

Bio 63. MICROBIAL PHYSIOLOGY

2nd Semester, S/Y 2021-2022

Assignment 1. Introduction to Microbial Physiology

- A. Scope of Microbial Physiology
- B. Review of Microbial Classification and Nomenclature
- C. Review of Microbial Structures

DIRECTION: Answer the following questions briefly yet concisely. **NB.** Use another sheet for your answers.

1. What is Microbial Physiology?

- **Microbial Physiology** is the study of the relationship of microbial structures and their respective functions. It also explains the different mechanisms used by microorganisms for growth, survival, and the like.

2. A) What are the domains into which all living organisms are classified?

- **Eukarya, Bacteria, Archaea**

B) What is the main criterion used for this classification?

- The main criterion used in domain classification is the differences in the nucleotide sequences of the cell's ribosomal RNA (rRNA) as rRNA's structure undergoes very minimal changes over time but still plays the same function.

C) Describe briefly the main features of the members belonging to each domain.

Main Features of Organisms under Each of the Three Domains		
EUKARYA	BACTERIA	ARCHAEA
<p>Eukaryotes are usually multicellular and the only ones that possess a nucleus and membrane-bound organelles. Some have cell walls (e.g. plants and fungi) but such do not have peptidoglycan, unlike bacterial cells.</p> <p>In addition, they have 80S ribosomes, histones, ester-linked, unbranched fatty acids in their membrane lipids and their chromosomes are linear in shape.</p>	<p>Bacteria are unicellular and do not have a true nucleus and membrane-bound organelles. Instead, they have a nucleoid region where their singular circular chromosome resides, and inclusion bodies.</p> <p>Their cell walls are made of peptidoglycan and their ribosomes are 70S in size. Moreover, they don't have histones and their membrane lipids are made of ester-linked, unbranched fatty</p>	<p>Archaea, just like bacteria, are unicellular, do not have a nucleus and membrane-bound organelles. Their chromosomes are also circular and they also have plasmids.</p> <p>In addition, their ribosomes are 70S and they also express histones. The cell wall of archaea is composed of S-layers and lacks peptidoglycan but some especially methanogens, have pseudopeptidoglycan (pseudomurein) in them.</p>

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Cambridge Checkpoints VCE Biology Units 1 and 2 Third Edition Harry Leather, Jan Leather, 2016-02-29 A
Guide to Asking about Life for Teachers and TAs Donald L. Cronkite, 2001 **Biology/science Materials** Carolina
Biological Supply Company, 1991 **Biology** Louis Richard Meeth, 1981 **Curriculum Review**, 1980 *Science Teacher
Educators as K-12 Teachers* Michael Dias, Charles J. Eick, Laurie Brantley-Dias, 2013-07-08 Science teacher educators prepare
and provide professional development for teachers at all grade levels They seek to improve conditions in classroom teaching
and learning professional development and teacher recruitment and retention Science Teacher Educators as K 12 Teachers
Practicing What We Teach tells the story of sixteen teacher educators who stepped away from their traditional role and
entered the classroom to teach children and adolescents in public schools and informal settings It details the practical and
theoretical insights that these members of the Association of Science Teacher Educators ASTE earned from experiences
ranging from periodic guest teaching to full time engagement in the teaching role Science Teacher Educators as K 12
Teachers shows science teacher educators as professionals engaged in reflective analysis of their beliefs about and
experiences with teaching children or adolescents science With their ideas about instruction and learning challenged these
educators became more aware of the circumstances today s teachers face Their honest accounts reveal that through teaching
children and adolescents teacher educators can also renew themselves and expand their identities as well as their
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educators in other disciplines Its narratives and insights may even inspire more teacher educators to envision new
opportunities to serve teachers K 12 learners and the local community through a variety of teaching arrangements in public
schools and informal education settings **Science Tests and Reviews** Buros Center, 1975 Science Tests and Reviews
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specialists 18 excerpted test reviews 270 references on the construction use and validity of specific tests a bibliography on in
print science tests references for specific tests cumulative name indexes for specific tests with references a publishers
directory title index name index and a scanning index The 97 tests covered fall into the following categories 23 general 14
biology 35 chemistry 3 geology 6 miscellaneous and 16 physics **Journal of the Minnesota Academy of Science**
Minnesota Academy of Science, 1980 **Farmers' Review**, 1895 **The American Biology Teacher**, 2007-08
Research in Education, 1971-12 **Resources in Education**, 1971-07 **The Scientist**, 1997-07 Developing
Student Expertise and Community: Lessons from How People Learn Anthony J. Petrosino, Taylor Martin, 2007-02-09 From the
Editors This issue of New Directions for Teaching and Learning pre sents research from a collaboration between learning
scientists assessment experts learning technologists and domain experts as part of a project with the vision of transforming

education specifically in bioengineering but eventually in all fields to produce adaptive expertise in students This research is based on the model proposed in the National Research Council book *How People Learn* This model proposes a sequence of learning activities drawn from learning research that are designed to maximize the degree to which students understand and can use what they learn in meeting discipline based challenges The chapters in this volume illustrate how learning scientists assessment experts learning technologists and domain experts can work together in an integrated effort to develop learning environments centered on challenge based instruction with major support from technology While the strategies and research illustrated in these chapters were developed in one discipline engineering they are applicable across disciplines that have as their goal helping students learn to think about the process of problem solving Biology Colleen M. Belk, Virginia Borden, 2004 Designed for one semester courses in introductory biology for non major biology students this issues based inquiry driven biology text provides students with the ability and desire to take an active and scholarly interest in the science issues they will regularly face in college **Current Index to Journals in Education** ,1997 **Saturday Review of Literature** ,1946 *Science Books & Films* ,1989 *Announcement of the Graduate Division* Iowa State University. Graduate College,1901 *Technical Book Review Index* ,1948

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