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BIOB 410.B01: Immunology

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Immunology (BIOB 410) Syllabus: Fall 2020

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Class Meeting Time and Location: 9:00 – 9:50 am; MWF Urey 101

Prof: Dr. Scott Wetzel (CHCB 216, ph: 243-2168, scott.wetzel@umontana.edu)

Textbook: Kuby Immunology 8th edition by Jenni Punt

Date	Lecture Topic	Chapters (& Pages)
AUGUST		
19	Intro to the Immune Response – Innate & Adaptive	Ch. 1, Ch. 4, pp. 522 - 527
21, 24, 26, 28	Cells & Organs of the Immune System	Ch. 2, pp. 459-465
31	Inflammation	pp. 511-522
SEPTEMBER		
2	Phagocytosis and the Respiratory Burst	Ch. 2, pp. 459-465
4	Complement Cascade (on exam #2)	Ch. 5
7	Holiday – No Class	
9	EXAM #1	
11	Complement Cascade (on exam #2)	Ch. 5
14	Cytokines and Chemokines	pp. 91 - 100
16, 18	Antigens & Immunoglobulins – Structure and Subclasses, Effector Functions	pp. 433-447
21	EXAM #2	
23, 25	Immunoglobulins - Genetic Rearrangements	Ch. 6
28	B Cell Biology: Germinal Centers and Humoral Responses	Ch. 11, Ch. 9
30	T Cell Receptor (TCR) Generation and Structure/Ag Recognition	pp. 237-243
30	Major Histocompatibility Complex (MHC)	pp. 249 - 275
OCTOBER		
2	Major Histocompatibility Complex (MHC)	pp. 249 - 275
5	EXAM #3	
7, 9	Antigen Processing and Presentation	pp. 275 - 287
12, 14	Lymphocyte Development - B and T Cells	Ch. 8, Ch. 9
16, 19	CD4 ⁺ T Cell Differentiation: T _H 1, T _H 2, T _H 17, T _{FH} , T _{Reg}	Ch. 10
21	Immunological Synapse, T Cell Effector Functions	pp. 448 - 459
26	EXAM #4	
28	Immunity to Viral Infections	pp. 644-651
30	Immunity to Bacterial Infections	pp. 651 - 662
NOVEMBER		
2,4	Vaccine and Immunotherapy	pp. 662-676
6,9	Allergy and Hypersensitivity Diseases (I, II, III, IV)	Ch. 15
11	Holiday – No Class	
13	Tumor Immunology	Ch. 19
16	Immunological Tolerance and Autoimmunity	pp. 594-616
18	Transplantation Immunology	pp. 617-632
25	Final Exam 8-10 am	

Immunology (BIOB 410) Syllabus: Fall 2020

We will cover aspects of innate immunity, acquired immunity, and will conclude the course talking about the role of the immune system in human disease processes. This course is a 1/3 W course and includes a significant writing component.

Study Tips: Immunology is an exciting and dynamic field that is, unfortunately, filled with jargon. It is HIGHLY RECOMMENDED that students make a glossary and include immunologically related terms with a definition in your own words. Immunology has a unique language and to understand this subject and succeed in this course, you will have to master this new language. Every exam will have a vocabulary section where you will define “immunologese” in your own words.

To succeed in this course, it is suggested that students take the time to read relevant material BEFORE each class session and that after each class, integrate lecture materials and material from the book by re-writing notes in your own words. These notes can serve as the study materials for the exams. *Lecture PowerPoints will be posted on Moodle before each lecture.*

GRADING will be based on the following:

400 points – 4 Exams (100 points each)

150 points – Final Exam. Semi-cumulative 90 pts from material after 4th exam, 60 points comprehensive

100 points – Research Article Review

Total Points Possible = 650 points

Final grades will be based upon a straight 10% grading scale based upon the total number of points (90% for A, 80% for B, 70% for C, 60% for D, below 60% = F). Late policy is outlined below.

Late Work:

Late work is strongly discouraged. **For assignments with a specified due date, a late penalty of 10% per day of tardiness will be subtracted from the grade.**

CoVID-19 Accommodations and Plans

If you feel sick and/or if exhibiting COVID-19 symptoms STAY HOME and contact the Curry Health Center at (406) 243-4330 or your doctor.

