

Degree	Type	Year
Biomedical Sciences	OT	4

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites to attend this course. However, to facilitate the student's understanding of the subject matter and the achievement of the learning goals proposed, it is advisable that the student has previous knowledge on Cellular Biology, Genetics, Molecular Biology and Recombinant DNA technology.

It is also advisable that the students have basic knowledge of English, so that they can use the information sources of the field, which are mostly in this language.

## Objectives and Contextualisation

The objective of the subject "Transgenic animals" is to provide the students with up-to-date knowledge in transgenesis and related technologies. Thus, the content of the subject will cover the following topics: Description and classification of transgenic animal models; Study of the different methodologies employed to obtain transgenic animal models of different species, and technologies that allow the overexpression of genes or the blockage or modification of endogenous genes, either ubiquitously or in a tissue-specific and/or inducible manner; Establishment and management of transgenic animal colonies; Cryopreservation of embryos and sperm, IVF, Health rederivation, Ethical aspects related to the generation and utilization of transgenic animals; Legislation on the use of laboratory animals; Application of animal transgenesis to the fields of biomedicine, biotechnology and livestock breeding.

## Competences

- Display knowledge of techniques related to genetic and reproductive technologies.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Read and critically analyse original and review papers on biomedical issues and assess and choose the appropriate methodological descriptions for biomedical laboratory research work.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Work as part of a group with members of other professions, understanding their viewpoint and establishing a constructive collaboration.

## Learning Outcomes

1. Explain and apply techniques for intervening in gametes and embryos.
2. Interpret the principles behind transgenesis in animals, techniques for the generation of genetically-manipulated animals and methods for studying these.
3. Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
4. Read specialised texts both in English and one's own language
5. Recognise the ethical principles and current legislation in relation to animal genetic manipulation and animal experimentation, gene therapy and reproduction techniques, in their application to biomedicine.
6. Search for and manage information from various sources
7. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
8. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
9. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
10. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
11. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
12. Work as part of a group with members of other professions, understanding their viewpoint and establishing a constructive collaboration.

## Content

Knowledge on the following topics will be imparted during the theoretical classes:

### TOPIC 1

Introduction to the technologies used for animal genetic engineering. Transgenic animals: definition and classification. Advantages of the mouse as an animal model in biomedicine.

### TOPIC 2

Generation of transgenic animals by transgene addition. Preparation of DNA constructs or transgenes. Collection of embryos. Microinjection of DNA into the pronucleus of 1-cell embryos. Transfer of engineered embryos to receptor females. Genotyping of genetically engineered animals. Integration and vertical transmission of the transgene. Mosaic animals. Transgene expression and phenotype.

### TOPIC 3

Design and production of chimeric genes/transgenes: promoters, inducible systems, insulators, enhancers. Analysis of transgene expression *in vitro*: technologies for the introduction of exogenous DNA to cultured cells. Transient and stable transfections.

### TOPIC 4

Generation of transgenic livestock. Introduction of new traits of interest for livestock breeding. Biotechnological applications. Production of proteins with pharmaceutical interest in the mammary gland. Transgenic animals for xenotransplantation.

### TOPIC 5

Generation of transgenic animals using viral vectors (lentivirus). Generation of transgenic animals from sperm.

### TOPIC 6

Targeted mutagenesis in animals through Embryonic Stem cells (ES cells): definition of ES cells, properties, obtainment and culture. Reprogramming and *Induced Pluripotent Stem cells (iPS cells)*.

### TOPIC 7

Generation of Knockout / Knockin mice by Gene targeting in ES cells. Design of recombination vectors. Homologous recombination. Selection of recombined ES clones.

### TOPIC 8

Generation of mouse chimeras by injection of recombinant ES cells in blastocytes, injection/ aggregation of 8-cell embryos and tetraploid embryos. Homozygous and heterozygous Knockout / Knockin animals. Applications.

### TOPIC 9

Conditional Knockout / Knockin animals: Recombinases systems (*Cre-LoxP*, *FLP-Frt*). Tissue-specific Knockout / Knockin animals. Inducible Knockout / Knockin animals; inducible systems, transcriptional and post-transcriptional control. Advantages and limitations. Applications.

### TOPIC 10

Gene Trap for random mutagenesis. Technology and vectors for Gene Trap. Applications. Transposons.

### TOPIC 11

Generation of clonal animals: Nuclear transfer. Reprogramming. Applications. Advantages for the obtainment of transgenic livestock. Therapeutic cloning.

### TOPIC 12

*Knockout/in animal generation by Genome Edition. Zing Finger Nucleasas (ZFN), TALENs and CRISPR/Cas system.* Advantages and limitations. Applications.

### TOPIC 13

Nomenclature. Phenotype: alterations arising due to transgenesis technology, environmental factors or genetic background.

#### TOPIC 14

Large International consortia on mouse mutagenesis. Large-scale phenotyping centres: "Mouse Clinics".

