

When do Scientists Change their Minds?

Course Overview, Biology Background

EGMT-1520 Weds, Jan 19, 2022

Bill Pearson wrp@virginia.edu

Overview of this session:

- Course goals
- Course structure
- A bit about me
- Pop Quiz!!
- Working in groups
- How to read a scientific paper

When do scientists change their minds – Overview

- The goal of this course is to take some commonly taught scientific facts, which may seem "counter-intuitive", and have them "make sense" (become "internalized")
 - Ideally, as you learn new things, experiencing this process will make it easier for other subjects/knowledge.
- When scientists think about abstract concepts, like "genes" or "junk DNA", they usually have a pretty clear picture, in their head, about what they are. For many scientists, abstract concepts have a very physical reality.
 - During this course, we will examine these two biological concepts, and explore how they moved from abstract concepts to concrete models

Course goals

1. read a scientific paper
 - a. recognize parts
 - b. connect figures/tables to conclusions
 - c. consider alternate explanations
2. explore the relationship between data and knowledge – DNA as the genetic material
3. with another "non-intuitive" scientific result, understand what is needed for it to "make sense" (final projects)
4. identify the limitations of a scientific result ("junk DNA")

Course Structure

- Monday – background lecture, introduction to paper(s), reading/writing assignment
- Wednesday – (typically in small group) – discussion of paper/result/summary presentation
- During the course, each of 6 groups will identify a counter-intuitive scientific result (a result that does not make sense), and work towards the final presentation.
- At the end of the course, each group will present an example, and explanation, of one "counter intuitive" scientific result.

A bit about me - 1

- Undergraduate at the U. of Illinois Urbana, 1967-1971. Major in Chemistry, with strongest interest in Molecular Biology. Took courses in computer science and philosophy that I used in graduate school and in my research. Worked for a summer writing a computer game for predicting the future on the PLATO teaching computer system.
- Graduate student at Caltech, studying the molecular biology of repeated sequences in DNA. Wrote computer programs for measuring protein distributions and DNA reassociation. The first student in the Biology Division to write a thesis solely on a computer.

A bit about me - 2

- Post-doctoral fellow at Johns Hopkins, where I went to learn how to clone recombinant DNA. Wrote computer programs for mapping restriction sites, and assembling short DNA sequences.
- Faculty member at U. of Virginia (1983). While waiting for my lab to be set up, wrote the "FASTP" similarity searching, which became "FASTA", the predecessor to BLAST. Also cloned mouse and human glutathione S-transferases, discovered the human GSTM gene cluster, and the basis for the GSTM1 gene deletion.