If you are diagnosed with COVID-19, follow instructions for quarantine and contact your advisor so they can help you stay on track academically.

The UM Corona Virus update webpage is an important source of information for you and I recommend that you take a look. <http://www.umt.edu/coronavirus/>

Course Logistics:

You must sit in the same seat each day. This will facilitate contract tracing if a student in class contracts SARS-CoV2. I will take roll every day, but only because it is necessary for

Immunology (BIOB 410) Syllabus: Fall 2020

contract tracing purposes. I don't award points or penalize students if they are not present in class – you're all responsible adults and know that attending class is important for learning material.

In order to help ensure the health and safety of the University of Montana (UM) community and the public, **all University employees, students, contractors, vendors and visitors must wear face coverings** on site at a University location, and off-site in all University programs and activities. **YOU ARE REQUIRED TO WEAR A MASK AT ALL TIMES WHILE ATTENDING THIS CLASS IN PERSON.**

As of August 13, per MCCHD policy, **face shields are not allowed as a substitute for masks.**

- Each student is provided with a Healthy Griz kit. We expect students to clean their personal workspace when they arrive for class, and before they leave the classroom.
- Refill stations for cleaning supplies/hand sanitizer will be set up around campus - please learn where they are and use them.
- Students are discouraged from congregating outside the classroom before and after class. In the case of 3 hour-long classes, instructors should stagger breaks for small groups of students.
- Drinking liquids and eating food (which requires mask removal) is strongly discouraged within the classroom.

Distance Learning Option:

If you would prefer to participate via distance learning instead of attending in person, I will do a live-stream of the class on Zoom each day and **a recording the lecture** will be stored on Zoom so that you can watch it later. The Zoom meeting is:

Join Zoom Meeting

<https://umontana.zoom.us/j/97378139621>

Meeting ID: 973 7813 9621

One tap mobile

+1 346 248-7799, 97378139621# US (Houston)

+1 669 900-6833 ,97378139621# US (San Jose)

Dial by your location

+1 346 248 7799 US (Houston)

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Meeting ID: 973 7813 9621

Find your local number: <https://umontana.zoom.us/u/abPoTdKOYU>

Immunology (BIOB 410) Syllabus: Fall 2020

Exams:

Excuses for rescheduling or missing an exam must be approved BEFORE the exam. If not pre-approved, no makeup exam will be given and an F will be recorded for the exam. Anyone missing the final exam will receive a grade of F for the entire course. *Important Note: Cheating on an exam will result in a grade of ZERO for that exam and referral for disciplinary action by the University of Montana.*

Online Supplemental Materials: There is an online Moodle supplement with all PowerPoints in PDF format at 1/page, 2/page and 4/page.

Research Article Review:

DUE DATES- Paper #1- Fri., November 13; 5:00 pm

Directions: Choose a 2014-2020 research article in IMMUNOLOGY that interests you, read it thoroughly, and write a synopsis. The synopsis is basically a condensed summary of the article in your own words. Do not write a synopsis on a review article or a general topic – it must contain new, not previously published data. You must include a copy of the original research article when you submit your colloquy or your paper will NOT be graded. The paper is to be turned in by email ONLY. Your emailed paper MUST be submitted as a Microsoft Word or a Pages document.

The title of your document must be “Last Name – BIOB 410 Paper”.

You are highly encouraged to begin searching for your paper early. If you have any questions or would like to discuss your chosen paper we can go through it together.

Feedback: Students required to turn in your writing assignment 1 week before the deadline to get feedback so that you can revise the document before you turn it in for grading.

Access: Please limit yourself to a top-tier Immunology related journal for your article: The Journal of Immunology, Nature Immunology, Immunity, European Journal of Immunology, Journal of Experimental Medicine, Frontiers in Immunology, or Infection and Immunity, or the general journals Cell, Science or Nature, available in the Mansfield Library. **NO OTHERS WILL BE ACCEPTED WITHOUT PRIOR APPROVAL.** You may scan articles in the journals or search online at the PubMed database (<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>) for particular key words or subjects that

Immunology (BIOB 410) Syllabus: Fall 2020

interest you. Remember, if there is no immunology in the article, it is not suitable for this assignment.

