

# Biol 301: HIV/AIDS

Spring 2014

Wednesday 7:20 to 10:00 pm

**Office:** Rm 306 PWII, Manassas

**Office Hours:** by appointment

**Phone:** 703-993-4299

**Email:** [ywu8@gmu.edu](mailto:ywu8@gmu.edu)

**Text:** AIDS UPDATE 2010, 2011, 2012, Gerald J. Stine. McGraw Hill; 2010 to 2013.  
(Spring break: March 11-17; Reading days: May 7; Exam: May 9)

## SYLLABUS

Date	Topic	Chapter	What's Due
Jan 22	- Introduction to Dr. Wu, Virology		
Jan 39	- Introduction to Cell and Immune system		
Feb. 5	Discovery of AIDS and the its origins Biological Characteristics of HIV	1, 2, 3	Internet Exercise
Feb. 12	Anti HIV Therapy	4	Weekly journal
Feb. 19	Immunology of HIV/AIDS	5	Weekly journal
Feb. 26	Oppportunistic Infection and AIDS indicators	6, 7	Weekly journal
March 5	Epidemiology and Transmission	8	Weekly Journal
<b>March 12</b>	<b>No class</b>		
March 19	Testing, Preventing Transmission of HIV-1	9, 13	Weekly Journal
March 26	Prevalence of AIDS/AIDS and Society	10 - 14	Weekly Journal
April 2	Class debate (Group A/B)		
April 9	Class debate (Group C/D)		
April 16	Class debate (Group E/F)		
April 23	Class debate (Group G/H)		
April 30	Final review of the class		
May 7	Final Exam		

## Exams

Exam formats will be multiple choice, true/false (50%)

## Participation

Biol 301 covers a substantial amount of information each class period. For this reason, attendance in each class is strongly suggested. Students are encouraged to participate in class discussions and to ask questions throughout the semester.

## Student grades will be based on:

Final Exam	50%
Weekly Journal	18%
Internet Exercise	2%
Class debate	30%
Bonus point	5%

## Grading System:

A	(90.00-100.0%)
A-	(89.99%)
B+	(86.00-88.99%)
B	(80.00-85.99%)

B-	(79.99%)
C+	(76.00-78.99%)
C	(70.00-75.99%)
D	(60.00-69.99%)
F	(below 60%)

## Lecture Materials

PowerPoint slides will be made available after the lecture.

## Internet Assignment

The purpose of this exercise is to make you aware of the availability and abundance of information pertaining to HIV/AIDS on the Internet. It is important to learn how to discriminate between reliable and non-reliable websites in this field, and be able to support your opinions based on facts. The assessment should be made of three chosen as described below:

- Find three (3) different websites that give reliable information regarding HIV/AIDS (please do not use websites maintained by individuals, or personal websites).
- Print the first page of each website and bring to the class.
- in the class, use one minute to describe the websites, state the purpose of the website and provide some opinion as to the website's usefulness for information. Some questions you might address are:
  - Was the website easy to maneuver?
  - Was the material understandable?
  - Was the material technical?
  - Was the material organized?
- Be sure to indicate who the owner of the website is: (US military, US health agency, non-profit organization?)
- Web site suggestions: [www.cdc.gov](http://www.cdc.gov), [www.who.org](http://www.who.org), [www.unaids.com](http://www.unaids.com), [www.washingtonpost.com](http://www.washingtonpost.com)

## Weekly Journal

The main purpose of this assignment is to increase your awareness of HIV/AIDS in the media and everyday life. Throughout each week, you should remain cognizant of HIV/AIDS topics in the news and in the public domain. Before class, you should print a magazine or newspaper article or print it from the internet (internet access is available for most newspapers, but ensure that you print and read the entire article, not just the summary). discussed it with the rest of the class.. Each presenter has about 1 to 2 minutes.

## Class Debate

In this assignment, students will be divided into 8 groups (2 group pairs: A/B, C/D, E/F, G/H). Each group will have 4 to 5 students. I will assign a debate topic to each pair of groups (e.g A/B). Each student in a group will prepare materials for the debate. Every student is required to collect as much support evidence as possible. Students can work as a group to prepare the debate, but each student has to demonstrate his/her own independent work in collecting support materials. Scores will be given based on the vigor of the debate and the quality of the arguments. Each group will have a base score. Good debaters will receive 5% bonus point, especially if you receive an applause from the audience. The steps of the debate:

1. Opening statement by group leaders from both sides
2. questioning
3. Debating
4. Answering audience
5. Closing statement