

## Genetics Problems

- Suppose a father of blood type A and a mother of blood type B have a child of type O. What are the possible blood types of the mother and father?
- Suppose a father of blood type B and a mother of blood type O have a child of type O. What are the chances that their next child will be blood type O? Type B? Type A? Type AB?
- Why is blood type inheritance an example of both codominance and complete dominance?

4. Sickle-cell anemia is a condition in which the red blood cells of an individual can become shaped like the letter "C." This shape prevents the red blood cells from moving easily through blood vessels. It can result in the cells clumping, blocking blood flow and causing pain, infection, and organ damage. The allele that causes sickle-cell anemia is autosomal recessive ( $s$ ), and the dominant allele can be represented by  $S$ .

(a) For the following families, determine the genotypes of the parents and offspring. When it is not possible to decide which genotype an individual is, list both.

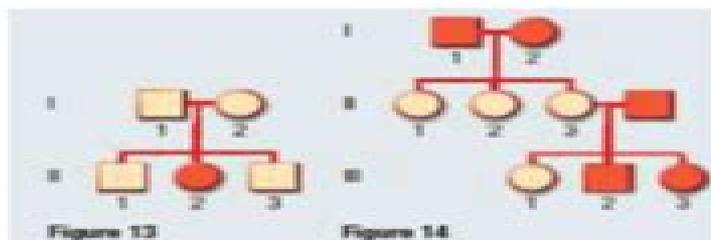
- Two normal parents have four normal children and one with sickle-cell anemia.
- A normal male and a female with sickle-cell anemia have six children, all normal.
- A normal male and a female with sickle-cell anemia have six children; three are normal, and three have sickle-cell anemia.

(b) Construct a pedigree chart for the families in (ii) and (iii).

5. Examine the pedigree charts in Figures 13 and 14.

(a) Determine whether the mode of inheritance for the traits is autosomal dominant or autosomal recessive. Explain.

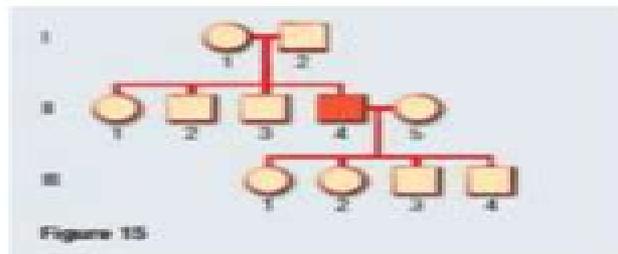
(b) Label the genotype of each individual in the pedigree chart. Assume that the dominant allele is  $A$  and the recessive allele is  $a$ .



6. Hairy ears is a rare condition that is sex linked. Let  $H$  be the dominant allele (non-hairy ears) and  $h$  be the recessive allele (hairy ears).

(a) Examine the pedigree chart in Figure 15. Determine if the condition is X-linked or Y-linked.

(b) Label all possible genotypes.



7. The alleles for human blood types A and B are codominant, but both are dominant over the type O allele. The Rh factor is separate from the ABO blood group and is located on a separate chromosome. The  $Rh^+$  allele is dominant over the  $Rh^-$ . Indicate the possible phenotypes from mating a woman with type O,  $Rh^-$ , with a man with type A,  $Rh^+$ . The man is homozygous for type A and heterozygous for Rh factor.

8. Why is sample size important in a genetic investigation?

# Solving Problems In Genetics Genetic Analysis Explained For Students

**A Gutmann**



## **Solving Problems In Genetics Genetic Analysis Explained For Students:**

Solving Problems in Genetics Richard Kowles, 2013-12-01 The principle objective of this book is to help undergraduate students in the analysis of genetic problems Many students have a great deal of difficulty doing genetic analysis and the book will be useful regardless of which genetics text is being used Most texts provide some kinds of problems and answers few if any however show the students how to actually solve the problem Often the student has no idea how the answer was derived This work emphasizes solutions not just answers The strategy is to provide the student with the essential steps and the reasoning involved in conducting the analysis Throughout the book an attempt is made to present a balanced account of genetics Topics therefore center about Mendelian cytogenetic molecular quantitative and population genetics with a few more specialized areas Whenever possible the student is provided with the appropriate basic statistics necessary to make some of the analyses The book also builds on itself that is analytical methods learned in early parts of the book are subsequently revisited and used for later analyses A deliberate attempt is made to make complex concepts simple and sometimes to point out that apparently simple concepts are sometimes less so on further investigation Any student taking a genetics course will find this book an invaluable aid to achieving a good understanding of genetic principles and practice