Purpose: To introduce prospective scientists to literature-searching and contemporary research in immunology and to read and write the “language of science”. Every exam will also include a significant writing component (>30% of total points), but this will be your opportunity to write a formal paper and demonstrate your scientific writing literacy. This also fulfills the writing requirement, as this is a 1/3 W course.

Format:

- 4 full pages double-spaced and typed. Page 5 and above will not be read
- Begin with a brief introduction of the topic, goals of the research, etc.
- Follow this section with a discussion of the experimental approach, and justification (rationale), but don't go into excessive detail on methodology. Why did they use immunofluorescence? Why did they do a mixed lymphocyte reaction? etc. What did they find and how did they follow up with the next experiment? If there are any flaws or missing data (e.g. controls), note them.
- Finally, discuss the authors' conclusions. Do the data presented support their conclusions? If you do not agree with the authors, explain. How could the paper be improved?
- Discuss the significance of the paper to immunology. DO NOT start the sentence with “The significance to immunology is...”

The idea is to provide the reader with the background, rationale and data, and the conclusions (take home message) so that they can understand the “story” of the paper without reading the original article. Approach it like you were telling someone the key information in the paper. I will post several examples of excellent summaries on Moodle.

Grading: 100 pts will be given based upon writing clarity, grammar, conforming to format, the overall flow of logic and how well the article is summarized. A 10% reduction in points per day will be penalized for late colloquies. Plagiarism will result in an automatic ZERO for the assignment and referral for academic discipline according the University of Montana Student Conduct code.

I recommend a book available in the bookstore or online called “Writing Science in Plain English” by Anne Greene. It is a short, \$13 book and is an easy read that will be very helpful in improving your writing for this and your other science classes. I strongly encourage you to visit the writing center if you need help with this writing assignment.

Office Hours: Because I am required by the university to set formal office hours, I will be available after class 10 – 11 am to meet with you via Zoom

<https://umontana.zoom.us/j/98409973120>. However, I do not believe in restricting your access to formal office hours and I am available to meet and discuss the class with students pretty much anytime.

Immunology (BIOB 410) Syllabus: Fall 2020

If you'd like to set up a meeting at a different time, please contact me via email or phone and I can set up a zoom conversation that fits your schedule

Students with Disabilities (DSS Accommodations): The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS <http://www.umt.edu/dss>). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide appropriate accommodation.

Please note that it is normally **not a reasonable accommodation** for students to not wear a face covering. DSS will generally recommend to students who cannot wear a face covering for a medical reason to attend class remotely. If a student reports that they have a medical exemption from wearing a face covering, and does not provide a letter from DSS, **instructors may prohibit them from attending class without a face covering** until they can verify this information with DSS.

Financial Aid Ramifications of Attendance: This is an issue ONLY if you withdraw from the course before the end of the semester. To be eligible to receive federal aid students must participate verifiably at least once in the course, and to be eligible to receive the full amount (whether loans or grants), must have participated through 60% of the course, or roughly the 45th day of classes. We will have an exam on October 15, which will allow me to confirm your participation through the 45th day of classes. Another way is to log into Moodle on or after October 15.

Please note: You are bound by the University of Montana student conduct code. All work will be performed solely by the student.

Plagiarism and cheating of any kind will result in referral for disciplinary action and you will receive a zero on the assignment. This will significantly impact your final course grade. ALL electronic devices (phone, iPad, etc.) are to be POWERED OFF and stored in bags during examination periods. If your phone or other electronic device disrupts the exam in any way, you will lose 25 points from your total grade on that exam – TURN IT OFF!

Learning Outcomes:

Cells & Organs

- • The students should understand the major underlying principles of the study of immunology.
- • They must be able to explain barrier functions and the general concepts of innate and adaptive immunity; comparing and contrasting all three types of immune function.
- • They must be able to identify functions and distinguishing characteristics of the leukocytes that are discussed in the class: neutrophils, basophils/mast cells, eosinophils, dendritic cells, macrophages/monocytes, innate lymphoid cells, and the lymphocytes.
- • The students should be able to distinguish the differences between primary, secondary, and tertiary lymphoid organs and describe the major functions that take place in each.