Quick Quiz

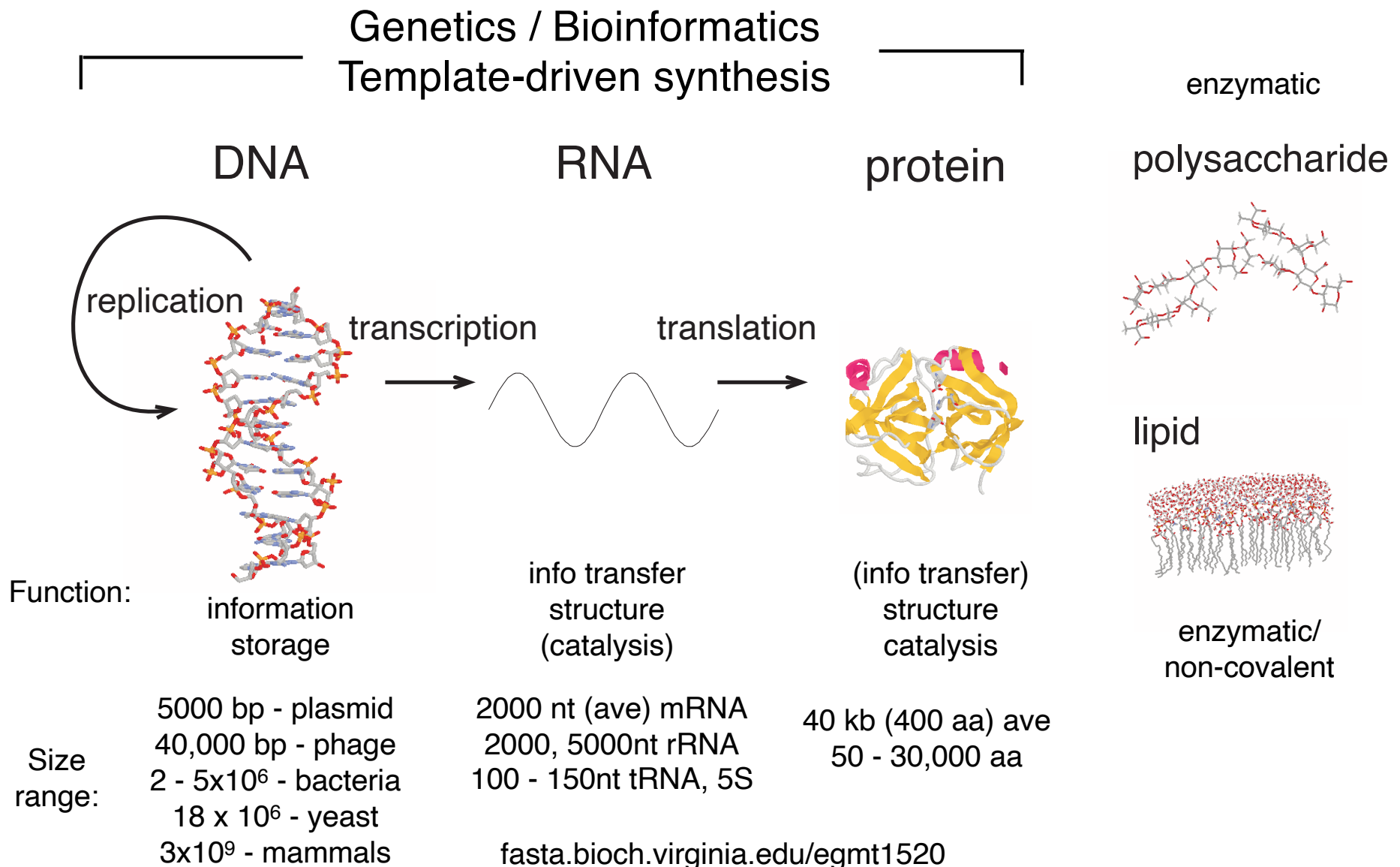
- I need to know something about you, so please take the first quiz on collab entitled: "Intro/Background Questionnaire" either Sect200 or Sect204
- You have 15 min to complete the test. Please make your answers brief.
- The test will not be graded for content, but please answer all the questions you can.

Background info - Biology

- From the quiz:
 - Central dogma: DNA is duplicated during *replication*, it is read into RNA during *transcription*, and mRNA is *translated* into proteins.
 - There are 4 DNA nucleotides (ACGT), and 20 protein amino acids
 - a genome is the repository of information an organism (or virus) uses to make copies of itself. All organisms have genomes, but some viral genomes are made of RNA instead of DNA.

The Central Dogma of Molecular Biology

Molecules for Information transfer, storage, and function



What happens next (Working in Groups)?

- After class, I will divide each section into 6 groups of 6-7 people, attempting to construct a mix of future science/non-science majors, and distributing life-scientist pre-majors.
- Throughout the rest of the quarter, each group will work together on assignments, and towards the final project presentation.
- In two weeks, each group will have identified up to three "counter-intuitive" scientific results, to present at the end of the course.

How to read a scientific paper

- Science Magazine (2016):
www.sciencemag.org/careers/2016/03/how-seriously-read-scientific-paper
- Elsevier (2015): (major journal publisher):
www.elsevier.com/connect/infographic-how-to-read-a-scientific-paper
- LSE Blog (she doesn't like abstracts, I do)
blogs.lse.ac.uk/impactofsocialsciences/2016/05/09/how-to-read-and-understand-a-scientific-paper-a-guide-for-non-scientists/

Types of Scientific Papers

- Original (Primary) Research Articles
 - what we are discussing – report primary research (experimental) results
- "News and Views" Research Summaries
 - Common in "Nature" and "Science", less common in more focused primary research journals (PNAS, Cell, ...)
- Quick (condensed) overviews of a field
 - Trends in Biochemical Sciences, Genetics, ... , Current Opinion in Structural Biology, ..., also found in Nature and Science
- Comprehensive reviews:
 - Annual Reviews in Biochemistry, Genetics, ..., sometimes included in primary research journals.

