

USC Dornsife  
College of Letters,  
Arts and Sciences

**HBIO370 – Genetics and Diseases (4 units)  
Spring 2018**

**Lecture:** Mon/Wed/Fri 11:00-11:50

**Location:** GFS 221

**Instructor:** Gioia Polidori Francisco, PhD

**Office:** AHF Jane Goodall Center, B10-E

**Office Hours:** Tue/Thu 9:30-11:30 am (Jan & Feb)

**Contact Info:** [gpolidor@usc.edu](mailto:gpolidor@usc.edu)

**Course Description**

The course provides an overview of the genetic underpinning of human health and disease. Topics include, but are not limited to the inheritance of mendelian diseases, common diseases, developmental disease and cancer as well as prenatal testing, genetic counseling and genetic therapies.

**I. Prerequisite:** BISC 220.

**II. Required Text:**

Emery's Elements of Medical Genetics, 15<sup>th</sup> edition. Peter Turnpenny and Sam Ellard.

**III. Learning Objectives**

- To develop a deeper comprehension of the central and cross-disciplinary concepts of human biology, which include, but are not limited to human genetics, anatomy, physiology and pathology.
- To foster the students' process of identifying, exploring, assessing and solving real world problems through independent study and self-directed group work that solidify their understanding of the scientific method, and basic scientific principles.
- To obtain a core knowledge base in human molecular genetics that can be applied for the diagnosis and management of hereditary diseases.
- To develop the ability to think critically, analyze, synthesize, and use information to solve case studies and develop student-driven debates.
- To provide students with learning opportunities beyond the classroom including, but not limited to case studies, problem-based activities and debates.
- To place biological, genetic and physiological knowledge into an applicable and ethical context, especially how biology, physiology and genetics can contribute to the resolution of ethical, social and cultural issues.

**IV. Description and Assessment of Assignments**

- Class material will be evaluated via quizzes, case studies and exams.
- Problem-based learning activities will entail the use of case studies to apply the knowledge acquired in class to solving real world problems. Each week students will work on a case study in groups and submit their answers on blackboard for grading.
- Quizzes will be given during lectures and will be based on the material discussed as a way to promote interactive learning.
- Debates will address issues concerning genetic testing. Students will work in groups so that each student will participate in one debate. Depending on enrollment, the duration and student distribution in debate projects will vary.

## **V. Grading Breakdown**

<b>Assignment</b>	<b>Points</b>	<b>% of Grade</b>
Midterm 1	250	25
Midterm 2	250	25
Final Exam	250	25
Case Studies	150	15
Debate	50	5
Quizzes	50	5
<b>TOTAL</b>	<b>1000</b>	<b>100</b>
JEP (Extra Credit)	15	1.5

## **VI. Grading Scale**

•The grading scale is based on the traditional scale as follows:

	<b>A (≥93%)</b>	<b>A- (≥90%)</b>
<b>B+ (≥87%)</b>	<b>B (≥83%)</b>	<b>B- (≥80%)</b>
<b>C+ (≥77%)</b>	<b>C (≥73%)</b>	<b>C- (≥70%)</b>
<b>D+ (≥67%)</b>	<b>D (≥63%)</b>	<b>D- (≥60%)</b>
<b>F (≤59.9%)</b>		

## **Tentative Lecture Schedule**

<b>Date</b>	<b>Lecture Topic</b>	<b>Chapter</b>
Jan 8	Intro	
Jan 10	Molecular Basis of Inheritance I	2
Jan 12	<i>Case Study 1: Introduction</i>	
Jan 15	<b>Martin Luther King Jr. Day</b>	
Jan 17	Molecular Basis of Inheritance II	3
Jan 19	<i>Case Study 2: Karyotype Analysis</i>	
Jan 22	Patterns of Inheritance I	6
Jan 24	Patterns of Inheritance II	6
Jan 26	Population Genetics	7
Jan 29	Risk Calculation	8
Jan 31	<i>Case Study 3: Cystic Fibrosis</i>	
Feb 2	Genetics of Common Diseases	10
Feb 5	<i>Case Study 4: Alzheimer's</i>	
Feb 7	Review	
Feb 9	<b>Midterm I</b>	
Feb 12	Diseases of Hemoglobin I	12
Feb 14	Diseases of Hemoglobin II	12
Feb 16	<i>Case Study 5: Sickle Cell Anemia</i>	

Feb 19	<b>Presidents' Day</b>	
Feb 21	Immunogenetics	13
Feb 23	<i>Case Study 6: Celiac Disease</i>	
Feb 26	Genetics of Cancer I	14
Feb 28	Genetics of Cancer II	14
Mar 2	<i>Case Study 7: Chronic Myeloid Leukemia</i>	14
Mar 5	Personalized Medicine	15
Mar 7	<i>Case Study 8: Gene Therapy</i>	
Mar 9	<i>Debate Check in</i>	
Mar 12-16	<b>Spring Recess</b>	
Mar 19	Review	
Mar 21	<b>Midterm II</b>	
Mar 23	Development	9
Mar 26	<i>Case Study 9: Achondroplasia</i>	
Mar 28	Congenital Abnormalities I	16
Mar 30	Congenital Abnormalities II	16
Apr 2	<i>Case Study 10: Neural Tube Defects</i>	
Apr 4	Chromosome Disorders	17
Apr 6	<i>Case Study 11: Sex Determination Disorder</i>	
Apr 9	Inborn Errors of Metabolism	18
Apr 11	<i>Case Study 12: Albinism</i>	
Apr 13	Monogenic Disorders	19
Apr 16	<i>Case Study 13: Duchenne Muscular Dystrophy</i>	
Apr 18	Prenatal Testing	20
Apr 20	Debate	
Apr 23	Genetic Counseling	21
Apr 25	Debate	
Apr 27	Review	
Apr 28-May 1	<b>Study Days</b>	
	<b>FINAL EXAM: See schedule of classes</b>	

## **VII. Additional Policies**

- A midterm exam can be taken after the specified date **ONLY** if the student has a **documented** medical excuse.
- A request to take a make-up exam must be accompanied by evidence of necessity (ie: letter from a doctor, plane ticket to a game from an athlete) and must be made before the date of the scheduled exam. Make-up exams will be different from the scheduled exam and may be proctored by personnel who do not have extensive knowledge in the area being tested.

- Lecture slides will be posted on blackboard, however, please do not rely entirely on slides, these are meant as a starting point for note-taking. Class notes and textbook information will form the basis of the material that will be on the exams. If you attend class regularly, you will be updated on the status of lecture notes and course material/announcements.
- Late Work Policy: No late work will be accepted unless the student receives written prior approval from the course instructor. Students should contact the course instructor via email with a request for late work.
- The only extra credit offered for this course is JEP. This is a semester-long commitment and you will receive extra credit in the class based on your performance in the program. JEP is the oldest and largest university service-learning program in the country. It offers students the unique opportunity to combine academic coursework with experiences in the community surrounding the campus. JEP assignments will be relevant to the course content and unique to HBIO 370. At the beginning of the semester, a JEP representative will visit our class and tell you more about the program. Deadline for registration is usually during the first two weeks of classes so make sure you register on time and notify the instructor. JEP assignments must be completed before the scheduled final examination. To register for JEP, visit <http://dornsife.usc.edu/joint-educational-project/>.

### **VIII. Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### **Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides

certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.