

Cell Biology

Code: 100892
ECTS Credits: 6

Degree	Type	Year	Semester
2500252 Biochemistry	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

There are no prerequisites for taking this subject, as it is taught in the first semester of the first year of the Biochemistry degree. However, students should have a basic knowledge of Biology, specifically of the general structure of the cells and their organic components (proteins, nucleic acids, carbohydrates and lipids) as well as of the main pathways of cell metabolism.

On the other hand, as in a scientific discipline like Cell Biology many sources of information are in English, it is recommended that students have some basic knowledge of this language.

Objectives and Contextualisation

In this core subject students are expected to acquire a solid knowledge of the structural organization, operation and regulation of eukaryotic cells. This knowledge is complemented with that of other core and mandatory subjects of the study plan, like Histology, Genetics, Biochemistry, Animal and Plant Physiology, Microbiology or Immunology, which, as a whole, will provide Biochemistry students with a good understanding of the structural and functional organization of living organisms. Other subjects of the study plan, like Instrumental Techniques or Cellular Culture, will provide a more in-depth knowledge of the techniques used for the study of cells, which in the present subject will only be introduced. On the other hand, the contents of the Cell Biology subject will be complemented with practical laboratory sessions in the subject of Integrated Laboratory 1.

After completing Cell Biology, students will be able to correctly follow many of the aforementioned subjects, as well as other optional subjects of the Biochemistry study plan. For this reason, the Cell Biology course is taught in the first semester of the first year of the Biochemistry degree.

The learning objectives are that the student, at the end of the course, will be able to:

1. Recognize the main differences between prokaryotic and eukaryotic cells.
2. Describe the structure, composition and main characteristics of cell membranes.
3. Explain the organization and composition of other elements of the cell surface.
4. Describe the processes of transport across cell membranes.

5. Describe the structure, composition and function of the different compartments of the eukaryotic cells, as well as the relationships between them.
6. Explain the role of mitochondria and chloroplasts in cellular bioenergetics.
7. Describe the protein classification systems and their intracellular distribution pathways.
8. Describe the composition of chromatin and its organization in interphase and during cell division.
9. List the components of the cytoskeleton and describe their composition and structure.
10. Explain the contribution of the cytoskeleton to cell shape and movement.
11. Identify and describe the molecules, structures and processes involved in the relationship and communication of cells with the external environment and with other cells.
12. Identify the molecules involved in the regulation of the cell cycle and explain their function.
13. List and describe the different phases of mitosis and meiosis and compare the two types of cell divisions.
14. Relate the functioning of eukaryotic cells to the causes of some diseases.
15. Integrate and apply the theoretical knowledge acquired to interpret the results of simple scientific experiments and to solve experimental problems.
16. Use the appropriate scientific language in the cell biology field.

Competences

- Collaborate with other work colleagues.
- Describe intercellular and intracellular communication systems that regulate the proliferation, differentiation, development and function of animal and plant tissues and organs.
- Describe the structural, physiological and biochemical characteristics of the different types of cells and explain how their properties fit in with their biological function.
- Explain the structure of cell membranes and their role in signal transduction processes, the transport of solubles and the transduction of energy.
- Interpret experimental results and identify consistent and inconsistent elements.
- Manage information and the organisation and planning of work.
- Read specialised texts both in English and ones own language.
- Stay abreast of new knowledge of the structure, organisation, expression, regulation and evolution of genes in living beings.
- Take responsibility for one's own learning after receiving general instructions.

Learning Outcomes

1. Collaborate with other work colleagues.
2. Describe the molecules, structures and processes involved in a cell's interaction and communication with the external environment and with other cells.
3. Explain the functioning and regulation of the cell cycle and cell division.
4. Explain the fundamental principles of genetics and reproduction.
5. Integrate the functions of the different organelles and cell structures with the overall functioning of the cell.
6. Interpret experimental results and identify consistent and inconsistent elements.
7. Manage information and the organisation and planning of work.
8. Read specialised texts both in English and ones own language.
9. Relate the structure of the different parts of a cell and their functioning.
10. Take responsibility for one's own learning after receiving general instructions.

Content

Unit 1. Introduction: organization of prokaryotic and eukaryotic cells.

Unit 2. Structure and composition of the plasma membrane.

Unit 3. Transport of molecules across the membrane.

Unit 4. The extracellular matrix and the cell wall.

Unit 5. Junctions and cell adhesion.

