| Teaching Guide | | | | |
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| Identifying Data | | | | 2022/23 |
| Subject (*) | Bioinformatics and Biomolecular models | | Code | 610441021 |
| Study programme | Máster Universitario en Bioloxía Molecular, Celular e Xenética | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Optional | 3 |
| Language | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | BioloxíaCiencias da Computación e Tecnoloxías da InformaciónComputación | | | |
| Coordinador | Dorado de la Calle, Julian | E-mail | julian.dorado@udc.es | |
| Lecturers | Becerra Fernandez, Manuel<br>Dorado de la Calle, Julian<br>Fernández Lozano, Carlos | E-mail | manuel.becerra@udc.es<br>julian.dorado@udc.es<br>carlos.fernandez@udc.es | |
| Web | | | | |
| General description | Knowledge management in biology is the field of bioinformatics, and includes both the formalization of the information obtained and its organization in appropriate databases, the extraction of relationships between the scattered information, the modeling of biological processes and the generation of hypotheses to support new experimental approaches. From a technical standpoint, bioinformatics using computational methods (the proper method development in this area is often called computational biology) and receives contributions from mathematics, physics and computer engineering. However, from the point of view of the objectives, bioinformatics is a branch of biology, as they can be biochemistry or microbiology. This interdisciplinary nature of bioinformatics lies both its strength and its weakness: first, the application of ideas brought from other fields consistently produces spectacular advances; but on the other hand, it is difficult to develop appropriate training programs.<br><br>To realize the importance of bioinformatics in modern biology, it may enough to say that the method most cited publications in this area is Blast, a computational method that searches and identifies sequences of proteins and nucleic acids in databases: ie more technical operations is performed by computational biologists, and no experimental. In fact, the interpretation of any experiment in biology requires complex, almost inevitably, bioinformatic analysis, which is especially obvious in massive experiments. | | | |

| Study programme competences | |
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| Code | Study programme competences |
| A3 | Skills of understanding the functioning of cells through the structural organization, biochemistry, gene expression and genetic variability. |
| A9 | Skills of understanding the structure and dynamics of proteins to individual and proteomic level, as well as the techniques that are necessary to analyze them and to study their interactions with other biomolecules. |
| A11 | Skills of understanding the structure, dynamics and evolution of genomes and to apply tools necessary to his study. |
| B1 | Analysis skills to understand biological problems in connection with the Molecular and Cellular Biology and Genetics. |
| B2 | Skills of decision making for the problem solving: that are able to apply theoretical knowledges and practical acquired in the formulation of biological problems and the looking for solutions. |
| B3 | Skills of management of the information: that are able to gather and to understand relevant information and results, obtaining conclusions and to prepare reasoned reports on scientific and biotechnological questions |
| B9 | Skills of preparation, show and defense of a work. |
| C3 | Using ICT in working contexts and lifelong learning. |
| C6 | Acquiring skills for healthy lifestyles, and healthy habits and routines. |
| C8 | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. |
| C9 | Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them. |

| Learning outcomes | | | |
|---|---|---|---|
| Learning outcomes | Study programme competences | | |
| Know access to Channels Bioinformatics Web Resources | AR3 | BR3<br>BR9 | CC3 |
| Understand and manage properly the area of Bioinformatics | AR3 | BR3<br>BR9 | CC3<br>CC6 |
| Being able to function independently to find information about the different programs and their changeable parameters and understand the impact on the results of the analysis | AR3 | BR2<br>BR3<br>BR9 | CC3<br>CC9 |
| To have bioinformatics knowledge of how to make a prediction of the onedimensional characteristics of a protein | AR3<br>AR9<br>AR11 | BR1<br>BR2<br>BR3 | CC3<br>CC6<br>CC8 |
| To be able to perform a simple prediction of the three dimensional structure of a protein based on available data and programs on the Web | AR3 | BR1<br>BR2<br>BR3 | CC3<br>CC6<br>CC8<br>CC9 |
| Learn the basic methods of molecular simulation and how they are used for the study of proteins | AR3 | BR1<br>BR2<br>BR3 | CC3<br>CC6<br>CC8 |