#### TOPIC 15

Health rederivation. Cryopreservation of embryos, sperm and ovaries. *In vitro* fertilization (IVF). Ovary transfer.

#### TOPIC 16

Current legislation on animal genetic engineering and use of laboratory animals. Ethical aspects. Ethics committees on animal experimentation.

#### TOPIC 17

Obtainment of transgenic fish. Applications in Biotechnology.

#### TOPIC 18

Gene drive and control populations.

#### TOPIC 19

General Applications of Transgenic Animals.

#### TOPIC 20

Applications of transgenic animals for the study of diseases (I): Diabetes mellitus and Obesity.

#### TOPIC 21

Applications of transgenic animals for the study of diseases (III): Hereditary metabolic diseases models.

#### TOPIC 22

Applications of transgenic animals for the study of diseases (IV): Neurosciences studies; Alzheimer and Parkinson diseases. Optogenetics.

The laboratory practice classes will cover the design of different types of transgenic animals and Knockout / Knockin mutants and the genotypic analysis of the genetically engineered animals. Students will also carry out several techniques as part of the phenotypic analysis of genetically engineered mice. Using a transgenic mouse model, an *in vivo* phenotyping study will be performed.

Content of the laboratory practice classes:

- Generation of transgenic and Knockout / Knockin animals. Videos.
- Design of transgenes, gene targeting recombination vectors and components of the CRISPR/Cas9 system.
- Genotype analysis.
- Phenotype analysis. Histopathology, necropsy and *in vivo* studies.

### **Activities and Methodology**

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Oral presentations	8	0.32	6, 1, 2, 4, 12
Practical lessons	12	0.48	2, 5, 12
Theoretical lessons	35	1.4	6, 1, 2, 4, 5
Type: Supervised			
Tutorials	5	0.2	6, 2, 4, 12
Type: Autonomous			
Individual study time	74	2.96	6, 1, 2, 4, 5
Oral presentations	10	0.4	6, 2, 4, 5, 12

The subject "Transgenic Animals" consists of theory and laboratory classes, and tutored oral presentations of relevant literature. The formative activities of the subject are complementary.

### Theoretical classes

The contents of the theoretical classes will be imparted by a Professor in a series of master classes supported by audio-visual material. The slides used by each professor in each class will be available to the students through the subject's Campus Virtual/Moodle. These master classes will constitute the main form of transfer of theoretical contents. Students are advised to periodically consult the books and links suggested in the Bibliography section of this document and at the Campus Virtual/Moodle to consolidate and clarify, if necessary, the contents explained in class.

### Laboratory practice classes

The laboratory practice classes have been designed to help students get familiarized with the methodologies used to produce transgenic animals, establish animal colonies, genotype genetically engineered animals, and design and perform different phenotypic analyses in these animal models. We expect that, during these laboratory practice classes, students will be able to experience a "real world" situation in which they need to design an experiment, obtain a genetically engineered animal model and study *in vivo* their phenotype. We would like students to experience the excitement associated to the research that uses the technology of animal transgenesis.

The laboratory practice classes are composed of 3 sessions of 4 h each (from 3PM to 7PM), during which students will work in groups of 2-3 people under the supervision of an experienced professor. The date assigned to each laboratory practice group will be published in the subject's Campus Virtual/Moodle with sufficient anticipation.

Attendance to laboratory practice classes is mandatory.

By the end of the laboratory practice classes, students will need to have answered a questionnaire. Both the laboratory practice guide and the questionnaire will be available through the Campus Virtual/Moodle. Students must bring their own lab coat, a waterproof marker and the Laboratory Practice Guide to each laboratory practice class.

### Oral presentations of selected papers

Students will analyse and discuss in an oral presentation in front of the whole class a selected scientific publication on animal transgenesis, published in a recognized international scientific journal. To this end, students will pair with a fellow classmate. During the process of analysis of the paper's content and preparation of the oral presentation, students will be tutored by researchers with experience in the field of animal transgenesis. Students will have 10 minutes for the oral presentation, equally divided amongst the members of

the group, plus 5 minutes for questions (total of 15 minutes). The objective of this evaluating activity is that students get used -under the supervision of a tutor- to the process of searching, reading and understanding of scientific literature, and if necessary, develop a critical view on the figures, tables and results described in the publication. On the other hand, with this activity students will increase their knowledge of the current applications of the animal transgenesis technologies.

### Tutoring

The oral presentations of selected papers will be tutored. In addition, upon request from the students, individualized tutoring will be available throughout the course. The objective of this sessions will be to help the student resolve doubts and review basic concepts and to provide them with advice on sources of information and the best way to discuss scientific results in public.

### UAB Surveys

15 minutes of one class will be allocated for the response of the UAB institutional survey.

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.

