

Lab Report

Annotated Lab Report

Manipulation of Enzymes and Enzymatic Processes

Conclusion

Conclusion

In conclusion, the purpose of this experiment was to conduct two experiments in order to examine how enzyme concentration affects the rate of a reaction and also how reactant and product concentration can affect the direction of an enzymatic reaction. These goals were accomplished by conducting the salivary amylase experiment and phosphorylase experiments separately.

The experiments with salivary amylase revealed that increasing the concentration of an enzyme decreased the time needed for the reaction to reach its end point. This understanding of how enzymes affect reactions in organic material, specifically how salivary amylase helps break down starch, is useful for better understanding of and treatment for a variety of conditions. Salivary amylase is more associated with the breakdown of starch to carbohydrates, making it a component of study for diabetes and obesity research. Additionally, salivary amylase also binds to bacteria in the mouth and on teeth, which has implications for dentistry, like cavity plaque and the development of cavities in the teeth (Scrimgeour, Towner, & Levine, 1999).

The experiments with phosphorylase also showed how further research can be performed has the potential to enhance metabolic research. The experiments confirmed that the direction of an enzymatic reaction depends on the concentration of the reactants and products (Starr, Towner, & Starr, 2011). A high concentration of reactants drives the reaction forward; a high concentration of products drives the reverse reaction (Starr, Towner & Starr, 2011). Additional factors such as temperature and pH level also impact whether or not a reaction occurs. The ability of phosphorylase to both degrade and synthesize starch has been a source of research for the development of a variety of treatments such as treatments as phosphorylase inhibitors for type 2 diabetes, and treatments for fetal lung maturation (Bennett, Bennett, Stoyl, & Levine, 1999).

1

First paragraph summarizes the goals of the lab.

2

A summary of the outcomes of each experiment are given.

3

Writer notes the larger implications of the new knowledge.

4

In-text citations appear throughout the report, especially in the introduction, discussion, and conclusion sections.

5

A summary of the outcomes of each experiment are given.

6

Writer notes the larger implications of the new knowledge.

Parts Of A Lab Report

**United States. Air Force Personnel and
Training Research Center**

Parts Of A Lab Report:

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grade grubbing and friction with your students The authors of this book two professors of mathematics with input from colleagues across disciplines and institutions offer readers a fundamentally more effective and authentic approach to grading that they have implemented for over a decade Recognizing that traditional grading penalizes students in the learning process by depriving them of the formative feedback that is fundamental to improvement the authors offer alternative strategies that encourage revision and growth Alternative grading is concerned with students eventual level of understanding This leads to big changes Students take time to review past failures and learn from them Conversations shift from why did I lose a point for this to productive discussions of content and process Alternative grading can be used successfully at any level in any situation and any discipline in classes that range from seminars to large multi section lectures This book offers a comprehensive introduction to alternative grading beginning with a framework and rationale for implementation and evidence of its effectiveness The heart of the book includes detailed examples including variations on Standards Based Grading Specifications Grading and ungrading of how alternative grading practices are used in all kinds of classroom environments disciplines and institutions with a focus on first hand accounts by faculty who share their practices and experience The book includes a workbook chapter that takes readers through a step by step process for building a prototype of their own alternatively graded class and ends with concrete practical time tested advice for new practitioners The underlying principles of alternative grading involve Evaluating student work using clearly defined and context appropriate content standards Giving students helpful actionable feedback Summarizing the feedback with marks that indicate progress rather than arbitrary numbers Allowing students to revise without penalty using the feedback they receive until the standards are met or exceeded This book is intended for faculty interested in exploring alternative forms of learning assessment as well as those currently using alternative grading systems who are looking for ideas and options to refine practice

Scientific and Technical Aerospace Reports ,1990 *First Day to Final Grade, Third Edition* Anne Curzan,Lisa Damour,2011-02-04 The third edition of First Day to Final Grade A Graduate Student s Guide to Teaching is designed to help new graduate student teaching assistants navigate the challenges of teaching undergraduates Both a quick reference tool and a fluid read the book focuses on the how tos of teaching such as setting up a lesson plan running a discussion and grading as well as issues specific to the teaching assistant s unique role as both student and teacher This new edition incorporates newer teaching and learning pedagogy The book has been updated to reflect the role of technology both inside and outside the classroom In addition a new chapter has been added that discusses successfully transitioning from being a teaching assistant to being hired as a full time instructor *Technical Reports* United States. Air Force Personnel and Training Research Center,1953

Teaching Undergraduate Science Linda C. Hodges,2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant

addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

Subject Index to Unclassified ASTIA Documents Defense Documentation Center (U.S.),1960 **Tried and True**

National Science Teachers Association,2010 A compilation of popular Tried and True columns originally published in Science Scope this new book is filled with teachers best classroom activities time tested tweaked and engaging These ageless activities will fit easily into your middle school curriculum and serve as go to resources when you need a tried and true lesson for tomorrow from publisher description *Annual Report* Western Australia. Dept. of Mines,1921 *Mines: Annual Report*

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Gerry E. Hendershot,Karl E. Bauman,1988 **Transplutonium Elements** Charles E. Stuber,1972 *Terminology,*

Ontology and their Implementations Peter L. Elkin,2023-07-19 This revised new edition containing numerous new and heavily updated chapters provides readers with the essential information needed to understand the central topics of terminology in

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