

## **In-class paper presentations:**

**Monday, September 28, 2009**

**Groups 1, 2: paper 1**

**Groups 3, 4: paper 2**

### **Papers:**

1. Carrozza et al. (2006). Histone H3 methylation by Set2 directs deacetylation of coding regions by Rpd3S to suppress spurious intragenic transcription. *Cell* 123: 581-592.
2. Li et al. (2007). Infrequently transcribed long genes depend on the Set2/Rpd3S pathway for accurate transcription. *Genes Dev* 21: 1422-1430.

**Wednesday, September 30, 2009**

**Groups 1, 3: paper 1**

**Groups 2, 4: paper 2**

### **Papers:**

1. Whitehouse and Tsukiyama (2006). Antagonistic forces that position nucleosomes *in vivo*. *Nature Structural and Molecular Biology* 13: 633-640.
2. Whitehouse et al. (2007). Chromatin remodelling at promoters suppresses antisense transcription. *Nature* 450: 1031-1036.

N.B.: Don't forget the on-line supplemental information-it could be useful to make some points.

### **For each pair of papers:**

1. Give an introduction to the problem / hypothesis being addressed-one introduction might be sufficient for each pair of papers, or the introduction to the second paper might be abbreviated.
2. Go through the experimental set-up and results for each figure. Indicate whether you think the data support the authors' conclusions.
3. Summarize the major conclusions / implications of the studies (draw a model if appropriate).

On 9/28/09 and 9/30/09: before class, please turn in a **1 page** document (typed please) covering both papers (each pair of papers is related) addressing the following points:

1. General hypotheses tested
2. Overview of approaches used
3. Major conclusions