**Teacher Notes for Literature Analysis**

* Scientific Articles

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| **Honors or Regular Level Articles** | * [Article 1 - Wolves](https://drive.google.com/file/d/0B5q_tY6VKgn8NFRya0ZLb2JlVGc/view?usp=sharing) * [Article 2 - Chimpanzees](https://drive.google.com/file/d/0B5q_tY6VKgn8azZHb0pNZFJSeXM/view?usp=sharing) * [Article 3 - Bats](https://drive.google.com/file/d/0B5q_tY6VKgn8MzFDS1I1UjVXNmM/view?usp=sharing) |
| **Advanced Articles**  (strong honors class or AP class only) | Each student team will need either a digital or paper version of two scientific papers. One of them can be any generic scientific paper because they’re only using it to get a sense of the format. However, I do recommend the article “NMR structure of the transmembrane domain of the n-acetylcholine receptor β2 subunit” from Biochimica et Biophysica Acta 1798 (2010) 1608-1614. It’s on a similar topic to the content of the unit and uses similar techniques to the article used for the in-depth analysis. Access a digital copy [here](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2885491/pdf/nihms-209624.pdf).  The article used for the in-depth analysis should be the one listed below. You can access a digital copy [here](https://drive.google.com/file/d/0B5q_tY6VKgn8aFFOekVZQXdPMUE/view?usp=sharing).  “NMR Structures of the Human α7 nAChR Transmembrane Domain and  Associated Anesthetic Binding Sites” from Biochimica et Biophysica Acta 1838  (2014) 1389-1395. |

* Helpful Notes
  + For the abstract section, definitely let students struggle for a bit on their own while you circulate. However, it’s probably best (depending on your student population) to walk through it with them. Show them how to pick out important, understandable information. Then, see if they can do it on their own in the subsequent sections of the analysis.