## **Assessment**

### **Continuous Assessment Activities**

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance to the oral presentations of research papers	10%	0	0	2, 4
Examination of Laboratory classes	15%	1	0.04	6, 1, 2, 4, 5, 12
Final examination of theoretical classes	50%	3	0.12	6, 1, 2, 4, 5
Oral presentations of selected research papers	15%	1	0.04	6, 1, 2, 3, 4, 11, 10, 9, 7, 8, 5, 12
Self-study exercise	10%	1	0.04	6, 1, 2, 3, 4, 11, 10, 9, 7, 8, 5, 12

To pass the course, students must achieve a final score of 5 points (over a total of 10 points) and must attend the laboratory practice classes. The evaluation activities are:

#### 1.- Final examination of theoretical classes

Accounts for 50% of the final score (5 points out of 10). Assessment will consist of a written examination, under the format of a True or False test, on topics explained during the theoretical classes. A score greater than 2.5 in this examination is required to pass the course.

There will be a Second Chance/Recovery Exam, under the same format as the original exam.

#### 2.- Examination of Laboratory classes

Accounts for 15% of the final score (1.5 points out of 10). Assessment will consist of a written examination, under the format of a True or False test, on topics explained during the practical classes. It will be held the same day of the theoretical classes examination.

To pass the subject, attendance at the practical classes is mandatory.

### 3.- Self-study exercise

Accounts for 10% of the final score (1 point out of 10). Assessment will consist of an exercise that the student will have to develop on their own. Details will be posted online in the "Campus Virtual" at the end of April.

### 4.- Oral presentations of selected research papers

Accounts for 15% of the final score (1.5 points out of 10). Students will be evaluated individually, both on their performance during the oral presentation of the selected paper and on the audio-visual material that they prepared to support their group presentation.

### 5.- Attendance to the oral presentations of research papers

Accounts up to 10% of the final score (1 point out of 10). Both attendance and participation in the scientific discussions of the sessions will be evaluated, following the scale:

Attendance 90-100% = 1 point

Attendance 80-89% = 0,8 points

Attendance 70-79% = 0,7 points

Attendance 60-69% = 0,6 points

Attendance 50-59% = 0,5 points

Attendance 0-49% = 0 points

6.-The review of the theory and practical exams qualifications will be carried out in person on a day and time communicated via the virtual campus, some days after the publication of the grades.

Single evaluation: The theory and practical exam will take place on the same day. Attendance to practical classes is mandatory. For the oral presentation of research papers, in the event that the ENTIRE GROUP that makes the presentation is eligible for the single evaluation, the group may make the oral presentation on the same day of the theoretical and practical exam, once the exam is finished. Students who take single assessment and who cannot attend the oral presentations, can optionally obtain the point of attendance to the oral presentations of selected research papers by performing an analysis of an article or an activity related to the topic of the subject, the same day of the exam once the exam is finished.

## **Bibliography**

Bibliografía:

- Transgenic animals. Generation and use. L.M. Houdebine. Harwood Academic Publishers 1997.

- Mouse Genetics and Transgenics. A practical approach. Edited by: I.J. Jackson and C.M. Abbott. Oxford University Press. 2000. ([www.oup.co.uk/PAS](http://www.oup.co.uk/PAS))

- Gene Targeting. A practical approach. Edited by: A.L. Joyner. Oxford University Press. 2000. (www.oup.co.uk/PAS)
- Manipulating the Mouse Embryo. A laboratory manual. (3<sup>rd</sup> Edition) Edited by: Andras Nagy et al. Cold Spring Harbor Laboratory Press. 2003.
- Transgenesis Techniques. Principles and Protocols. Edited by: Alan R. Clarke. Humana Press. 2002. (2<sup>nd</sup> Edition).
- Gene Knock-out Protocols. Edited by: Martin J. Tymms and Ismail Kola. Humana Press. 2001.
- Embryonic Stem Cells. Methods and Protocols. Edited by: Kursad Turksen. Humana Press. 2002.
- Human Molecular Genetics 2. T. Strachan i A.P. Read. John Wiley & Sons, Inc., Publication. 1999.
- Advanced Protocols for Animal Transgenesis. An ISTT Manual. Shirley Pease & Tomas L. Saunders (Editors). Springer. 2011.
- Editando genes: recorta, pega y colorea. Las maravillosas herramientas CRISPR". Lluís Montoliu. NextDoor Publishers. 2019
- Generating mouse models for biomedical research: technological advances. CB Gurumurthy and KC Kent Loyd. The Company of Biologists Ltd|Disease Models & Mechanisms (2019) 12.

Adreces d'interés:

<http://www.transtechsociety.org/>

<http://www.knockoutmouse.org/>

<http://www.emmanet.org/>

## Software

Not applicable

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	441	Catalan/Spanish	second semester	afternoon
(PLAB) Practical laboratories	442	Catalan/Spanish	second semester	afternoon
(PLAB) Practical laboratories	443	Catalan/Spanish	second semester	afternoon
(SEM) Seminars	441	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	44	Catalan/Spanish	second semester	morning-mixed