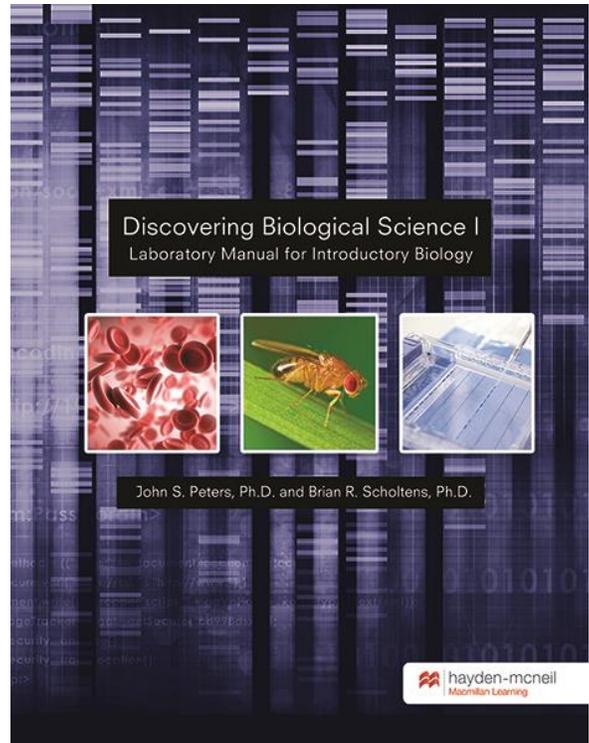


# Discovering Biological Science I Lab Manual Experiments

1. **Termite Trails: Exploring Scientific Inquiry** - This lab sets the tone for the student-directed and inquiry-based nature of the lab experience. Students observe termite behaviors and then pose hypotheses explaining an observation and then design an experiment to test their hypothesis. The lab reveals students' conceptions of scientific exploration and provides explicit feedback and opportunities to refine their conceptions.
2. **What's Alive?** - This case-based "practicing-inquiry" lab challenges students' conceptions of what it means to be alive. Students then design and conduct an experiment to test for signs of metabolism in something which students are unsure as to whether or not it is alive.
3. **Exploring Osmosis & Diffusion** - This case-based lab begins by exposing students to people who died from hyponatremia (excessive water consumption) and has students testing hypotheses about water and solute movement across simulated cell membranes (dialysis tubing) to understand and devise proper treatments for a person experiencing hyponatremia.
4. **Exploring Plant Metabolism** - Students go outside to explore the interrelations between photosynthesis and cellular respiration in the leaves of plants by exploring the uptake/release of CO<sub>2</sub>.
5. **Exploring Metabolic Diversity in Plants: Independent Team Projects** - This multi-week lab has students proposing, designing, conducting, writing, and presenting a scientific research project related to factors they hypothesize may influence plant metabolism.
6. **Exploring the Genetics of Eye Color in Fruit Flies (*Drosophila melanogaster*)** - This multi-week guided-inquiry has students establish fly cultures, conduct crosses and extract eye pigments to test hypotheses about the genetics and molecular biology of how eye color is determined in fruit flies.
7. **Lost in Timbuktu: A Case Study-based Inquiry** - This case-based inquiry has students using genetic concepts and simulated DNA profiling to resolve a dispute among three couples whose children were potentially placed with the wrong family after birth.
8. **Discovering the Genetics & Molecular Biology of Sickle Cell Anemia** - In this case-based inquiry students are confronted with a couple living in Africa who are trying to decide whether or not to have another child after the father's first child (from a former wife) inherited sickle cell anemia. Students explore the genetics/molecular biology of sickle cell anemia using simulated protein electrophoresis and its relationship to the evolution of resistance to malaria to help this couple make a decision.



## About the Authors:

**John S. Peters** (MS – College of Charleston - Marine Biology; Ph.D. – University of Northern Colorado – Biological Education) and **Brian R. Scholtens** (MS/Ph.D. – University of Michigan - Entomology) currently teach in the Department of Biology at the College of Charleston. There they coordinate the introductory biology labs and teach undergraduate and graduate courses in biology. The implementation of the Discovering Biological Science curriculum at the College of Charleston was supported by grants from the National Science Foundation (NSF) and the Howard Hughes Medical Institutes (HHMI).