



Teaching Guide

| Identifying Data | | | | | 2016/17 |
|--------------------------|---|--------|---|---------|---------|
| Subject (*) | Química de Produtos Naturais | Code | 610509017 | | |
| Study programme | Mestrado en Investigación Química e Química Industrial (plan 2016) | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | Yearly | First | Optativa | 3 | |
| Language | SpanishEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Química Fundamental | | | | |
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| Web | | | | | |
| General description | This material is intended for students to acquire a thorough understanding of the Natural Products Chemistry. It starts from their applications, mainly at pharmacological level, following by the importance of their study and then, their classification from the biogenetic point of view. In order to do this, it will display the most important biogenetic routes from which originate the most abundant skeletons. Some modern techniques used today to accelerate their isolation and identification along with the use of genetic studies on new biotechnological strategies in their production is also seen | | | | |

Study programme competences

| Code | Study programme competences |
|------|---|
| A1 | Define concepts, principles, theories and specialized facts of different areas of chemistry. |
| A3 | Apply materials and biomolecules in innovative fields of industry and chemical engineering. |
| A4 | Innovate in the methods of synthesis and chemical analysis related to the different areas of chemistry |
| B2 | Students should apply their knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. |
| B4 | Students should be able to communicate their conclusions, and the knowledge and the reasons that support them to specialists and non-specialists in a clear and unambiguous manner |
| B5 | Students must possess learning skills to allow them to continue studying in a way that will have to be largely self-directed or autonomous. |
| B7 | Identify information from scientific literature by using appropriate channels and integrate such information to raise and contextualize a research topic |
| B10 | Use of scientific terminology in English to explain the experimental results in the context of the chemical profession |
| B11 | Apply correctly the new technologies to gather and organize the information to solve problems in the professional activity. |

Learning outcomes

| Learning outcomes | Study programme competences | | |
|---|-----------------------------|-------------------|--|
| Acquisition of advanced knowledge in the chemistry of Natural Products, from both terrestrial and marine origin | AC1 | BC2 BC4 BC7 | |
| Learning of the most important applications, mainly as drugs and as tools in biomedical research | AC3 | BC2 BC5 | |
| Learning of the main biogenetic routes and the main metabolites that originate | AC1 | BC2 BC7 | |
| Learning of the modern techniques used for their isolation and identification | AC4 | BC10 BC11 | |

Contents



| Topic | Sub-topic |
|---|--|
| CHAPTER 1. Introduction to the study of natural products | Concepts of natural product and secondary metabolite. Main natural sources. Main applications. Importance of natural products in the pharmaceutical industry. Classification and examples. |
| CHAPTER 2. Main metabolic pathways of the secondary metabolism | General scheme of secondary metabolism, main types of natural products that originate and classification based on metabolic pathways. Main mechanisms of biological pathways. Methods of elucidation of a metabolic route. |
| CHAPTER 3. Metabolites derived from acetate: poliketides, fatty acids and related compounds | Metabolites derived from acetate: poliketides, fatty acids and related compounds. |
| CHAPTER 4. Metabolites derived from mevalonate: terpenes and steroids | Metabolites derived from mevalonate: terpenes and steroids. |
| CHAPTER 5. Metabolites derived from shikimic acid | Biosynthetic origin of shikimic acid. Phenylpropanoids. Metabolites of mixed origin: Flavonoids. |
| CHAPTER 6. Natural nitrogenous compounds | Aliphatic alkaloids: derivatives from lysine and ornithine. Aromatic alkaloids: derivatives from phenylalanine/tyrosine and tryptophan. Other structural frameworks. Biosynthesis of non ribosomal peptides. |
| CHAPTER 7. Modernas estrategias de aislamiento e identificación | Traditional methods. Dereplication techniques. Biotechnology strategies based on genetic studies: Genome mining, recombinant biosynthesis and combinatorial biosynthesis. |

