Practical Analysis of Biological Data in R - BISC 444
Syllabus - 2019 Fall Semester

1. Basic Information

Course:	Introduction to Bioinformatics, BISC 444, 2 credits
Textbook:	"An Introduction to R" (http://cran.r-project.org/doc/manuals/R-intro.pdf)
Prerequisites:	none
Place and time:	Mondays: 10:00 am - 12:15 pm
	Location: To be announced (but probably RRI 421)

Faculty:	Dr. Matthew Dean
	Associate Professor, Molecular and Computational Biology
Office:	304A Ray I. Irani Building.
Telephone:	213-740-5513
Email:	matthew.dean@usc.edu
Office Hours:	Thursday 10:00 am – 11:00 am or by appointment

Teaching Assistant:	TBD
Office:	
Telephone:	
Email:	
Office Hours:	

2. Classroom policy

Students must bring laptops to class. Whether you use Windows, Mac, or other (Linux, Unix, etc.) does not matter, but laptops are critical because lectures include hands-on programming.

Any other electronic communication devices (phones, blackberries, and similar) must be turned off, and no instant messenger/chat type programs are allowed in class.

3. Course goals and learning objectives

The main goal of Introduction to Bioinformatics is to teach students how to use R and to gain knowledge of statistical approaches for the analysis of biological data. The class is divided into two main parts. In the first part, we will learn how to use R, an open source statistical programming environment that is widely used in in biology. Our philosophy in this class is to learn R in a hands-on way, through tutorials and weekly homeworks that challenge the student to break down problems into manageable units. In the second part of the course, students will apply their R skills to address a bioinformatic question of their own construction. Students, especially graduate students, are encouraged to bring their own data sets to analyze and to ask a question that is specific to their thesis. Students without their own data will be given important bioinformatic questions by the instructor.

In this class, bioinformatics refers to any computational approaches that are incorporated into the analysis of biological data. The ability to write code is a critical aspect of success, regardless of field of interest or type of data.

The only pre-requisite for this course is scientific curiousity. Students are not expected to know anything about bioinformatics. This class is not meant to teach advanced algorithmic design or statistics (such classes already exist in our department), though there are many themes that overlap with those fields. The emphasis in this course is on practical implementation, not on computational aesthetics.

Please note: This course is extremely challenging. Although it is meant for the beginner, we cover a lot of material, including statistical approaches as well as programming in R.

4. Course plan and weekly readings

To maximize the benefit of attending class, you must read the selected pages listed below before coming to class.

Week	Date	Topic
1	August 26	intro to R basics
2	September 2	**Labor Day**
3	September 9	"for loops", plotting, t.test, wilcox.test
3	September 16	reading in data, chisq.test, randomization, linear modeling
4	September 23	manipulating strings, making system calls, automating plots, simulating correlations
5	September 30	Generalized linear models, non-linear models, principal components analysis, linear discriminants
6	October 7	Time series anlaysis, false discovery, writing your own functions
7	October 14	simulation, resampling, permutation
8	October 21	**Midterm exam**
9	October 28	Tools for genomic analysis in R
10	November 4	maximum likelihood estimation
11	November 11	comparative phylogenetic tests, quantitative genetic tests
12	November 18	Final presentations
13	November 25	Final presentations
14	December 2	Final Presentations
	December 16	**Final exam (8-10am)**

<u>Weeks 1-11</u>: These initial weeks will be spent learning R from the ground up, as well as basic statistical approaches, in a hands-on way. After 11 weeks, students will be fluent in R. We will then apply our newly gained knowledge to address a specific scientific question. Students (especially graduate students) are encouraged to bring their own data and their specific question to class for this purpose. Otherwise, genomics level problems will be assigned to them.

<u>Weeks 12-14</u>: The last three weeks of the course will be dedicated to student presentations, where students go from hypothesis, to data analysis, to conclusions using computational approaches.

6. Professor

Dr. Matthew Dean
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University of Southern California
Los Angeles, CA 90089

Dr. Dean maintains an active research program focused on evolutionary biology, genomics, and reproduction. Bioinformatics represents an integral part of these endeavors.

7. Required material

- Textbook: "An Introduction to R" (http://cran.r-project.org/doc/manuals/R-intro.pdf)
- Additional online materials will be specified throughout the course
- Laptop computer (if you do not have one, we can provide one for you)

8. Assessment

Grades are based on four scores: 1) midterm exam grade, 2) final exam grade, 3) weekly homework assignments where students solve bioinformatic challenges by writing code, 4) final projects (documented code; 10-pp, double-spaced report; and 20- to 30-minute presentation).

Assessment Procedure	Percent
Midterm exam	25%
Final exam	25%
Weekly homeworks	25%
Final project	25%

8.1. Criteria for grading: The final will be an open book test that consists of both written questions and answers as well as computer programming problems. Bioinformatics code will be graded according to proper annotation of code and ability to solve the problem of interest. The final presentation will be graded according to clarity of scientific hypothesis, appropriateness of

data to address that hypothesis, ability of the student to effectively communicate their bioinformatic strategy, and on the substance of their conclusions.

Students who are not able to meet deadlines due to medical or other emergency <u>must notify the instructor immediately</u>.

8.2. Course grade: The course is not curved. Letter grades will follow a straight scale: 90% and above leading to A, 80-90% leading to B, etc. Pluses and minuses are assigned by dividing each range in corresponding halves (A, A-) or thirds (B+, B, B-, C+, ...).

9. Statement on Academic Conduct and Support Systems

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:
Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.
The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

10. Resources

10.1. Web page: A class website will be setup on Backboard containing information about the course: syllabus, laboratory handouts, grades, miscellaneous information about weekly class activities, and an email directory of all people in the class. Use it as much as you find it useful. The web page can be accessed through the main stem https://Blackboard.usc.edu.

10.2 Office Hours: Office hours will be held weekly. Time and location for my office hours are at the beginning of the syllabus. Those of the unofficial teaching assistant will be decided with you in class. Both of us are available by email to help you as much as you need.

During weeks 1-11, every student will meet with me at least once outside of class so that progress on projects can be assessed and any obstacles encountered solved.