

Biology Final Exam Study Guide

1. Virus – An infectious particle consisting of genes packaged in a protein coat
2. Structure of a Virus:
 - a. Viruses are not cells
 - b. Virus Very small infectious particle consisting of nucleic acid enclosed in a protein coat and a membranous envelope
3. Viral Genome consists of...
 - a. Double or Single stranded DNA OR
 - b. Double or Single stranded RNA
 - i. The genome A single linear or circular molecule of the nucleic acid
4. Bacteriophage – Also called phages, are viruses that infect bacteria
 - a. Have an elongated capsid head that encloses their DNA
 - b. A protein tail piece attaches the phage to the host and injects the phage DNA inside
5. Lytic Cycle – A phage replicative cycle that culminates in the death of the host cell
 - a. Produces new phages and lyses (breaks open) the host's cell wall, releasing the progeny viruses
 - b. Virulent Phage - A phage that reproduces only by the lytic cycle
6. Lysogenic Cycle – Replicates the phage genome without destroying the host
 - a. The viral DNA molecule is incorporated into the host cell's chromosome
 - b. Temperate Phages – Phages that use both the lytic and lysogenic cycles
7. HIV – The retrovirus that causes AIDS (acquired immunodeficiency syndrome)
 - a. Retroviruses use reverse transcriptase to copy their RNA genome into DNA
8. Provirus – The viral DNA that is integrated into the host genome
 - a. Unlike a prophage, a provirus remains a permanent resident of the host cell
 - b. RNA polymerase transcribes the pro – viral DNA into RNA molecules
 - c. The RNA molecules function both as mRNA for synthesis of viral proteins and as genomes for new virus particles released from the cell
9. Chicken Pox – A highly contagious viral infection causing an itchy, blister-like rash on the skin
10. AIDS – A chronic, potentially life – threatening condition caused by HIV. By damaging your immune system, HIV interferes with your body's ability to fight the organisms that cause disease
11. Measles – A viral infection that's serious for small children but is easily preventable by a vaccine. The disease spreads through the air by respiratory droplets produced from coughing or sneezing
12. Influenza – A common viral infection that can be deadly, especially in high – risk groups. The flu attacks the lungs, nose, and throat
13. TB – Tuberculosis (TB) is a disease caused by bacteria called *Mycobacterium tuberculosis*. The bacteria usually attack the lungs, but they can also damage other parts of the body
14. Syphilis – A bacterial infection usually spread by sexual contact that starts as a painless sore

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TD Snyder



Biology Study Guide For Final Exam Campbell:

Instructor's Guide for Campbell's Biology Nina Caris, Harold T. Underwood, 1996 *Human Learning: Biology, Brain, and Neuroscience* Aaron S. Benjamin, J. Steven de Belle, Bruce Etnyre, Thad A. Polk, 2008-08-15 Human learning is studied in a variety of ways Motor learning is often studied separately from verbal learning Studies may delve into anatomy vs function may view behavioral outcomes or look discretely at the molecular and cellular level of learning All have merit but they are dispersed across a wide literature and rarely are the findings integrated and synthesized in a meaningful way Human Learning Biology Brain and Neuroscience synthesizes findings across these levels and types of learning and memory investigation Divided into three sections each section includes a discussion by the editors integrating themes and ideas that emerge across the chapters within each section Section 1 discusses general topics in human learning and cognition research including inhibition short term and long term memory verbal memory memory disruption and scheduling and learning Section 2 discusses cognitive neuroscience aspects of human learning Coverage here includes models skill acquisition declarative and non declarative memory age effects on memory and memory for emotional events Section 3 focuses on human motor learning This book is suitable for cognitive neuroscientists cognitive psychologists kinesthesiologists and graduate courses in learning Synthesizes research from a variety of disciplines levels and content areas Provides section discussions on common findings between chapters Covers motor and verbal learning **Biology** Neil A. Campbell, 2003 Accompanying CD ROM includes activities thinking as a scientist quizzes flashcards key terms and glossary **Resources in Education** , 1993 **Games and Learning Alliance** Pierpaolo Dondio, Mariana Rocha, Attracta Brennan, Avo Schönbohm, Francesca de Rosa, Antti Koskinen, Francesco Bellotti, 2023-11-28 This LNCS volume constitutes the proceedings of 12th International Conference GALA 2023 in Dublin Ireland held during November December 2023 The 36 full papers and 13 short papers were carefully reviewed and selected from 88 submissions The papers contained in this book have been organized into six categories reflecting the variety of theoretical approaches and application domains of research into serious games 1 The Serious Games and Game Design 2 User experience User Evaluation and User Analysis in Serious Games 3 Serious Games for Instruction 4 Serious Games for Health Wellbeing and Social Change 5 Evaluating and Assessing Serious Games Elements 6 Posters There are No Boundaries to Independent Study Colorado Consortium for Independent Study via Correspondence, 2000 **El-Hi Textbooks in Print** , 1981 **Cumulative Book Index** , 1998 A world list of books in the English language *Cornell University Courses of Study* Cornell University, 2007 Study Guide for Campbell Biology Jane Reece, Lisa Urry, Michael Cain, Steven Wasserman, Martha Taylor, Peter Minorsky, Robert Jackson, 2013-11-25 This popular study aid provides concept maps chapter summaries word roots and a variety of interactive activities including multiple choice short answer essay art labeling and graph interpretation questions

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