

Introduction to Bioinformatics – S 2025

BIOL 1011 Section 001/002 – 3 Credits

Utah Valley University

Instructor Information

Dr. Carl E Hjelman (he/him)

Office: SB 242b Research Lab: SB 151 & 161

Phone: (801) 863-8084

E-mail: Carl.Hjelman@uvu.edu or use Canvas message system

Office hours:

Wednesdays 2pm-3pm and Thursdays 11:30am-12:30pm or by Appointment

Resources:

Text:

No required text. Supp. Text (up to you): Introduction to Bioinformatics 5th Ed., AM Lesk

If you are interested in the topic we are discussing, additional readings on the topic will be available on Canvas. These are not required readings but may increase your understanding of the topic.

Course website:

Canvas. Additional helpful resources are also available on <https://cehjelman.github.io>

You can access these sites from any computer linked to the internet.

Access to Canvas will be critical as assignments, grades, updates, and other announcements will be posted there.

Computation:

While much of this class will rely on paying attention to lecture and participation in discussion and activities, some work requires use of a computer with internet access. I highly suggest that you bring your own laptop to class. **Please let me know if this is not possible.**

Course Information:

Description

With the development and influx of new technologies, such as next-generation and third generation sequencing, biological data is generated faster and faster at less and less cost. It has become increasingly unwieldy to both manage and analyze these data in a robust and efficient manner. Bioinformatics is a rapidly evolving interdisciplinary field in which computational resources are necessary to investigate and interpret complex biological data. This course covers a broad range of fundamental topics within bioinformatics, including genome sequencing and assembly, bioinformatics databases, sequence alignment, protein structure prediction. This course uses current examples to introduce an overview of methodologies and applications sufficient to introduce students to the field of bioinformatics as a whole. Designed as a General Education and Core course for Bioinformatics majors to introduce students to this growing field.

Life Sciences GE Course Learning Objectives:

Upon completion of this course, students will be able to:

1. Understand and explain science as an iterative process driven by empirical observation and experimentation, and appreciate the limits imposed on our comprehension and knowledge by sensory, physical, or technical constraints.
2. Apply scientific methods by quantitatively investigating and assessing situations extracted from ordinary experience or from societal or environmental problems related to modern science.

3. Demonstrate understanding of some of the fundamental unifying principles of the life sciences, which include evolution, heredity and reproduction, essential chemical and physical components required for life, and the human role in, and impact on, the biosphere, including the importance of biodiversity and sustainability of ecosystems.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Distinguish the process of science from other ways of understanding the world.
2. Evaluate evidence to solve problems using scientific thinking.
3. Describe the basic terminology and principles of the bioinformatic “omics” - such as genomics, transcriptomics, proteomics, etc.
4. Contrast the different methodologies of DNA sequencing.
5. Effectively use databases, websites, and computational methods for studying biological data in relation to the evolution of genes, proteins, and whole genomes.
6. Interact with the practical applications of bioinformatics, including some basic coding

Course Expectations:

Student Responsibilities

Everyone (students and instructor) should treat others with mutual respect and patience. I encourage students to work together to solve problems, unless otherwise explicitly stated. I recognize students come from their own unique background and have had their own unique experiences. If you need any special accommodations or assistance, please do not hesitate to contact me with questions.

How to do well in this course:

How well you do will be directly related to the effort you put into it. Below are suggestions:

1. Regular attendance - You will benefit from class discussion and activities. Furthermore, the class needs your participation to establish a group dynamic that provides encouragement and support.
2. Be prepared - Please do assigned readings and assignments on time. If you are interested, I can always provide additional reading materials.
3. Listening and Speaking - We will practice being generous and respectful listeners. Know that the class will benefit from what you have to contribute. Please, no side conversations.
4. Additional Information - Keep up with the work--it's not intended to be difficult, but you can't stir up your thinking without a commitment to taking the class seriously. You will be required to do additional informal assessments and exercises. Many of these exercises will be in-class work; if you have sustained absences, you will have difficulty passing the course.
5. Making your needs known - Please let me know what your needs are throughout the term. I am happy to work with you to improve your experience in this course when possible.
6. Writing – Assignments must be typed unless otherwise specified. Well-written English and good spelling are expected; I will deduct points for excessive spelling and/or grammar errors on any assignment.
7. Distractions – Unless told otherwise, put away all electronic devices during class.
8. Success may take time outside of class - Mastery isn't immediate. Part of success is spending as much time studying that is necessary for you. This amount will vary from student to student. If you need tips or help, please contact me.