How to read a scientific paper

- Identify the parts of the paper:
 - Title/Authors/Date (how old, or new is this result)
 - Abstract
 - Introduction
 - Materials and Methods
 - Results (Figures/Tables)
 - Discussion (sometimes combined with Results)
- Identify the major claims of the paper
 - should map from Abstract to Results (Figures/Tables) to Discussion
- What did the author(s) do?
 - organisms, measurements, techniques
- Are you surprised?
 - if yes, why? can you think of another explanation? did the author(s) test that possibility
 - if no, why did the authors/editors think this paper should be published?
- For more information – look up in PubMed or Google Scholar (www.ncbi.nlm.nih.gov, scholar.google.com)
 - has the paper been widely cited? Take a quick look to see if the citations support/extend or refute the result
 - remember that it takes 1 – 2+ years for citations to accumulate

Hereditary differences in the expression of the human glutathione transferase active on *trans*-stilbene oxide are due to a gene deletion

(mRNA expression/cDNA clone/DNA polymorphism)

JANERIC SEIDEGÅRD*, WILLIAM R. VORACHEK†, RONALD W. PERO*‡, AND WILLIAM R. PEARSON†

ABSTRACT Glutathione transferase (GT; EC 2.5.1.18) mRNA levels were measured in human liver samples by using mouse and human cDNA clones that encode class-mu and class-alpha GT. **Although all the RNA samples examined contained class-alpha GT mRNA, class-mu GT mRNA was found only in individuals whose peripheral leukocytes expressed GT activity on the substrate *trans*-stilbene oxide.** The mouse class-mu cDNA clone was used to identify a human class-mu GT cDNA clone, λ GTH411. **The amino acid sequence of the GT encoded by λ GTH411 is identical with the 23 residues determined for the human liver GT-I isoenzyme and shares 76-81% identity with mouse and rat class-mu GT isoenzymes.** The mouse and human class-mu GT cDNA inserts hybridize with multiple BamHI and EcoRI restriction fragments in the human genome. **One of these hybridizing fragments is missing in the DNA of individuals who lack GT activity on *trans*-stilbene oxide.** Hybridizations with nonoverlapping subfragments of λ GTH411 suggest that there are at least three class-mu genes in the human genome. One of these genes appears to be deleted in individuals lacking GT activity on *trans*-stilbene oxide.

1. GST-A mRNA found in all livers, but GST-M only in tSBO+
2. human GST-M cloned from tSBO+ liver, identified by identity to human peptide and 80% identity to mouse/rat.
3. hybridization to human DNA shows restriction fragments (human DNA segments) are missing from tSBO-individuals

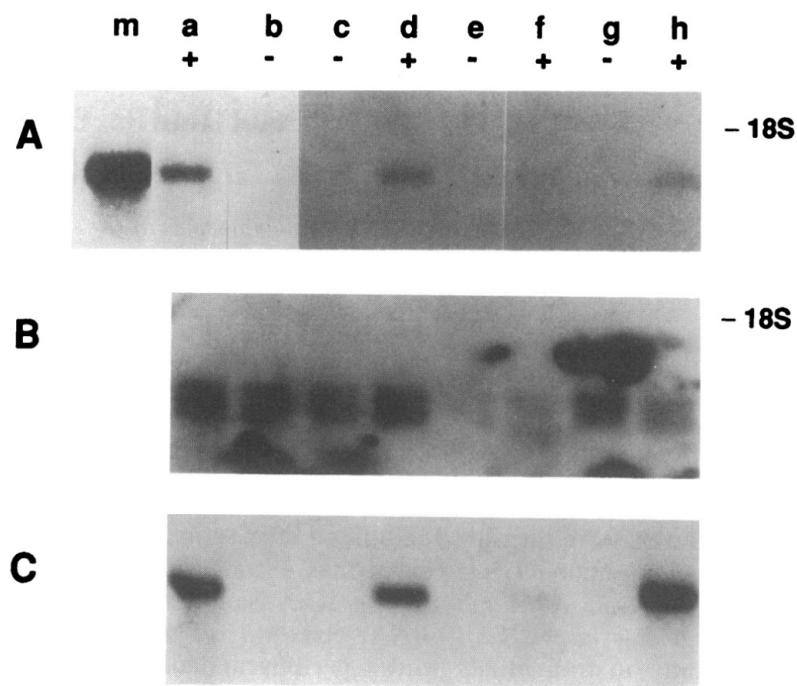


Fig. 1 Expression of GT mRNA in human liver. (A) using mouse class-mu cDNA. (B) using mouse class-alpha cDNA, (C) using human class-mu cDNA

