

Chemistry 3000

Metals in Biology
 Fall Semester 2013
 9:35–10:30 a.m. MWF
 1168 Old Main

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TENTATIVE LECTURE SCHEDULE (EXAM DATES ARE FIRM)

DATES	SUBJECT	Shriver CH	Lippard CH	HW (due by end of class on specified date, no late HW will be accepted)
Aug 28, 30, Sep 4	Intro to Metals in Biology, inorganic chemistry basics (electronic configuration, nomenclature, Lewis structures, VSEPR)	1, 2		
Sep 6, 9, 11	Molecular orbital theory for small molecules	2		H1 due 9/16
Sep 13, 16	Coordination chemistry fundamentals (ligands, geometries, hard–soft concept, chelate and macrocyclic effects, electron counting)	8, 20	2	
Sep 18, 20, 23	Crystal field theory and ligand field theory	19		H2 <i>in class</i> 9/20
Sep 25, 27	Proteins and nucleic acids		3	
Sep 30	FIRST EXAM			
Oct 2, 4, 7	Choice and delivery of metal ions		5, 6	
Oct 9, 11, 14	Metal structure and activity in biomolecules		7, 8	
Oct 16, 18, 21	Electron-transfer		9	H3 due 10/18
Oct 23, 28, 30	Atom- and group-transfer chemistry		11	
Oct 25	SECOND EXAM			
Nov 1, 4, 6	Metals in therapeutic medicine			
Nov 8, 11	Metals in diagnostic medicine			
Nov 13, 15, 18, 20, 22, 25, Dec 2, 4, 6	Current topics presentations			H4 due 11/22
Dec 9	Catch-up and review			
Dec 13	COMPREHENSIVE FINAL EXAM, 8:00–10:30 a.m. 1168 Old Main			

RECOMMENDED TEXTS: Select chapters from Shriver & Atkins "Inorganic Chemistry" 4th Edition in the form of a course packet are available from www.universityreaders.com for \$28.81 for print only (\$25.93 for digital only, \$36.01 for print + digital). Additionally, Stephen J. Lippard & Jeremy M. Berg "Principles of Bioinorganic Chemistry" is available at the bookstore, but might be less expensive on-line. These texts are also on reserve at the Undergraduate Library (QD 151.5 .S572 2006 and QP 531 .L55 1994). Current topic papers can be downloaded by following the links on the blackboard course webpage.

OFFICE HOURS: Monday 1:30–2:30 p.m., Tuesday 8:30–9:30 a.m., or by appointment (appointments must be made using email).

PREREQUISITE: CHM 1240 or equivalent.

COMMUNICATION: E-mails sent to Professor Allen must contain "CHM 3000" in the subject line.

LEARNING OUTCOMES: At the end of this course, students will be able to think about biology in terms of inorganic chemistry.

COURSE WEBPAGE: There is a webpage for this course on blackboard: <http://blackboard.wayne.edu/>. Announcements, grades, copies of homework and exercises, answer keys, and supplemental information will be provided. New users to blackboard can visit the computing and information page at <http://computing.wayne.edu/blackboard/aboutblackboard.php> for more information about access and use of blackboard.

GRADING: The hour exams (2) are each worth 100 points. The Final exam is worth 200 points. There will be 4 homework assignments worth 25 points each for a total of 100 points. The current topic presentation will be worth 100 points (60 points for your presentation and 40 points for participating in class discussions following other presentations—you can't participate if you are not in class, and you can't evaluate your peer if you miss the first part of their presentation).

The equivalent of a one hour exam (the lowest exam or half of the final exam) will be dropped, and the final grade will be determined on the remaining 500 points. **As a result, no make-up exams will be given.** I will give an approximate grade breakdown for each exam so that you have an idea where you stand at any time. However, *these grades are only approximate.*

Final grades will not be assigned tougher than the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
≥93%	≥90%	≥87%	≥83%	≥80%	≥77%	≥73%	≥70%	≥67%	≥60%	≥55%	<55%

Request for regrades will result in the *entire* assignment or exam being regraded, which could result in an increase, decrease, or no change in the overall score. Requests for regarding will only be accepted for 7 days after grades are posted on Blackboard.

ATTENDANCE: I encourage all students to attend every class. I often stress points in class that show up on exams. Students are responsible for obtaining notes from missed lectures from classmates, they will not be provided by the course instructor, nor will the instructor take significant time to explain material during office hours that the student has not received due to a missed lecture. As emphasized above, no make-up exams will be given, so attendance at exams is mandatory. Additionally, one of the homework sets will be done in groups **IN CLASS** on September 20; attendance at this class is mandatory.

