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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
named after Patrice Lumumba  
RUDN University**

**Institute of Medicine**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**Biology**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**31.05.01 General Medicine**

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**General Medicine**

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higher education programme profile/specialisation title

**2023-2024**

## 1. COURSE GOAL(s)

The goal of the course “Biology” is to equip students with knowledge and skills in the field of general biology, parasitology, classical, molecular, medical, and ecological genetics, which are necessary for the formation of the scientific worldview and practical activities of the physician.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “Biology” is aimed at the development of the following competences /competences in part: General Professional Competences- (GPC)-2, (GPC)-5.

*Table 2.1. List of competences that students acquire through the course study*

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-2	Being able to monitor the effectiveness of preventive measures, healthy lifestyle formation and sanitary and hygienic education of the population	GPC-2.3 Being able to prepare an oral presentation or a printed text which promote a healthy lifestyle and increase the population’s literacy concerning disease prevention issues
GPC-5	Being able to assess morpho-functional, physiological conditions and pathological processes in the human body to solve professional tasks	GPC-5.1 Mastering the algorithm of clinical, laboratory and functional diagnosis when dealing with professional tasks
		GPC-5.3 Being able to determine morpho-functional, physiological states and pathological processes of the human body

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-2	Being able to monitor the effectiveness of preventive measures, healthy lifestyle formation and sanitary and hygienic		Biochemistry, Hygiene

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	education of the population		
GPC-5	Being able to assess morpho-functional, physiological conditions and pathological processes in the human body to solve professional tasks		Biochemistry, Histology, Embryology, Cytology normal physiology Microbiology, Virology, Topographic Anatomy and Operative Surgery, Neurology, Medical Genetics, Neurosurgery, Forensic Medicine, Occupational Diseases, Hospital therapy

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Biology” is 7 credits (252 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (***full-time training***)\*

Type of academic activities	Total academic hours	Semesters/training modules		
		1	2	
<i>Contact academic hours</i>	<b>170</b>	<b>85</b>	<b>85</b>	
Including:				
Lectures (LC)	17	-	17	
Lab work (LW)	153	85	68	
Seminars (workshops/tutorials) (S)				
<i>Self-studies</i>	<b>55</b>	<b>23</b>	<b>32</b>	
<i>Evaluation and assessment (exam/passing/failing grade)</i>	<b>27</b>	-	<b>27</b>	
<b>Course workload</b>	academic hours	<b>252</b>	<b>108</b>	<b>144</b>
	credits	<b>7</b>	<b>3</b>	<b>4</b>

#### 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
<b>Module 1</b>	<b>Topic 1.1.</b> Characteristics of Life	<b>LW</b>
	<b>Topic 1.2.</b> The cell as a unit of life	<b>LW</b>

