

Protein Structure and Function

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Department of Chemistry and Biochemistry
Murie 113E

Lecture: TR 9:45 am – 11:15 pm
Murie Rm 130

Office Hours: 11:15-1:15 T Murie 113E or arrange via phone/email

Textbooks: The suggested textbook serves merely as a basic reference. Course material also composed of review articles and primary research literature pertinent to the topics.

- Scientific research articles and review articles (PDF via Blackboard)
Handouts provided in class
- David Whiteford. 2005. **Proteins: Structure and Function**. John Wiley & Sons.
ISBN: 978-0471-49894-0

Course Description

This 3 credit course introduces the concept of the intricate relationships between protein structure and protein function, one of the most fundamental concepts of biochemistry. The four major topics include: 1) basic aspects of protein structure, 2) protein function, 3) protein life history, and 4) protein structure in disease. With the chemistry of amino acids as a foundation, the course will examine the constraints on protein structure/motifs that determine ultimately their biological function as well as the detrimental consequences of protein misfolding disease, particularly in the nervous system. Modern technologies to elucidate structure and function aspects of proteins are integrated.

Course Goals:

- Develop an understanding of protein structure-function relationship
- Integration of physicochemical concepts into protein folding and stability
- Become familiar with methods relevant to protein structure and function
- Navigate online information related to protein structure
- Misfolding of proteins and its consequences

Learning Outcomes

- Identify key elements in proteins to predict function and stability
- Utilize knowledge to develop strategies for protein purification/analysis
- Design approaches to elucidate protein-protein interactions
- Design proteomics approaches to the study of proteins
- Apply key concepts to contemporary research

Course Structure:

This course will be composed of lectures intended to introduce the topic (approximately 40%), discussions of relevant research articles and group work (approximately 30%), and presentations (approximately 30%). The suggested textbook serves as a basic reference. Being prepared for discussion is essential, hence preparation and reading of material is critical.

Blackboard:

Blackboard (<https://classes.uaf.edu>) will be utilized as a central communication platform for announcements, posting of lectures, and reading material. It is assumed that every student is frequently visiting blackboard to check for announcements as well as email notifications.

Course Policies:

Attendance: Regular student attendance is expected to ensure consistency in discussions and presentations. Active student participation is essential and will be accounted for in the final grade.

Exams: Two exams will be given including one midterm and one final exam (see grading for details). These exams will be take-home and consist primarily of essay questions and topic reviews. Importantly, **makeup exams** will only be allowed with pre-approval of the instructor or with an acceptable, documented reason such as unexpected illness, family emergencies, or other unavoidable events. The format of a make-up exam could vary from the original. Alternatively, an oral exam may also substitute if acceptable with student.

Presentations: Students will receive adequate preparation time for all assignments. Content and organization of topics are the primary concern, however presentation and discussion are also subject to score (scoring sheet). In some cases, a written assignment may be part of the oral presentation in form short answers or an essay.

Homework: Homework will consist of short answers and essays. Sufficient time will be provided for writing.

Cell phones: Cells phones should be off during class. NO texting/calling during class.

Late assignments: Are not accepted. Students are given at least one week to complete assignments.

Grading:

Students will be evaluated in four basic areas: **participation in class**, written assignments, oral assignments, and knowledge (exams).

Evaluation Type	Points	Percent
Midterm Exam	250	25%
Final Exam	250	25%
Participation (75 pts daily and 75 pts paper discussions)	150	15%
Written Homework	100	10%
Essay	50	5%
Presentations*	200	20%
Total	1000	100 %

* Presentations will be weighed as follows: 20% for Proteomics, 35% for Structure/Function, and 45% for Folding/Disease

- Participation will be based on an average score, which includes material read (10%), understanding of methodology (20%), ability to answer questions directly related to text (for example, your assigned figures during paper discussions) (50%), ability to answer questions by applying learned material (20%).

- Written and oral assignment(s) will be scored as follows (detailed scoring sheet will be provided):

Content:	40%
Organization:	30%
Presentation/Format:	15%
Quality of Discussion:	15%

- Student-led discussions will be evaluate on a scoring matrix including material read (10%), understanding of methodology (20%), ability to answer questions directly related to text (50%), ability to answer questions applying learned knowledge (20%).
- Student presentations will be evaluate on a scoring matrix including organization, introduction of topic (20%), delineation of problem (10%), understanding of methodology (20%) and results (25%), discussion (10%), quality of sources (5%), and addressing audience questions (10%).

Grade:	Percentage:
A+	97-100
A	90-96
A-	88-89
B+	86-87
B	80-85
B-	78-79
C+	76-77
C	70-75
C-	68-69
D+	66-67
D	60-65
D-	58-59
F	0-57

Ethical Considerations:

The Chemistry Department's policy of cheating is as follows: *"Any student caught cheating will be assigned a course grade of F. The student's academic advisor will be notified of this failing grade and the student will not be allowed to drop the course".*

Students must also adhere to UAF policies, the student code of conduct as well as the University of Alaska *Honor Code*, which states:

Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports. No work submitted for one course may be submitted for credit in another course with- out the explicit approval of both instructors. Violations of the Honor Code will result in a failing grade for the assignment

and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion.

Plagiarism Policy:

Plagiarism is defined as the use of “other” intellectual property without proper reference to the original author. Intellectual property includes all electronic, spoken or print media **thus any information taken of the web is included under this statement**. Students are expected to cite all sources used in oral and written presentations. Cases of plagiarism will be taken seriously with a grade 0 for the particular assignment and your advisor will be notified. Severe cases may be referred to the Department Chair or Dean or class failing considered.