Professor Responsibilities

It will be my goal in this course to be prepared, organized, and provide a safe, productive environment to learn. Students can be expected to be treated fairly, and with respect. Additionally, all assignments will be graded and returned in a timely manner.

I will be available outside of class time to help any students who ask for it during student hours. If for any reason you cannot meet with me during the pre-determined times, you are welcome to contact me to discuss arranging an additional meeting time. You are always welcome to come by my office, but unless it is arranged in advance, I cannot guarantee I will be available.

The best method to reach me is through e-mail, however please be patient and recognize that you may not always receive an immediate response. I will do my best to respond in a timely manner within reasonable hours, but e-mails sent late at night will not be responded to until the next day.

Disclaimer - Communication and Syllabus Changes

All items in this syllabus are subject to change or modification to correct errors or accommodate extenuating circumstances. You are responsible for messages sent by me and other UVU officials to your UVU email address. If you do not regularly use this address, please forward your UVU email to the address you regularly use. Please check the email for important class announcements and updates.

Disclaimer – Artificial Intelligence and use of tools like ChatGPT

Artificial intelligence (AI) is becoming an ever-prevalent tool in society and it is important to understand how this tool works. It is important to recognize this as a “tool” and not a “crutch”. AI is prone to “hallucinating” and giving incorrect or false results; it also does not allow me to gauge **your understanding** of material. I encourage use of all resources for your work but ask that you make it your own and that you do not ask AI to complete your assignments for you. If you utilize AI, be sure to indicate it in your response that you used AI and indicate how you corrected the response and made it your own. If I feel you are not adequately responding or relying on AI too much, I reserve the right to remove points on responses.

Assessment:**Assignments:**

Unless otherwise stated, there will be weekly assignments. These will be made available on Canvas and should be turned in electronically by the date on the assignment. As these are submitted electronically, they should be typed and in correct file format (doc, docx, pdf. **NOT PAGES**)

Project:

Your “final” will be a “cumulative” project. You will be given a scenario and a few pieces of data. You are required to use your newly learned bioinformatics and scientific skills to analyze and interpret the data you are given and provide a short write-up and submit an R-script. More details will be provided later in the course.

Exams:

Exams will be open-book take home exams. While I encourage students to work together in most aspects of the course, exams are to be completed individually. Exam questions will be posted on Canvas after class the Thursday before they are due, and must be submitted online by class time the following Tuesday. These exams will be subject to plagiarism checks using Unicheck. Exams 1 and 2 are worth 11% of your final grade, whereas Exam 3 is worth 13% of your final grade

Grade calculation:

Your final grade will be determined by the following formula. Keep in mind that these scores are weighted to percentage. For example, if assignments are removed for any reason, the assignments will still be worth 30% of your grade.

Assignment	% of grade
Exams	35
Quizzes and assignments	35
Project	30
Total	100

Grading scale:

We will follow the following standard as a grading scale:

	A	94 - 100%	A-	90 - 93%	
B+	87 - 89%	B	83 - 86%	B-	80 - 82%
C+	77 - 79%	C	73 - 76%	C-	70 - 72%
D+	67 - 69%	D	63 - 66%	D-	60 - 62%
E	<60				

Late work:

I will keep the window for submitting assignments open, but they will accrue a 10% grade per day deduction if submitted after their respective exam. (ex: week 2 homework submitted after Exam 1, week 8 homework after exam 2, etc.)

I understand that life can be chaotic and there are many things outside of your control. **If you are unable to complete an assignment for any reason by the due date, please let me know and we can work something out!** Remember to always let Dr. Hjelman know if you're going to be late!