Innate Immunity [L] [SEP]

- • At the end of this series of lectures, the students should understand basic concepts of the function of the innate immune system, its role in controlling pathogens, and the effector mechanisms associated with innate activation. (
- • The students should be able to explain the mechanism of antigen recognition in the innate immune system – specifically the receptors for molecular patterns associated with pathogens (PAMPs) and damage (DAMPs), the Toll Like Receptors, the Inflammasome, and acute phase proteins. (

Phagocytosis

- • At the end of this lecture, the students should be able to explain the mechanism of phagocytosis, the cells that carry out this phenomenon, the role it plays in immune function, the role of opsonins, and how the phagocytic cells destroy phagocytosed pathogens and toxins (respiratory burst and oxygen-independent mechanisms). (

Inflammation [L] [SEP]

- • The students should be able to distinguish between acute and chronic inflammation. This would include the functions, characteristics, mechanism, cellular extravasation (rolling, LFA-1 inside/out signaling, extravasation, etc.), timing, and the potential damage associated with inflammatory processes. (
- • They should have an understanding of the dangers of inflammation in human disease and what the underlying causes of these inflammatory diseases are. (

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Immunology (BIOB 410) Syllabus: Fall 2020

- They should be able to provide the characteristics of each of the 5 classes of immunoglobulins including:
 - the relative abundance
 - valency
 - effector functions
 - distinguishing characteristics (size, structural composition, effector functions, additional components, etc.).

Ig/TCR Genetic Rearrangements

- At the end of this series of lectures, the students should be able to explain the process of V(D)J recombination in the formation of Ig and TCR molecules:
 - recombination signal sequences (heptamer and nonamer) are and their role in recombination
 - the 12-23 rule
 - the molecular process of V-D and D-J joining
 - the formation of hairpin loops
 - resolution of hairpin loops to form P nucleotides
 - generation of V_H N nucleotides
- They should be able to explain the molecular mechanisms of generating Ig/TCR diversity: somatic recombination, imprecise junctions, and complementarity determining regions (CDRs) of the Ig V regions
- They should be able to explain the process of isotype switching including the molecular mechanisms, the role of T cells and specific T cell-derived cytokines, the role of CD40-CD40L interactions and the generation of sterile transcripts.
- They should have a basic understanding of somatic hypermutation/affinity maturation including the role it plays in an immune response, the basic mechanisms including the role of T_{FH} T cells and Follicular dendritic cells (FDC)
- They also need to understand the germinal center reaction including the processes that occur in the light and dark regions of the germinal center.

MHC:

- At the end of this series of lectures, they need to be able to explain the structure and immunologic functions of Major histocompatibility complex Class I and Class II molecules. (
- They should understand and explain MHC restriction and the Nobel-winning experiment that proved MHC restriction. (

Immunology (BIOB 410) Syllabus: Fall 2020

- • They need to be able to explain the polymorphic nature of these molecules, explain how these polymorphic differences influence the binding of different peptide antigens, and how these differences influence disease susceptibility
- • They should be able to explain co-dominant expression and how inheritance of MHC haplotypes occurs and can be used to identify parental status for an individual.
- • They should be able to explain the reason behind the extensive MHC polymorphisms and how that benefits survival of a population of individuals.

Antigen Processing: [L] [SEP]

- • At the end of this series of lectures, the students must be able to outline the pathways for the generation of MHC Class I and MHC Class II peptide epitopes and their loading into the MHC molecules. (
- • For MHC Class I they need to trace the steps of MHC Class I antigen processing from the formation of the nascent Class I heavy chain in the ER, the role of chaperones (calreticulin and calnexin) in Class I formation, the generation of peptide epitopes by the immune proteasome, their transport into the ER from the cytosol via the TAP complex, the role of tapasin and ERP57 in peptide loading and the subsequent trafficking of peptide-loaded MHC Class I to the plasma membrane via the Golgi. (
- • For MHC Class II, they need to be able to trace the steps of antigen processing including the role of the Invariant chain (Ii), the CLiP component, the trimerization domain, the trafficking of the nascent MHC molecules to the MHC Class II loading compartment (MIIC) where it encounters antigens generated in the lysosomes, the role of cathepsins and HLA-DM in CLiP removal and loading of antigenic peptides. (