Unit 6. Introduction to intracellular compartments and protein sorting.

Unit 7. The nucleus.

Unit 8. The cytosol.

Unit 9. The endoplasmic reticulum.

Unit 10. The Golgi apparatus.

Unit 11. Endosomes, lysosomes and vacuoles.

Unit 12. Mitochondria.

Unit 13. Chloroplasts.

Unit 14. Peroxisomes.

Unit 15. Microfilaments.

Unit 16. Microtubules.

Unit 17. Intermediate filaments.

Unit 18. Cell signaling.

Unit 19. The cell cycle.

Unit 20. Mitosis.

Unit 21. Meiosis.

Methodology

This subject consists of theoretical classes and problem-based sessions. The organization and teaching methodology for these two types of educational activities are described below.

Theoretical classes:

The content of the theory program will be taught mainly in the form of theoretical classes, with audiovisual support. Presentations used in class will be previously available in the *Campus Virtual*. Although it is not necessary to complement the contents of the classes, unless particularly requested by the teacher, it is recommended that students regularly consult the textbooks listed in the Bibliography section of this course guide to consolidate and, if necessary, clarify the contents explained in class. In this sense, it is also advisable that students use the web links provided in *Campus Virtual*, which contain videos and animations related to the processes explained in class and self-assessment tests that students can take to periodically control their learning process.

In addition to attending classes, students will also have an active role during the course as they will have to independently prepare some of the units of the program, based on the guidelines provided by the teacher. These guidelines are included in the document "*Guia del Treball d'Autoaprenentatge*" (Independent Learning Guide), available in *Campus Virtual*. This independent learning activity can be done either individually or in small working groups. The objectives are that students learn to search, interpret and summarize information gathered in the textbooks and other bibliographic sources, and learn to work independently. Questions and doubts that the students may have about the contents of these units will be discussed in class, but only on the dates indicated in the document "*Programació de l'assignatura*" (Course Planning) available in *Campus Virtual*.

The information collected by the students during the independent learning activities will serve as individual study material, and no deliveries will be required. It is important, however, that students plan their work according to the course planning in order to have the material prepared before the corresponding problem-based sessions and assessment tests.

Problem-based sessions:

In these sessions, students are divided in two groups. It is compulsory that students attend the sessions corresponding to their group. The dates of the sessions and the set of problems that the students will have to solve during the course will be available in *Campus Virtual*.

During these sessions, students will present the solution of experimental problems related to the contents of the theory program. It is intended that this activity serves to consolidate the contents of the subject and to familiarize students with some of the techniques commonly used in cell biology, the interpretation of scientific data, and the solving of problems based on real experimental situations. In addition, this activity aims to work on the skill of teamwork, through the organization of students in working groups in which all the members will have to actively participate.

The methodology of the problem sessions is detailed in the document "*Funcionament de les classes de problemes*" available in the *Campus Virtual*. Briefly, students will organize themselves in groups of four at the beginning of the course and will work on the problems outside of class hours. In each problem-based session, the teacher will randomly select some students to present the solutions of the problemes. The presentations will be assessed by the teacher and the mark obtained by the presenting student will be applied to all the members of the group to which the student belongs.

Student participation in this activity and attendance to problem-based sessions is mandatory. Absences must be properly justified and communicated to the teacher.

To monitor the proper functioning of the working groups, each student will have to submit two group assessment questionnaires throughout the course, evaluating its own work and that of the other group members. These questionnaires will be available in *Campus Virtual* and the deadlines for submission are indicated in the document "*Programació de l'assignatura*" (Course Planning) available in *Campus Virtual*.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Problem-based sessions	4	0.16	1, 2, 3, 4, 5, 6, 9
Theoretical classes	40	1.6	2, 3, 4, 5, 9
Type: Autonomous			
Individual study	52	2.08	2, 3, 4, 7, 5, 8, 9, 10

Problem solving (group work)	25	1	1, 2, 3, 4, 7, 5, 6, 9, 10
Unit preparation (independent learning work)	25	1	2, 3, 4, 7, 5, 8, 9, 10

Assessment

Evaluation consists of a continuous assessment including the following activities:

1. Multiple-choice tests (individual assessment): During the course students will have to take two multiple-choice tests. These tests will consist of a series of questions on the corresponding contents of the theory program, including those units prepared by the students (independent learning work).