| Contents | |
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| Topic | Sub-topic |
| Bioinformatics | Web Resources and Databases in molecular biology. Analysis and comparison of sequences.<br>Sequence alignment. Location of motives. Search of genes. annotation of genes. Browsers genome project. Examples of applications. Data analysis. |
| Modeling of Biomolecules | Prediction of the characteristics of the protein structure. Obtaining three-dimensional models.<br>Homology modeling. Modeling by threading or by remote homology design.<br>Ab initio methods. Evaluation of the prediction methods. |

| Planning | | | | |
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| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A3 A9 A11 | 10 | 20 | 30 |
| Seminar | B3 B9 C6 C8 C9 | 2 | 7 | 9 |
| Laboratory practice | B1 B2 C3 C9 | 9 | 22.5 | 31.5 |
| Personalized attention | | 4.5 | 0 | 4.5 |
| (*)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 | Oral presentation complemented by the use of audiovisual media for the purpose of transmitting knowledge and facilitate learning. |
| Seminar | Working technique that aims to make powerpoint and word documents on a topic proposed by the teacher. |
| Laboratory practice | Methodology that allows students to learn effectively through practical activities (demonstrations, simulations, etc.) the theory of a field of knowledge through the use of information technology and communications. |

| Personalized attention |
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| Methodologies | Description |
|---|---|
| Seminar<br>Laboratory practice | The personal attention that is described in relation to these methodologies are conceived as moments of classroom student work with teacher, this involve mandatory participation for the student.<br>The manner and time in which it was held is indicated in relation to each activity along the course according to the work plan of the course |

| Assessment | | | |
|---|---|---|---|
| Methodologies | Competencies | Description | Qualification |
| Guest lecture / keynote speech | A3 A9 A11 | A test will be realized to assess the knowledge acquired in the course of lectures.<br><br>With this methodology the A5, B2 skillls will be assessed | 45 |
| Seminar | B3 B9 C6 C8 C9 | The seminar will be evaluated by taking into account the ability to extract the most relevant information obtained for the student, the capacity for teamwork and the ability to expose in public.<br><br>Whit this methodology B1, B3 and B9 competencies will be evaluated | 25 |
| Laboratory practice | B1 B2 C3 C9 | Regular attendance and active participation in the lab, as well as the bulletin responses made by students will be assessed. They also perform a test to assess the knowledge acquired.<br><br>With this methodology the A5 and B2 competencies will be assessed | 30 |

| Assessment comments |
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| Students presented in the first opportunity of June will be eligible to get honours.<br>Students<br>with a part-time or assistance or exemption ("dispensa académica") may<br>agree with teachers specific methods for evalaution early in the course .<br>In<br>the second opportunity or in the early call, students will only be able<br>to repeat the exam corresponding to the evaluation of the Master<br>Session and deliver the laboratory practice bulletins, if they did not<br>deliver them at the first opportunity, specifying with the corresponding<br>teacher the date of delivery.<br>Plagiarism:<br>In any submission<br>in which plagiarism is detected, the submission will be valued with a<br>zero. Plagiarism in the objective test will be sanctioned in accordance<br>with current university regulations |