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*Supplemental Problems to Accompany Genetics: Analysis of Genes and Genomes* Daniel Hartl, Maryellen Ruvolo, 2011-10-13 This must have student resource contains complete solutions to all end of chapter problems in Genetics Analysis of Genes and Genomes Eighth Edition by Daniel L Hartl and Maryellen Ruvolo as well as a wealth of supplemental problems and exercises with full solutions a complete chapter summary and keyword section The supplemental problems provided in this manual are designed as learning opportunities rather than exercises to be completed by rote They are organized into chapters that parallel those of the main text and all problems can be solved through application of the concepts and principles explained in Genetics Eighth Edition

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*Genetics* Daniel L. Hartl, Elizabeth W. Jones, 2009 This handbook covers all dimensions of breast cancer prevention diagnosis and treatment for the non oncologist A special emphasis is placed on the long term survivor

**Genetics**, 1995 Produced for unit SBB213 Genetics offered by the Faculty of Science and Technology s School of Biological and Chemical Sciences in Deakin University s Open Campus Program

[An Introduction to Genetic Analysis](#) Anthony J.F. Griffiths, Susan R. Wessler, Sean B. Carroll, John Doebley, 2015-01-12 With each edition An Introduction to Genetic Analysis IGA evolves discovery by discovery with the world of genetic research taking students from the foundations of Mendelian genetics to the latest findings and applications by focusing on the landmark experiments that define the field With its author team of prominent scientists who are also highly accomplished educators IGA again combines exceptional currency expansive updating of its acclaimed problem sets and a variety of new ways to learn genetics Foremost is this edition s dedicated version of W H Freeman s breakthrough online course space LaunchPad which offers a number of new and enhanced interactive tools that advance IGA s core mission to show students how to analyze experimental data and draw their own conclusions based on scientific thinking while teaching students how to think like geneticists See what s in the LaunchPad

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Pierce, 2008-02-15 This new brief version of Benjamin Pierce's *Genetics: A Conceptual Approach* Third Edition responds to a growing trend of focusing the introductory course on transmission and population genetics and covering molecular genetics separately [Genetics Problem Solving and Worldview](#) Esther Dale, 2007

**A Study of Student Understanding of**

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*Solutions Manual for Genetic Analysis, an Integrated Approach* Mark F. Sanders, Peter Matthew Mirabito, John L.

Bowman, 2012 Written by Peter Mirabito from University of Kentucky the Study Guide Solutions Manual is divided into five sections Genetics Problem Solving Toolkit Types of Genetics Problems Solutions to End of Chapter Problems and Test Yourself In the toolkit students are reminded of key terms and concepts and key relationships that are needed to solve the types of problems in a chapter This is followed by a breakdown of the types of problems students will encounter in the end of chapter problems for a particular chapter they learn the key strategies to solve each type variations on a problem type that they may encounter and a worked example modeled after the Genetic Analysis feature of the main textbook The solutions also reflect the Evaluate Deduce and Solve strategy of the Genetic Analysis feature As not all end of chapter problems will require all three steps the solution is broken down to reflect only the solution strategies required to find the answer This approach helps students assess the level of problems and the solution strategies that they struggle with the most Finally for more practice 10 Test Yourself problems and accompanying solutions are included *A Summary of Science Education*, 1988 Leopold E. Klopfer, 1990-06

**Pictorial Representations and Understanding Genetics** Ann Carol Hildebrand, 1990

**Student Edition** Glencoe, 2001-05

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