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
Introduction to Biology. The cell as a unit of life	<b>Topic 1.3.</b> The chemical components of a cell. The structure and functions of the cell membrane.	<b>LW</b>
<b>Module 2</b> Genetic material. Structure and functions of nucleic acids	<b>Topic 2.1.</b> Structure and functions of nucleic acids	<b>LW</b>
	<b>Topic 2.2.</b> Genes and genetic code	<b>LW</b>
	<b>Topic 2.3.</b> DNA replication. PCR	<b>LW</b>
	<b>Topic 2.4.</b> Variability of living things. Mutations	<b>LW</b>
<b>Module 3</b> Gene expression	<b>Topic 3.1.</b> Structure of prokaryotic genes. Synthesis of RNA molecules (transcription) in prokaryotic cells	<b>LW</b>
	<b>Topic 3.2.</b> Structure of eukaryotic genes. Synthesis of RNA molecules (transcription) in eukaryotic cells	<b>LW</b>
	<b>Topic 3.3.</b> Processing of RNA molecules	<b>LW</b>
	<b>Topic 3.4.</b> Translation in prokaryotic and eukaryotic cells	<b>LW</b>
	<b>Topic 3.5.</b> Control of gene expression in prokaryotes and eukaryotes	<b>LW</b>
	<b>Topic 3.6.</b> Genetic material of viruses and prokaryotes	<b>LW</b>
	<b>Topic 3.7.</b> Genetic material of and eukaryotes	<b>LW</b>
<b>Module 4</b> Cell division	<b>Topic 4.1.</b> Structure of eukaryotic chromosomes. Karyotype	<b>LW</b>
	<b>Topic 4.2.</b> Allelic and non-allelic, linked and non-linked genes	<b>LW</b>
	<b>Topic 4.3.</b> Pleiotropic and lethal genes. The concepts of penetrance and expressivity. Forms of gene interaction.	<b>LW</b>
	<b>Topic 4.4.</b> The cell cycle, mitotic cell division. The control of the cell cycle	<b>LW</b>
	<b>Topic 4.5.</b> Meiotic cell division	<b>LW</b>
<b>Module 5</b> Concepts of Genetics	<b>Topic 5.1.</b> Law of segregation	<b>LW</b>
	<b>Topic 5.2.</b> Law of independent assortment	<b>LW</b>
	<b>Topic 5.3.</b> Sex-linked inheritance	<b>LW</b>
	<b>Topic 5.4.</b> Inheritance of linked genes	<b>LW</b>
	<b>Topic 5.5.</b> Genetic analysis. Gene mapping	<b>LW</b>
	<b>Topic 5.6.</b> Solving of genetic problems	<b>LW</b>
<b>Module 6</b> Human Genetics	<b>Topic 6.1.</b> Human genome	<b>LC</b>
	<b>Topic 6.2.</b> Methods in Human Genetics	<b>LW</b>
	<b>Topic 6.3.</b> Cytogenetic method. Twin study	<b>LW</b>
	<b>Topic 6.4.</b> Population study	<b>LW</b>

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
	<b>Topic 6.5.</b> Pedigree analysis	<b>LW</b>
	<b>Topic 6.6.</b> Methods of Molecular Genetics	<b>LW</b>
	<b>Topic 6.7.</b> Human heredity. Human hereditary diseases	<b>LW</b>
	<b>Topic 6.8.</b> Non-Mendelian Inheritance. Non-Mendelian diseases	<b>LC, LW</b>
	<b>Topic 6.9.</b> The principles of diagnosis, prevention and treatment of human hereditary diseases	<b>LW</b>
	<b>Topic 6.10.</b> Genetic engineering. Gene therapy	<b>LC</b>
<b>Module 7</b> Medical Protozoology	<b>Topic 7.1.</b> Basic concepts of medical parasitology	<b>LC</b>
	<b>Topic 7.2.</b> Subkingdom Protozoa. Phylum Sarcomastigophora. Class Rhizopoda	<b>LW</b>
	<b>Topic 7.3.</b> Class Zoomastigophorea	<b>LW</b>
	<b>Topic 7.4.</b> Class Zoomastigophorea. Order Kinetoplastida	<b>LW</b>
	<b>Topic 7.5.</b> Phylum Apicomplexa, Class Sporozoa	<b>LW</b>
	<b>Topic 7.6.</b> Phylum Ciliophora, Class Ciliata	<b>LW</b>
<b>Module 8</b> Medical Helminthology	<b>Topic 8.1.</b> Phylum Platyhelminthes. Class Trematoda	<b>LW</b>
	<b>Topic 8.2.</b> Class Trematoda	<b>LW</b>
	<b>Topic 8.3</b> Class Cestoda, order Diphyllbothriidea	<b>LW</b>
	<b>Topic 8.4.</b> Class Cestoda, Taeniidae	<b>LW</b>
	<b>Topic 8.5.</b> Class Cestoda, Hymenolepis and Echinococcus	<b>LW</b>
	<b>Topic 8.6.</b> Phylum Nematelminthes. Class Nematoda	<b>LW</b>
	<b>Topic 8.7.</b> Class Nematoda, geohelminths	<b>LW</b>
	<b>Topic 8.8.</b> Class Nematoda, biohelminths	<b>LW</b>
	<b>Topic 8.9.</b> Ovohelminthoscopy	<b>LW</b>
<b>Module 9</b> Medical significance of arthropods	<b>Topic 9.1.</b> Phylum Arthropoda. Subphylum Branchiata, Class Crustacea. Subphylum Chelicerata, Class Arachnida	<b>LW</b>
	<b>Topic 9.2.</b> Subphylum Tracheata, Class Insecta, order Diptera	<b>LW</b>
	<b>Topic 9.3.</b> Subphylum Tracheata, Class Insecta, human parasites	<b>LW</b>
<b>Module 10</b> Evolution of the organic world. Anthropogenesis	<b>Topic 10.1.</b> History of evolutionary ideas	<b>LC</b>
	<b>Topic 10.2.</b> The main points of the modern evolution theory	<b>LC</b>
	<b>Topic 10.3.</b> Anthropogenesis	<b>LC</b>

