and administration staff will reach out to you about vaccination requirements for research projects undertaken in the **senior sophister year**. Please read the health and safety notice below carefully.

Rising SS students choose their capstone research project at the end of the Junior Sophister year before college breaks for the summer. Please **do not** choose a project that requires Hepatitis B vaccination if you will be unable to attend vaccination appointment(s) prior to the start of your senior sophister academic year. Capstone projects commence on the first day of semester 1 so you will need to have completed the vaccination course prior to starting laboratory work.

IMPORTANT HEALTH AND SAFETY NOTICE REGARDING SENIOR SOPHISTER CAPSTONE RESEARCH PROJECTS

Each project summary outlines the vaccine requirements, if any, for that project. **Hepatitis B vaccination is mandatory for students who select a project involving work with human blood/tissue.**

The School of Biochemistry and Immunology will schedule and finance a course of Hepatitis B vaccination for students who require immunity to undertake their research project.

Students who fail to present at their scheduled vaccination appointment take responsibility for rescheduling their appointment. In such circumstances, students should immediately communicate with the project supervisor and be cognisant of potential delays to the research project.

Students may also arrange and finance their own vaccination privately. Students who have previously received vaccinations should present relevant documents.