| Planning | | | | |
|---------------------------------|--------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A1 B7 B10 | 12 | 24 | 36 |
| Problem solving | A4 B4 B5 B11 | 7 | 17.5 | 24.5 |
| Mixed objective/subjective test | A3 B2 | 2.5 | 10 | 12.5 |
| Personalized attention | | 2 | 0 | 2 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------------------|--|
| Methodologies | Description |
| Guest lecture / keynote speech | It will be held 12 sessions of lectures in one group where the theoretical contents of the course will be associated with illustrative examples. It will consist mainly in PowerPoint presentations. Copies of these presentations will be available for the students in advance via the virtual campus of the course. This will allow the students to study ahead the contents of the course and to facilitate the monitoring of explanations |
| Problem solving | 7 sessions in small group seminars where students will present the work proposed by the professor followed by a discussion section. Students will have in advance the proposed exercises and papers via the virtual campus of the course. Attendance at these classes is mandatory |
| Mixed objective/subjective test | The final exam will cover all the contents of the course |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Problem solving | Tutoring scheduled by the professor and coordinated by the Centre. It will be 2 hours per student and will involve the supervision of proposed work, clarifying doubts, etc. Attendance at these classes is mandatory |

| Assessment | | | |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | Description | Qualification |



| | | | |
|---------------------------------|--------------|---|----|
| Problem solving | A4 B4 B5 B11 | They will consist of two components: interactive class in problems solving classes (seminars) and interactive class in very small groups (tutorials). This part within the continuous assessment (N1) will be 40% of the qualification | 40 |
| Mixed objective/subjective test | A3 B2 | The final exam (N2) will cover all the contents of the course. This part will be 60% of the qualification. | 60 |

Assessment comments

The evaluation of this course will be done by means of the continuous assessment and completion of a final exam. Access to the exam will be conditioned on the participation in at least 80% of the mandatory classroom teaching activities (seminars and tutorials).

Continuous assessment (N1) will be 40% of the qualification and the final exam (N2) will cover all the contents of the course.

The student's score will result of applying the following formula: Final score = $0.4 \times N1 + 0.6 \times N2$

N1 and N2 are the marks corresponding to the continuous assessment (0-10 scale) and the final exam (0-10 scale), respectively

The repeaters will have the same system of class

attendance than those who study the course for first time

Sources of information

| | |
|----------------------|--|
| Basic | <ul style="list-style-type: none">- Jonathan Clayden, Nick Greeves, Stuart Warren (2012). Organic Chemistry. New York: University Press- J. Alberto Marco (2006). Química de los productos naturales. Madrid: Síntesis- Pilar Gil Ruiz (). Productos naturales. Pamplona: Universidad Pública de Navarra- J. Mann (1992). Secondary Metabolism. Oxford: Oxford Science Publications- Richard B. Herbert (1989). The biosynthesis of secondary metabolites. London: Chapman and Hall- S. D. Sarker, L. Nahar (2012). Natural Products Isolation. New Jersey: Human Press |
| Complementary | <ul style="list-style-type: none">- Edwin Haslam (1993). Shikimic Acid: Metabolism and Metabolites. Chichester: John Wiley & Sons- Ana M. Lobo, Ana M. Lourenco (2007). Biossíntese de produtos naturais. Lisboa: IST Press |

Recommendations**Subjects that it is recommended to have taken before**

Profundización en Química Orgánica/610509004

Análise Estrutural Avanzado/610509005

Subjects that are recommended to be taken simultaneously

Síntese estereoselectiva/610509012

Química de Biomoléculas/610509014

Subjects that continue the syllabus**Other comments**



The students should review the theoretical concepts introduced in each chapter using the reference manual and the material provided by the professor. Those students, which have significant difficulties when working the proposed activities, should contact with the professor during the tutorials, in order to analyze the problem and to receive the necessary support. The professor will analyze with those students who do not successfully pass the evaluation, and so wish, their difficulties in learning the course content. Additional material (questions, exercises, tests, etc..) to strengthen the learning of the course might be also provided.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.