| Sources of information |
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| **Basic** | BIOINFORMÁTICA ? Attwood, T.K. & D.J. Parry-Smith. 1999. Introduction to Bioinformatics. Addison Wesley Longman Limited, Edimburgo. ? Baxevanis, A.D. & B.F. Francis Oullette (Eds.). 2002. Bioinformatics. A practical guide to the analysis of genes and proteins. 2nd Ed.Wiley-Interscience.? Bishop, M. 1999. Bioinformatics. Taylor & Francis, UK.? Claverie, J.M. and C. Notredame. 2003. Bioinformatics for dummies. Wiley Publishing, Inc.? Gibas, C. y P. Jambeck. 2001. Developing Bioinformatics Computer Skills. O'Reilly? Higgins, D. y W. Taylor. 2000. Bioinformatics: Sequence, structure and databanks. Oxford University Press.? Higgs, P. & T.K. Attwood 2005. Bioinformatics and molecular evolution. Blackwell Publishing.? Kanehisa, M. 2000. Post-genome informatics. Oxford University Press? Li, W-H. 1999. Molecular evolution. Sinauer Associates Inc., Massachusetts, 2nd. Ed.? Mount, David W. 2001. Bioinformatics. Sequence and Genome Analysis. Cold Spring Harbor Laboratory Press.? Nei, M. y S. Kumar. 2000. Molecular Evolution and Phylogenetics. Oxford University Press.? Pevsner, J. 2003. Bioinformatics and Functional Genomics. John Wiley & Sons, Inc.? Rashidi, H.H. and L.K. Buehler. 2000. Bioinformatics Basics. Applications in Biological Science and Medicine. CRC Press, Boca Raton.? Salzberg, S., D. Searls, and S. Kasif (Eds). 1998. Computational Methods in Molecular Biology. Elsevier Science.? Swindell, S.R., R.R. Miller y G.S.A. Myers. 1997. Internet for the Molecular Biologist. Horizon Scientific Press, Norfolk, UK.? Tisdall, J. 2001. Beginning Perl for Bioinformatics. O'ReillyMODELADO DE BIOMOLÉCULAS ? Bnaszak,L. J. 2000. Foundations of structural biology. Academic Press. ? Bourne, P. E., Weissig,H. 2003. Structural Bioinformatics. John Wiley & Sons.? Branden,C. & Tooze, J. 1998. INTRODUCTION TO PROTEIN STRUCTURE. 2nd editionGarland Publishing, Inc, New York . ? Creighton,T. E. 1993. PROTEINS: STRUCTURES AND MOLECULAR PROPERTIES, 2nd edition. W.H.Freeman & Company, New York .? Gómez-Moreno,C. & Sancho, J. (Coords). 2003. ESTRUCTURA DE PROTEÍNAS. Ariel Ciencia, Barcelona . ? Lesk, A.M. 2000. INTRODUCTION TO PROTEIN ARCHITECTURE. THE STRUCTURAL BIOLOGY OFPROTEINS. Oxford University Press, Oxford . ? Tramontano,A. 2006. Protein Structure Prediction. Wiley-Vch. |
| **Complementary** | Programas de visualización molecular: Rasmol: http://www.umass.edu/microbio/rasmol Swiss-PdbViewer: http://www.expasy.ch/spdbv/ MOLMOL http://www.mol.biol.ethz.ch/wuthrich/software/molmol Cn3D http://www.ncbi.nlm.nih.gov/Structure/CN3D/cn3d.shtml Chime http://www.umass.edu/microbio/chime Servidores de predicción e modelización: SWISS-MODEL http://expasy.ch/swissmod/ The PredictProtein Server http://ww.embl-heidelberg.de/predictprotein/predictprotein.html Center for Molecular Modeling: http://cmm.info.nih.gov/modeling/ GRAMM: http://reco3.musc.edu/gramm/ PQS (Probable Quat. Structure): http://msd.ebi.ac.uk/services/quaternary/quaternary.html |

| Recommendations |
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| **Subjects that it is recommended to have taken before** |
| Molecular Techniques/610441002 |
| **Subjects that are recommended to be taken simultaneously** |
| Protein Structure and Dynamics/610441012<br>Proteomics/610441014<br>Genomics /610441015 |
| **Subjects that continue the syllabus** |
| Project/610441023 |
| **Other comments** |
| Green Campus Program of Facultade de Ciencias To help achieve a sustainable immediate environment and comply with point 6 of the "Declaración Ambiental da Facultade de Ciencias (2020)", the documentary works carried out in this subject:a. They will be requested mainly in virtual format and computer support. b. If done on paper: - Plastics will not be used. - Double-sided prints will be made. - Recycled paper will be used. - The realization of drafts will be avoided. |