COURSE DROPPING: *November 10* is the last day that requests for drops will be accepted. This is a University Policy.

RECORDING: Lectures may be recorded; however, recordings may not be posted on the internet or distributed to anyone not enrolled in CHM 3000 in the Fall 2013 semester. No recording is allowed in Professor Allen's office.

CHEATING: Cheating or any other sort of dishonesty is an abhorrent behavior. Cheating that is caught will result in severe punishment, and may lead to expulsion from the University, following the rules of the University. The usual minimum punishment for cases of cheating (**first offense**) in this course are (a) expulsion from the course with a grade of "F" and (b) a recommendation to the Dean of the College that the incident be recorded in the permanent record of the student for 4 years, or until the date of the student's graduation, whichever comes first.

DISSABILITIES: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The SDS office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University

CURRENT TOPIC PRESENTATION: Topics (and groups depending on the size of the class) will be assigned sometime during the first two weeks of class. Presenters are required to meet with Professor Allen **at least** one week prior to their presentation. Bring your presentation and discussion questions to the meeting for critique by Professor Allen. It is your responsibility to schedule this meeting well in advance; if you wait until the night before your desired meeting date to schedule, Professor Allen might not be able to accommodate your request.

All participants assigned a specific topic must contribute to the seminar presentations of the day. Everyone in the class is expected to be prepared to answer the discussion questions.

The following guidelines should facilitate preparation of the presentations.

1. **Introduction (5–10 minutes).** Summarize briefly the important facts and history needed for an intelligent listener who is not an expert to place the paper in proper context. Typically, the introduction should outline what unsolved issue(s) are being addressed, why the particular approach is being used, and how this approach differs from previous work on the system.

2. **Critical discussion of topic (20 minutes).** Because these papers are long, it will likely be impossible to critically discuss the entire paper. After reading the entire paper, pick the parts that you and your group are most interested in, and present those parts (check with Professor Allen in advance if you have questions about picking sections).

In addition to summarizing the material presented in the paper, provide enough background material so that the class can follow your presentation. As a general rule, if you needed to look up a definition or topic to understand the paper, you should present background about this background in your talk.

Whenever possible use a figure to summarize experimental protocols and results. Point out the critical steps and show the kind of data obtained. In discussing results, show the original data. This can be done by importing the figure directly from a PDF using Adobe Acrobat. It is helpful to put a title on each slide that summarizes the question being asked in the experiment or the experimental result. If the original data involves a complex figure with many curves, label the curves so that the audience need not read the legend to get the information. If specific comparisons within a Table are most important, facilitate those comparisons by color-coding the numbers that should be compared with each other.

If a Figure or Table that you are focusing on leads to a clear conclusion, state it at the bottom of the transparency. If you think of other interpretations of the data, you should raise these issues.

3. **Recapitulation (5–10 minutes).** Summarize the major experimental results, the authors' conclusions, and your assessment of their conclusions.

4. **Class Discussion (15 minutes).** On a slide, each student presenting should pose 1–2 questions to be answered by small groups of students working together in class. The question(s) should address an important issue in the article and provoke discussion within the groups.

The formal part of the seminar should be 30–45 minutes (the time should be distributed roughly equally among group members). Sometimes students discover that they are using much more time than they had anticipated. To avoid this problem, practice your talk. Be sure to allow the time for questions and discussion.

Finally, a summary sheet stating the important points of the presentation must be passed out to the class the day of the presentation. This sheet must be provided to Professor Allen at least 24 hours before the presentation. Professor Allen will proofread and fact check the document, make copies, and distribute the copies in class.