1. GST-A mRNA found in all livers, but GST-M only in tSBO+

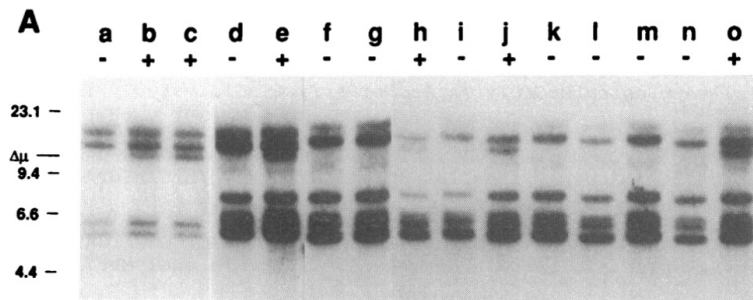
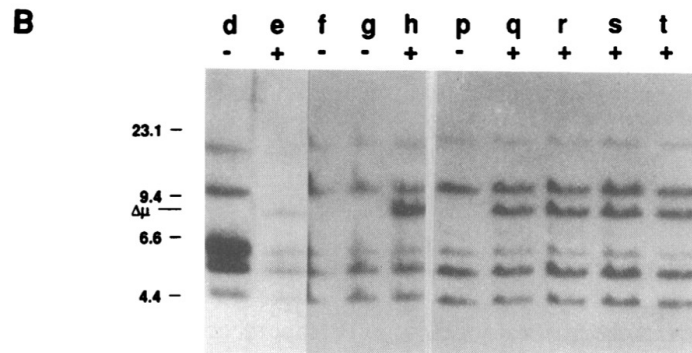


Fig. 3. Human GST restriction fragments visualized with a mouse class-mu cDNA probe.



3. hybridization to human DNA shows restriction fragments (human DNA segments) are missing from tSBO-individuals

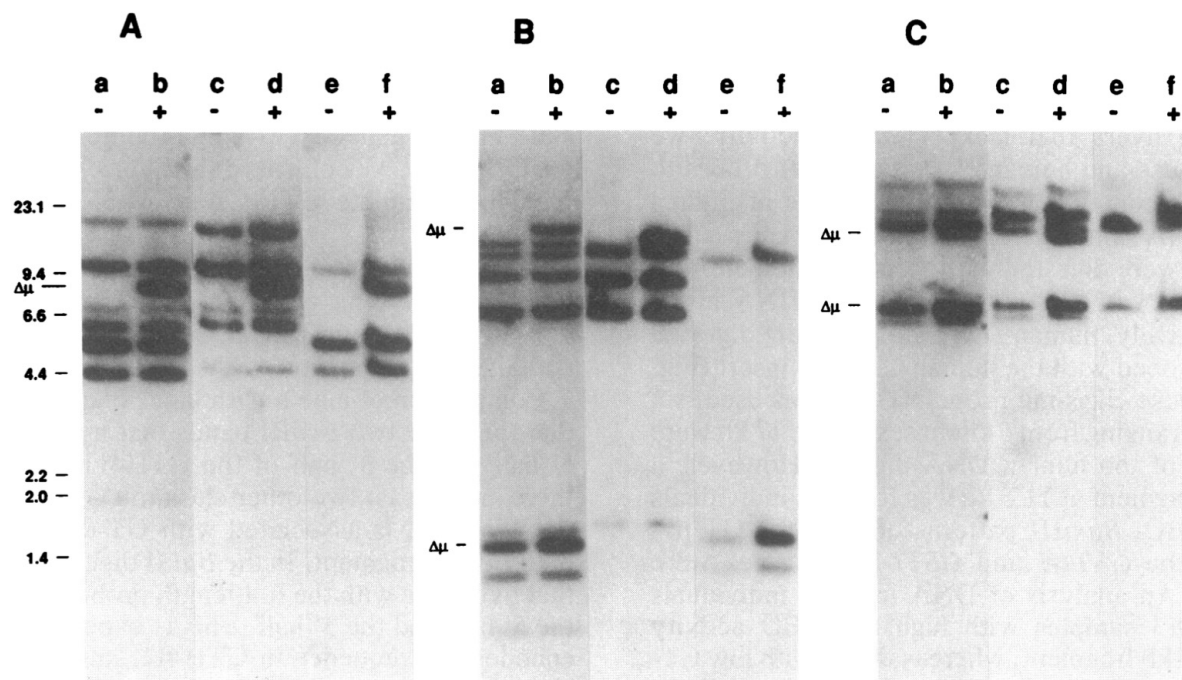


Fig. 4. Human GST restriction fragments visualized with human class-mu cDNA regions

- Overview of this session:
- Course goals
- Course structure
- A bit about me
- Pop Quiz!!
- Working in groups
- Central Dogma
- How to read a scientific paper

Monday:

- Form groups
- Discuss background for papers
- (in groups) discuss papers