Disabilities

Students with a physical or learning disability are required to identify themselves to the Disability Services office, 474-7043, located in the Center for Health and Counseling. The student must provide documentation of the disability. Disability Services will then notify the instructor of special arrangements for taking tests and working homework assignments.

Computer Access: Currently Department of Computing and Communications (DCC) maintains two open labs on campus: the Bunnell Lab, and the Node (Rasmussen library). The Node has 24-hour access.

Support Services: Support can be obtained through the University of Alaska Library system, online resources, and the instructor. Additional services are available through Student Support Services (<http://www.uaf.edu/sssp/>) at UAF.

Classroom Etiquette: The purpose of this information is to assist students in understanding proper classroom behavior. The classroom should be a learning centered environment in which faculty and students are unhindered by disruptive behavior. Students are expected to maintain proper decorum in the classroom and to stay for the entire length of class. If the student must plans to leave during class, they should inform the instructor prior to the start of class. The University of Alaska Fairbanks is an institution of higher education that promotes the free exchange of ideas. However, students must adhere to the rules set forth by the University and the instructor. Failure to comply with classroom rules may result in dismissal from the class and/or the University. Faculty have the authority to manage their classrooms to ensure an environment conducive to learning. The University of Alaska Student Code of Conduct (the Code), part of the Board of Regents Policy 09.02, is available at <https://www.alaska.edu/bor/policy/09-02.pdf>. You should be familiar with the Code as you will be held accountable to maintain the standards stated within. The Code includes the following statements:

P09.02.020.A As with all members of the university community, the university requires students to conduct themselves honestly and responsibly and to respect the rights of others. Students may not engage in behavior that disrupts the learning environment, violates the rights of others or otherwise violates the Student Code of Conduct (Code), university rules, regulations, or procedures. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized or sponsored by the university.

P09.02.030.B Behavior that occurs on property owned or controlled by the university, in university online environments and classes, or at activities sponsored by or authorized by the university, is subject to university student conduct review and disciplinary action by the university. The Student Code of Conduct may also apply to behavior that occurs off campus when it may present a potential danger or threat to the health and safety of others or may reasonably lead to a hostile environment on campus.

The Student Code of Conduct may also apply to behavior exhibited online or electronically via email, social media, text messaging, or other electronic means.

Student protections and services statement: Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/.

Amending Syllabus

The instructor may initiate changes to this syllabus subject to majority approval by students. Any and all changes will be clearly communicated (oral, email, blackboard). The instructor reserves the right to make minor change to the lecture schedule or calendar and any grading policies that are favor of the student.

Course Schedule

Date	Topic	Reading Homework (Whitford/Papers)	Written Homework
Jan 15	Syllabus, Amino Acids	Chapter 2	Quantitative Protein Detection
Jan 17	Amino Acids, Peptide Bond	Chapter 2	
Jan 22	Peptide bond, Paper Discussion	Chapter 2; Lau and Dunn 2018 (<i>Weltzin</i>)	
Jan 24	Primary Structure, Secondary structure	Chapter 3	Protein Structure (1)
Jan 29	Secondary structure, group work	Chapter 3	
Jan 31	Student Led Discussions: Paper Discussion (45 min)	Motgomerie et al., 2006 (Johannsen) Makwana and Mahalakshmi 2015 (Podlutskaya)	
Feb 5	Tertiary Structure	Chapter 3	Protein Structure (2)
Feb 7	Student Led Discussions: Paper Discussion (45 min)	Mills et al., 2015 (Smith) Zaja et al., 2018 (O'Brien)	
Feb 12	Quaternary Structure	Chapter 3	
Feb 14	Student Led Discussions: Paper Discussion (45 min)	Rasmussen et al., 2007 (Johannsen) Infield et al., 2018 (Podlutskaya)	
Feb 19	Student Led Discussions: Paper Discussion (45 min)	Motlagh et al., 2014 (Smith) Hayouka et al., 2007 (O'Brien)	
Feb 21	Protein function: Enzyme Kinetics	(Chapter 7)	Enzyme Kinetics
Feb 26	Protein function: Enzyme Kinetics	(Chapter 7)	

Feb 28	Protein function: Allosteric Regulation and Membrane proteins	Chapter 7 and 5 (first part) and papers	Lipid-protein interactions and methods (Hsia 2015 et al., 2015)
March 5	Student Presentations: Structure and Function of membrane proteins (30 min)	Fantini et al., 2016 (Podlutskaya), Gunasekaran et al-2004 (Johannsen), Earl et al., 2018 (O'Brien)	
March 7	Student Presentations: Structure and Function of membrane proteins (30 min) MIDTERM (handout)	Walsh et al., 2018 (Smith)	
March 12	MIDTERM- Due <u>March 11th</u> by 4.30pm		
March 14	Spring Break- no classes <i>Please download Deep View before March 19th's class</i>		
March 19			
March 21	Deep View/ Protein Sequence BLAST		Protein viewing and sequence
March 26	Protein Synthesis and Trafficking/Targeting/Sorting	Chapter 8	
March 28	Protein Folding	Chapter 11	Protein folding
April 2	Protein Folding March 29: Last day for student- and faculty-initiated withdrawals		
April 4	Student Presentations: Protein Folding/Disease (45 min)		Review paper on chosen topic (either Trafficking/Targeting/Sorting or protein folding/disease) due April 23
April 9	Student Presentations: Protein Folding/Disease (45 min)		
April 11	Unfolded Protein Response		

April 16	Protein Degradation (proteasome)		
April 18	Student Presentations: Unfolded/ Degradation		
April 23	Student Presentations: Unfolded/ Degradation		
April 25	Biosynthesis of proteins Final (handout)		
April 30	Final		
May 2	Final due by 4.30 pm		