Common Mistakes in Seminars

1. **Inadequate introduction** —You must give enough background so that the intelligent listener will know why the work you describe was done, and how the problem was approached experimentally. Do not waste time in introducing too much background: tell your audience what they need to know to understand the paper you are presenting—no more, no less.
2. **Failure to provide the rationale behind a specific experiment**—Before you plunge into a description of a specific experiment, tell the audience why it was done. An effective approach is to say: “the authors next asked, is ATP required for the phosphorylation of glucose? In this experiments, glucose was incubated with and without ATP, and the concentration of the product, glucose-6-phosphate was measured...” This sounds obvious, but it is the most common mistake in seminars and one that is easy to correct. *State the question before describing the answer.*
3. **Poor description of experimental results**—When you show a figure or table, immediately point out what is being measured and state what each axis represents; say explicitly what each column in a table represents. Use the pointer to guide your audience.
4. **Too much information on your slides**—For written slides (as opposed to data slides or graphics slides) write no more than 5–7 lines per slide. You need not write complete sentences; key phrases are adequate. Remember, your slides are visual aids; you do not want your audience focusing its attention on the slides at the expense of listening to you.
5. **Incorrect pace**—Speakers often try to show their absolute mastery of the subject matter by discussing it at high speed. This approach is counter-productive; your listener will stop trying to understand and everyone’s time is wasted. If you must err in pacing, err in the direction of going a little too slowly. Do not worry about pausing and not speaking for a few moments. Such pauses allow your audience to process the information and perhaps break in with discussion or questions. If some points are more important than others, it may be worth modulating your tone of voice and/or summarizing these key points during particular stages of the seminar.
6. **Advocacy of authors**—You are under no obligation to defend the authors’ conclusions; you did not write the paper. Present the data as objectively as you can. State the authors’ conclusions, and state your own reservations or conclusions. The idea is read the paper critically, and you should treat the paper as if you were a referee, not a member of the authors’ laboratory. Although you should be critical when appropriate, you also should be mindful of the fact that the authors are not present to rebut your criticisms.
7. **Distracting mannerisms**—When you use a pointer, point at the information you want to highlight (you need not lasso it or emphatically underline it). Turn the pointer off when you are not using it to make a point, and please do not aim it at the audience. Speak to your audience, not the screen. Try to make eye contact with the audience. Speak LOUDLY.
8. **Vague discussion questions** —Make sure that your discussion questions address interesting and important issues that can be discussed. It is probably best if you do not have an “answer” in mind, but ask about an issue that is left unresolved or can be seen from different views. Make sure that your questions are worded clearly.

POTENTIAL CURRENT TOPIC PRESENTATIONS:

1. Ravindran, A.; Chandran, P.; Khan, S. S. **Biofunctionalized silver nanoparticles: advances and prospects.** *Colloids and Surfaces B: Biointerfaces* **2013**, *105*, 342–352.
2. Crisponi, G.; Dean, A.; Di Marco, V.; Lachowicz, J. I.; Nurchi, V. M.; Remelli, M.; Tapparo, A. **Different approaches to the study of chelating agents for iron and aluminium overload pathologies.** *Anal. Bioanal. Chem.* **2013**, *405*, 585–601.
3. Saei, A. A.; Najafi-Marandi, P.; Abhari, A.; de la Guardia, M.; Dolatabadi, J. E. N. **Electrochemical biosensors for glucose based on metal nanoparticles.** *Trends in Analytical Chemistry.* **2013**, *42*, 216–227.
4. Solomon, E. I.; Hadt, R. G. **Recent advances in understanding blue copper proteins.** *Coord. Chem. Rev.* **2011**, *255*, 774–789.
5. Hartwig, A. **Metal interaction with redox regulation: an integrating concept in metal carcinogenesis?** *Free Radical Biology and Medicine* **2013**, *55*, 63–72.
6. Lusic, H.; Grinstaff, M. W. **X-ray-computed tomography contrast agents.** *Chem. Rev.* **2013**, *113*, 1641–1666.
7. Staník, R.; Světlík, J.; Benkovský, I. **DMSA and its complexes with radioisotopes: review.** *J. Radioanal. Nucl. Chem.* **2012**, *293*, 545–554.
8. Delangle, P.; Mintz, E. **Chelation therapy in Wilson's disease: from D-penicillamine to the design of selective bioinspired intracellular Cu(I) chelators.** *Dalton Trans.* **2012**, *41*, 6359–6370.
9. Stasiuk, G. J.; Long, N. J. **The ubiquitous DOTA and its derivatives: the impact of 1,4,7,10-tetraazacyclododecane-1,4,7,10-tetraacetic acid on biomedical imaging.** *Chem. Commun.* **2013**, *49*, 2732–2746.
10. New, E. J. **Tools to study distinct metal pools in biology.** *Dalton Trans.* **2013**, *42*, 3210–3219.
11. Rouffet, M.; Cohen, S. M. **Emerging trends in metalloprotein inhibition.** *Dalton Trans.* **2011**, *40*, 3445–3454.
12. Owen, T.; Butler, A. **Metallosurfactants of bioinorganic interest: coordination-induced self assembly.** *Coord. Chem. Rev.* **2011**, *255*, 678–687.
13. Sasmal, P. K.; Streu, C. N.; Meggers, E. **Metal complex catalysis in living biological systems.** *Chem. Commun.* **2013**, *49*, 1581–1587.
14. Majumdar, A.; Sarkar, S. **Bioinorganic chemistry of molybdenum and tungsten enzymes: a structural–functional modeling approach.** *Coord. Chem. Rev.* **2011**, *255*, 1039–1054.
15. Tang, X.; Liang, X. **Metal-mediated targeting in the body.** *Chem. Biol. Drug Des.* **2013**, *81*, 311–322.