

Microbiology Study Guide

Cellular vs. Acellular Microorganisms

- Cellular microorganisms have a cell membrane, while acellular microorganisms do not.
- All living organisms have a cell membrane.
- Cellular microorganisms can be divided into prokaryotes (bacteria and archaea) and eukaryotes (fungi, protists, etc.).
- Prokaryotes lack a true nucleus, while eukaryotes have a nucleus.

Domains of Life

- The three domains of life are Bacteria, Archaea, and Eukarya.
- Bacteria and Archaea are both prokaryotes, while Eukarya are eukaryotes.
- The tree of life is based on the sequence of the 16S rRNA (prokaryotes) and 18S rRNA (eukaryotes) in the small subunit of the ribosome.

Acellular Microorganisms

- **Viruses:** Consist of nucleic acid (DNA or RNA) and a protein coat, but no cell membrane.
- **Viroids:** Consist of only single-stranded circular RNA, no protein coat.
- **Prions:** Consist of only misfolded proteins, no nucleic acid.

Evolution of Microorganisms

- Mutations can lead to positive, negative, or neutral changes.
- Horizontal gene transfer allows bacteria and archaea to share genetic information, leading to adaptation and evolution.
- Strains are slightly different variants of the same species, which can differ in biochemistry, morphology, or surface antigens.

Endosymbiosis

- Mitochondria and chloroplasts are believed to have originated from endosymbiotic relationships with bacteria.
- Mitochondria provide energy to the cell, while chloroplasts are responsible for photosynthesis in eukaryotic cells.

Key Concepts

- Microbes are found everywhere on Earth, and they play crucial roles in recycling elements and supporting life.
- Only about 3% of microbes are pathogens, while the majority are beneficial or neutral.
- Caution is needed when using absolute terms like "always" and "never" in science, as exceptions often exist.
- Microbes can evolve rapidly through mechanisms like horizontal gene transfer, posing challenges for disease treatment and prevention.

Cellular Microorganisms

- **Prokaryotes (Bacteria and Archaea):**
- Lack a true nucleus
- Transcription and translation occur in the same location (the cytoplasm)
- **Eukaryotes:**
- Have a true nucleus
- Transcription occurs in the nucleus, while translation occurs in the cytoplasm

Strains and Species

- Strains are slightly different variants of the same species
- Differences can be in:
- Biochemical properties (biobars)
- Morphology (morphobars)
- Surface antigens (serobars)
- Type strain is the first identified strain of a species

Exam Question Example

Q: Which of the following is true? A. Viruses are part of the acellular domain. B. Bacteria and archaea are both prokaryotes. C. All eukaryotes are multicellular. D. Prokaryotes are unicellular. E. All of the above are true.

The correct answer is B. Bacteria and archaea are both prokaryotes.

Microbiology Study Guide For Midterm Exams

American Council on Education



Microbiology Study Guide For Midterm Exams:

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GENERAL STUDIES 3 PAPER SYLLABUS FOR UPSC CIVIL SERVICES MAINS

1 Indian Economy and issues relating to planning mobilization of resources growth development and employment

2 Inclusive growth and issues arising from it

3 Government Budgeting

4 Major crops cropping patterns in various parts of the country different types of irrigation and irrigation systems storage transport and marketing of agricultural produce and issues and related constraints

5 Technology in the aid of farmers

6 Issues related to direct and indirect farm subsidies and minimum support prices Public Distribution System objectives functioning limitations revamping issues of buffer stocks and food security Technology missions economics of animal rearing

7 Food processing and related industries in India scope and significance location upstream and downstream requirements supply chain management

8 Land reforms in India

9 Effects of liberalization on the economy changes in industrial policy and their effects on industrial growth

10 Infrastructure Energy Ports Roads Airports Railways etc

11 Investment models

12 Science and Technology developments and their applications and effects in everyday life

13 Achievements of Indians in science indigenization of technology and developing new technology

14 Awareness in the fields of IT Space Computers robotics nanotechnology biotechnology and issues relating to intellectual property rights

15 Conservation environmental pollution and degradation environmental impact assessment

16 Disaster and disaster management

17 Linkages between development and spread of extremism

18 Role of external state and non state actors in creating challenges to internal security

19 Challenges to internal security through communication networks the role of media and social networking sites in internal security challenges basics of cyber security money laundering and its prevention

20 Security challenges and their management in border areas linkages of organized crime with terrorism

21 Various Security forces and agencies and their mandate

Technology Economic Development Bio diversity Environment Security and Disaster Management

Topic Covered

1 Challenges to Internal Security through Communication Networks

2 Money Laundering and Its Prevention

3 Role of Media and Social Networking Sites in Internal Security Challenges

4 Linkages of Organised Crime with Terrorism

5 Land reforms in India

6 Linkages between development and spread of extremism

7 Issues relating to intellectual property rights

8 Awareness in the fields of IT

9 Awareness in the fields of Computers

10 Awareness in the fields of Robotics

11 Awareness in the field of Space

12 Awareness in the fields of Bio technology

13 Awareness in the fields of nano technology

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18 Environmental Impact Assessment

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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 **Medical Lab Tech Exam Cheat Sheets: High-Yield Summaries & Mnemonics**

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