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# Microbiology Exam 2

Are Viruses Living or Nonliving? - answer They are only considered living when they are inside of a host cell, using their resources and energy.

Outside of a host they are considered inert.

When are Viruses considered to be "alive"? - answer When they are inside of a host cell.

When inside, their nucleic acid (ONLY RNA OR DNA) become active.  
\*Virus replicates

Obligatory Intracellular Parasites - answer Require living host cell in order to multiply - Such as Viruses.

Defining a Virus - answer 1) Contains 1 Nucleic Acid (DNA or RNA)  
2) Protein coat surrounds the DNA or RNA  
3) Multiply within host using host machinery  
---because they don't have the ways of making/obtaining their own nutrients, like ATP or enzymes.

Virus Characteristics - answer \*Some are enclosed by an envelope which consists of lipids, proteins, carbohydrates

\*some have spikes

\*only infect the cells of ONE host.

Host Range - answer The spectrum of host cells that a virus can infect.

- invertebrates
- vertebrates
- plants
- protist
- fungi
- bacteria

The virus must be able to attach to a the particular host's cell.

\*\*Host range is determined b specific attachment sites on the host cell's surface

Bacteriophages - answer Bacteria that is infected by a virus

# Microbiology Exam 2 Essay

**David Karl Davis, Catherine M. O'Boyle**

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

## **Microbiology Exam 2 Essay:**

**Guide to American Graduate Schools** ,1990      *Teaching and Learning Through Inquiry* Virginia S. Lee,2023-07-03

Inquiry guided learning IGL refers to an array of classroom practices that promote student learning through guided and increasingly independent investigation of complex questions and problems Rather than teaching the results of others investigations which students learn passively instructors assist students in mastering and learning through the process of active investigation itself IGL develops critical thinking independent inquiry students responsibility for their own learning and intellectual growth and maturity The 1999 Boyer Commission Report emphasized the importance of establishing a firm grounding in inquiry based learning and communication of information and ideas While this approach capitalizes on one of the key strengths of research universities the expertise of its faculty in research it is one that can be fruitfully adopted throughout higher education North Carolina State University is at the forefront of the development and implementation of IGL both at the course level and as part of a successful faculty led process of reform of undergraduate education in a complex research institution This book documents and explores NCSU s IGL initiative from a variety of perspectives how faculty arrived at their current understanding of inquiry guided learning and how they have interpreted it at various levels the individual course the major the college the university wide program and the undergraduate curriculum as a whole The contributors show how IGL has been dovetailed with other complementary efforts and programs and how they have assessed its impact The book is divided into four parts the first briefly summarizing the history of the initiative Part Two the largest section describes how various instructors departments and colleges in a range of disciplines have interpreted inquiry guided learning It provides examples from disciplines as varied as ecology engineering foreign language learning history music microbiology physics and psychology It also outlines the potential for even broader dissemination of inquiry guided learning in the undergraduate curriculum as a whole Part Three describes two inquiry guided learning programs for first year students and the interesting ways in which NCSU s university wide writing and speaking program and growing service learning program support inquiry guided learning Part Four documents how the institution has supported instructors and how they have supported themselves as well as the methods used to assess the impact of inquiry guided learning on students faculty and the institution as a whole The book has been written with three audiences in mind instructors who want to use inquiry guided learning in their classrooms faculty developers considering supporting comparable efforts on their campuses and administrators interested in managing similar undergraduate reform efforts It will also appeal to instructors of courses in the administration of higher education who are looking for relevant case studies of reform While this is a model successfully implemented at a research university it is one that is relevant for all institutions of higher education

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