

# Biology 381 - Computational Biology

*Course Syllabus*

*January 4, 2017*

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## Meetings

**Lecture:** Tuesday, Thursday 4:25 - 5:40 pm 129 Marsh Life Science

**Lab:** Wednesday, 12:00 pm - 2:30 pm 129 Marsh Life Science

## Instructors

**Lecture:** Nick Gotelli

209 Marsh Life Science

ngotelli@uvm.edu

Office hours by appointment

**Lab:** Lauren Ash

211 Marsh Life Science

Lauren.V.Ash@uvm.edu

Office hours by appointment

## Pre-Requisites

- A personal laptop computer that you bring to all lecture and lab meetings
  - Mac or Windows
  - all required software packages installed and working
  - wireless access and an active UVM mail account
- Graduate standing as a PhD or MS student at UVM
- Undergraduates by invitation only after consultation with the instructor
- An ongoing research project for which you are collecting and analyzing data
- Knowledge of basic statistics (p-values, means, variances, hypothesis testing)
- No prior knowledge of computer programming is required

## Course Content

This course is designed to teach you four things:

1. How to “think on paper” to organize your ideas into explicit hypotheses and interpretations of your data. These methods will allow you to focus and improve your entire thesis in a single morning.
2. How to use modern computational tools to make your analysis, writing, graphics, and presentations more efficient and attractive, and to make your analyses transparent and repeatable.
3. Foundational methods in computer programming in R (data structures, functions, control structures, input and output) that will allow you to construct computer models and to easily learn other computer languages (Python, C++).
4. Practice and practical advice to improve your scientific presentations and your classroom teaching skills.

## Thinking On Paper

- the logic tree (the basis for “strong inference” that is rarely used explicitly)
- the look-up table (organize the results of multiple statistical analyses with a “dip-switch” test)
- the path diagram (for specifying variables and being explicit about cause-and-effect)
- the simulated data analysis (complete all of your statistical analyses and know how you will interpret the results before your experiment is even finished)

## Computational Tools

- Git and GitHub (for tracking and documenting your work)
- RMarkdown (to easily build webpages and pdfs with or without R code)
- Beamer (pdf slides that blow away Powerpoint presentations)
- Regular Expressions (find-and-replace on steroids)
- LaTeX (for type-setting equations and improving your slides)
- learning new tools (how to learn how to do things in R)

## Programming Skills

- Basic coding in R studio (functions, scripts, sourcing, console)
- Foundational Programming Methods (annotating code, for loops, control structures, ifelse, and much more)
- Data Files (creating and annotating your data files for safe storage and archival use)
- Graphics (creating publication quality graphics with base R)
- Probability Distributions (normal, uniform, poisson, beta, gamma)
- Stochastic Modeling (using random sampling to add realism to models)
- Null Models (simple permutation tests for estimating  $p$ -values)
- Markov Models (transition matrices for population growth, succession, climate change and more)

## Speaking and Presentation Skills

- How to give a polished seminar or lecture
- How to practice for a presentation
- Avoiding the most common mistakes that ruin your talk
- Building slides that improve the way you speak

## Lecture Activities

Once we finish with the preliminaries, the format for the lecture each day is simple. I will open Rstudio from my computer, project the screen so you can see it, and begin coding. I will comment and explain everything as I go along. You will copy what I am typing on the screen into your own computer and then run the code along with me. This is the fastest way for you to learn how to code.

## Lab Activities

Each week, there will be a programming assignment to go along with the lecture. Your primary in the laboratory section will be to do this assignment. Using the lab time this way forces you to set aside time each week to get learn the language and get the coding done, minimizes your time spent coding outside of class, and gives you the benefit of being able to ask for help from Lauren and from your fellow students.

Lauren will begin each class with a brief overview of the assignment, and possibly a few suggestions or tips for how to code the exercise. Each week, we will also post a “solution” to the problem.

## Student Assignments

In addition to the weekly homework assignment, there will be two major presentations at the end of the semester.

The first is a “research presentation” in which you will give a 15-minute seminar (with slides you have created in Beamer). This seminar will describe your personal data set and the analyses that you have completed over the semester. These analyses should be something that will go directly into your thesis, honors project, or publication.

The second is a “teaching presentation” in which you will teach a 30-minute class on how to use an R package to carry out analysis, create graphics, organize data, generate an interactive webpage, or do something else useful in R. You will prepare a script ahead of time, and then lead the entire class (and me) through your exercise, just as I do in each of the lectures.

The last ~3 weeks of lecture and laboratory sessions will be reserved for these student presentations.

## Student Responsibilities

- Attend nearly all of the lectures and lab meetings
- Do the coding exercises in class when they are assigned
- Regularly update your course webpage with completed and partially completed assignments
- Study the code of your classmates on their webpages to see how they have solved the same problems you are working on
- Annotate your code so it is useful to you and others
- Surf the internet to find solutions to programming problems
- Share code and ideas, and help others who are struggling
- Prepare well ahead of time for your oral presentations at the end of the semester
- Use the course work to complete some concrete work that will go towards your thesis

## Grading

The undergraduate grading paradigm of taking examinations in a limited time frame and doing all of your work exclusively by yourself is antithetical to the programming world. Unless you are at NASA trying to guide an emergency landing for Apollo 13, you will not be writing computer code under a strict time deadline. And, in contrast to the strictures against plagiarism in most of science and academia, we will regularly use computer code that others have written and put it to our own use. When you do so, try to include some brief annotation so that you know where the code came from and can get back to the source if you need to. Copying and repeating what others have said or written is how we learn any language, including computer languages. The only thing you should not do is to copy an entire program wholesale without documentation and without any understanding of what it is doing.

Although there will be weekly homeworks, there is no specific due date on these assignments. As soon as you finish them, you will upload them to your individual website. This website is your public “portfolio” that shows your progressive work through the semester. Course grades will be based on an evaluation of your overall portfolio (quality of coding and annotation), and your two presentations (quality of oral presentation, depth and thoroughness of coding and explanations)

Activity	Grade Weighting
On-line Portfolio	60%
Research Presentation	20%
Coding Presentation	20%