T Cell Development Lectures: [L] [SEP]

- • At the end of these lectures, the students should be able to explain the basic processes of positive and negative selection and how they relate to T cell maturation in the thymus, including the architecture of the thymus and the location of these processes. (
- • Students should also be able to identify the cellular components (cTEC, mTEC, DN, DP, SP cells) and their roles in the process (
- • Finally, students should be able to explain the process of the differentiation of CD4⁺CD8⁺ double positive cells to each of the single positive (CD4⁺ or CD8⁺) subsets, including the role of Th-POK, strength of signal, and co-receptor engagement. (

T Cell Subsets and Effector Functions [L] [SEP]

- • At the end of these lectures, the students should be able to describe the distinctive characteristics (transcription factors, effector functions and cytokine products) and the mechanisms of differentiation of Treg, T_H1, T_H2, T_H17, T_H22, and T_{FH} CD4⁺ T cell subsets. (

Immunology (BIOB 410) Syllabus: Fall 2020

- • They must explain the formation and function of the immunological synapse. (
- • They need to explain the effector mechanisms of CD8⁺ T cells (cytolytic granule components and FasL) and how they relate to Natural Killer cells. (

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- • They must be able to explain the innate and adaptive mechanisms that protect against viral infection.
- • They must be able to identify and explain mechanisms or both innate and adaptive responses that are involved in clearance of viral infections (i.e. humoral responses, NK, CTL).
- • They must be able to identify and briefly viral immune evasion strategies, particularly inhibition of inflammation and MHC Class I antigen processing and presentation.
- • Explain and differentiate antigenic shift and antigenic drift

Anti-Microbial Immunity

- • Students must be able to identify direct and indirect mechanisms of bacterial pathogenesis
- • They must identify and explain the innate immune response to bacterial infection including the role of pro-inflammatory cytokines, and the inflammasome
- • Identify and explain the mechanisms of the adaptive response to intracellular and extracellular bacteria and clearly explain how these responses differ.
- • Explain bacterial immune evasion strategies to those responses

Vaccine

- • At the end of these lectures they should be able to distinguish passive versus active immunity, describe the components of a successful vaccine, describe vaccine development and the necessity of vaccination for the population (herd immunity, etc.) (

Hypersensitivity

- • At the end of these lectures the students should be able to distinguish between the four classes of hypersensitive disease and be able to provide critical details of each (immune mediators, physiologic responses, exposure routes, nature of antigens involved, disease symptoms and progression, and treatments). (

Immunodeficiencies

- • They need to be able to distinguish primary and secondary immunodeficiencies. (
- • They should be able to describe and provide characteristic symptoms, molecular basis, and the diagnostic criteria for several primary immunodeficiency diseases such as X-linked agammaglobulinemia, X-linked hyper IGM syndrome, SCID, bare lymphocyte syndrome, and ADA deficiency. (

Immunology (BIOB 410) Syllabus: Fall 2020

Transplant Immunology [L] [SEP]

- • After these lectures, the students should be able to describe the three types of rejection to solid tissue transplants (hyperacute, acute, and chronic) including the mechanisms, whether they respond to immunosuppressive therapy, methods to prevent rejection. (
- • They should be able to explain the role of Major and minor histocompatibility antigens, the mechanisms of typing tissues to limit rejection and the mechanism of immunosuppressive drugs (cyclosporine A and FK506) (
- • They need to be able to describe the mechanisms and treatment of graft versus host disease (GVHD) after bone marrow transplantation. (

Tolerance and Autoimmunity [L] [SEP]

- • At the end of this series of lectures, they should be able to describe mechanisms of central and peripheral tolerance. (
- • They should be able to relate central tolerance to the T cell development (positive and negative selection) (
- • They should be able to explain the generation of immunological tolerance and how it differs from negative selection (

Tumor Immunology

- Students should be able to describe the role of cellular and humoral responses to tumors
- They should be able to describe tumor antigens and the role the immune system plays in selective non-immunogenic tumors (i.e. loss of MHC).
- They should be able to discuss passive immunotherapy approaches to treating cancer including monoclonal antibodies and CAR-T cells.