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Artificial intelligence (AI) is becoming an ever-prevalent tool in society and it is important to understand how this tool works. It is important to recognize this as a “tool” and not a “crutch”. AI is prone to “hallucinating” and giving incorrect or false results; it also does not allow me to gauge **your understanding** of material. I encourage use of all resources for your work but ask that you make it your own and that you do not ask AI to complete your assignments for you. If you utilize AI, be sure to indicate it in your response that you used AI and indicate how you corrected the response and made it your own. If I feel you are not adequately responding or that you are relying on AI too much, I reserve the right to remove points on responses, up to zero credit.

Cheating and plagiarism:

I encourage students to work together to solve problems, unless otherwise explicitly stated. This does not mean copying answers. I do not tolerate cheating of any kind, including copying from another student on exams or assignments. I will impose one of several penalties for cheating that range from a warning up to assigning a failing grade for the course. Please ask me if you are not sure about what constitutes plagiarism.

UVU Policies and Resources

Policies and Success Strategies (Links to an external site.)

[Accessibility Services \(Links to an external site.\)](#)

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747. Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu. DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work. Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices. Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodations

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict. While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.

Campus Resources (Links to an external site.)**Technology Support Services**

For 24/7 technical support contact [Instructure's Canvas Support Live Chat \(Links to an external site.\)](#)
(385) 204-4930 (Available 24/7)

Student Care Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email care@uvu.edu for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 <https://www.uvu.edu/studenthealth/psych/>. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line <https://safeut.med.utah.edu/>. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

Tentative Course Schedule

Here is a (tentative) schedule for topics. It is your responsibility to make up any work that you might miss if absent. Assignments are listed the week they are due. Recommended readings are not required but may improve your understanding of the material. Lesk is the book listed at the top of the syllabus; any other readings can be found on Canvas.

Week	Day	Material	Assignments/ Activities	Recommended Readings:
1	01/07 T	Introduction to Bioinformatics	Syllabus quiz	Lesk: Preface, pp.34-47
	01/09 R	Scientific Process		Gauthier et al. 2019 Markowitz 2017
2	01/14 T	Evolution	Sci. Process Case Study	Lesk: pp. 1-7
	01/16 R	Evolution pt. 2		
3	01/21 T	NO CLASS	Evolution Worksheet	
	01/23 R	Inheritance		
4	01/28 T	Inheritance and Variation	Inheritance Assignment	Lesk: pp. 9-17, 49-58
	01/30 R	Central Dogma-DNA structure		Crick 1970
5	02/04 T	DNA Replication	DNA Structure	Lesk: pp. 88-122
	02/06 R	RNA Transcription		
6	02/11 T	Protein Translation	TAKE HOME EXAM 1 DUE: Feb 11	Lesk: pp. 57-67
	02/13 R	Central Dogma—Omics		

7	02/18 T 02/20 R	Genome Sequencing Intro Next and 3 rd Generation Sequencing	Sequencing intro Assignment	Shendure et al. 2017 Sims et al. 2014 Logsdon et al. 2020 Heather and Chain 2015 Goodwin et al. 2016
8	02/25 T 02/27 R	Steps of Sequencing Processing Genome Assembly	Sequencing Assignment	Lesk: pp. 68-73 Rice and Green 2017
9	03/04 T 03/06 R	Genome Assembly pt. 2 BLAST	BLAST Assignment (In Class)	
-	03/10-03/15	Spring Break		
10	03/18 T 03/20 R	Other uses of NCBI Phylogenetics	NCBI Activity	Lesk: pp. 123-143 Langmead and Nellore 2018 Erlich and Narayanan 2014
11	03/25 T 03/27 R	Phylogenetic Hands on Biology and Computers	Building your own Phylogeny (in Class) TAKE HOME EXAM 2 DUE: Mar 25	Lesk: pp. 154-171 Kapli et al. 2020
12	04/01 T 04/03 R	DNA Kits/Genetic Privacy Introduction to R		Lesk: pp. 356-372 Lesk: pp. 378-393 Stark et al. 2019
13	04/08 T 04/10 R	Using R	R Assignment	
14	04/15 T 04/17 R	Subsetting Data Writing a function		
15	04/22 T	Identifying Types of Chromosomes	TAKE HOME EXAM 3 DUE: Apr 22	

Final Exam: Submit Final “project” DUE April 28