The aim of these tests is to assess that the students have acquired the conceptual knowledge of the course and that they have understood and know how to integrate this information. In addition, by including questions related to the units prepared by the students, they will also assess the students' competence in the management of information (search, analyze and summarize information from different sources to build knowledge).

The first test will include units 1-11 and the second test will include units 12-21. Each of these tests will account for 35% of the final grade and, in order to pass the course, students must obtain a minimum mark of 4 points (out of 10) in each of the two tests.

2. Problem-solving oral presentations (group assessment): Students' presentations in each problem-based session will be assessed by the teacher and the mean mark will account for 15% of the final grade of the course. The evaluation will take into account not only that the students have reached the correct solution of the problem, but also the approach used and its comprehension by the presenting student. The mark obtained by the presenting student will be applied to all the members of the same working group.

It is compulsory for each working group to present at least one problem in class and for each member of the group to submit the twogroup assessment questionnaires by the required dates. Although the results of these questionnaires will not have a specific weight in the final grade, students with negative ratings from the other group members may not receive the mark obtained by their group or it may be reduced by half.

Students not submitting the group assessment questionnaire by the deadline will need to contact the teacher and ask for an extension. Submission of questionnaires after the deadline (but within the extension period) will be penalized by taking 1 point out of the final group mark for each late submitted questionnaire. For students not submitting one of the questionnaires the group mark will be reduced by half, and if none of the two questionnaires are submitted the group mark will be reduced to 0.

3. Problem-solving exams (individual assessment): Together with each of the two multiple-choice tests, the students will have to individually solve a problem, similar to those worked with the group throughout the course. The mark obtained in each problem will account for 7.5% of the final grade.

In order to pass the subject, students will have to take the two multiple-choice tests and the two problem-solving exams, be in a working group that has presented at least one problem in class, and submit the two group assessment questionnaires. Students must obtain a minimum mark of 4 in each of the two multiple-choice tests, and a minimum overall grade of 5 for the total assessment activities of the subject.

Students with marks lower than 4 in any of the two multiple-choice tests will have to retake the failed test/s. To be eligible for reassessment, students must have been previously evaluated in a set of activities equaling at least two thirds of the final grade of the subject. In the case the mark obtained in any of the reassessment tests is lower than 4, students will not be able to pass the subject. They will get a final grade of 4 for the subject, regardless of the average grade obtained with the marks of the rest of the assessment activities.

As no minimum pass marks are required for the rest of assessable activities (problem-solving oral presentations and problem-solving exams), they cannot be retaken.

Students will be graded as "No Avaluable" (not assessable) if the weighting of all conducted assessable activities is less than 67% of the final grade.

Repeating students will have the option to either keep the mark of the group work obtained in the previous year, provided it is ≥ 5 , or retake this assessable activity. In either case, these students will need to retake the two problem-solving exams, in addition to the two multiple-choice tests, in order to be able to pass the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First multiple-choice test: Units 1 to 11 (individual assessment)	35%	1.5	0.06	2, 7, 5, 8, 9, 10
Problem-solving exam 1 (individual assessment)	7.5%	0.5	0.02	2, 3, 4, 5, 6, 9, 10
Problem-solving exam 2 (individual assessment)	7.5%	0.5	0.02	2, 3, 4, 5, 6, 9, 10
Problem-solving oral presentations (group assessment)	15%	0	0	1, 2, 3, 4, 5, 6, 9
Second multiple-choice test: Units 12 to 21 (individual assessment)	35%	1.5	0.06	2, 3, 4, 7, 5, 8, 9, 10

Bibliography

Textbooks:

Alberts B, Johnson A, Lewis J, Morgan D, Raff M, Roberts K, Walter P. Molecular Biology of the Cell. 6th Edition. W. W. Norton & Company. 2014. ISBN: 978-0-815-34524-4.

Alberts B, Hopkin K, Johnson A, Morgan D, Raff M, Roberts K, Walter P. Essential Cell Biology. 5th Edition. W. W. Norton & Company. 2018. ISBN: 978-0-393-68038-6.

Cooper GM. The Cell: A Molecular Approach. 8th Edition. Oxford University Press. 2019. ISBN: 9781605358635.

Lodish H, Berk A, Kaiser CA, Krieger M, Bretscher A, Ploegh H, Martin KC, Yaffe M, Amon A. Molecular Cell Biology. 9th Edition. Macmillan Learning. 2021. ISBN: 9781319365493.

Web sites:

Available in Campus Virtual.

Software

Not used.