Course module title	Course module contents (topics)	Academic activities types
<b>Module 11</b> Man and the Biosphere	<b>Topic 11.1.</b> Man and the Biosphere	<b>LC</b>

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	List of specialised laboratory equipment, machinery, stands, etc.
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	List of specialised equipment, stands, visual posters, etc.
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of pcs), a board (screen) and technical means of multimedia presentations.	List of specialised software installed on computers for mastering the discipline
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Klug W.S., Cummings M.R., Spencer C.A., Palladio M.A. Concepts of genetics. – Pearson Education International. – 2014.
2. Myandina G.I. Medical parasitology. – M.: PFU. – 2014.

### *Additional readings:*

1. General Genetics [Text/electronic resource] = General Genetics. Manual for Graduate Students : Textbook / E.V. Romanova, P. Kezimana. - Book in English; Electronic text data. - M. : Publishing house of PFUR, 2018.- 104 c.
2. Fletcher H., Hickey I. Genetics. – Garland Science. – 2013.
3. Lewin B. Genes. – Oxford University Press. – 2012.
4. Color Atlas of Genetics / Passarge Eberhard. - 4th edition, revised and update. - Stuttgart ; New York : Thieme, 2013.
5. Vogel and Motulsky's Human Genetics: Problems and Approaches / M. Speicher, Antonarakis S.E., Motulsky A.G. – Springer. – 2010.
1. Gardner A., Davies T. Human Genetics. – Scion Publishing Ltd. – 2009.
6. Storry B., Wong E., Walker R.A., Gillaspay G., Sible J., Lederman M. – Working with Molecular Cell Biology (Fifth Edition). – W.H. Freeman and Company, New York. – 2004.
7. Gangane S.D. Human Genetics (Second edition). - Elsevier. Reed Elsevier India Private Limited. – 2004.
8. Heelan J.S., Ingersol F.W. Essentials of Human Parasitology. – Delmar. Thomson Learning. - 2002.

*Internet sources:*

1. Electronic libraries with access for RUDN students:

- RUDN online library <http://lib.rudn.ru/MegaPro/Web>
- Royal Society of Chemistry <http://pubs.rsc.org/>
- Scientific electronic library: - <http://elibrary.ru>
- Nature - <http://www.nature.com/siteindex/index.html>
- OxfordJournals - <https://academic.oup.com/journals/>
- <http://www.biblioclub.ru>
- <http://www.biblio-online.ru>
- [www.studentlibrary.ru](http://www.studentlibrary.ru)
- <http://e.lanbook.com/>

2. Databases and search engines:

- National Center for Biotechnology Information (NCBI) - [www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)
- ScienceDirect - <http://www.sciencedirect.com>
- Google Academy - <http://scholar.google.ru/>
- SCOPUS <http://www.scopus.com/>

*Training toolkit for self- studies to master the course \*:*

1. The set of lectures on the course “Biology”

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (GPC-2, GPC-5) upon the course study completion are specified in the Appendix to the course syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

**DEVELOPERS:**

Associate professor,  
Department of Biology and  
General Genetics

O.B. Gigani

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position, department

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signature

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name and surname

**HEAD OF EDUCATIONAL DEPARTMENT:**

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General Genetics

M.M. Azova

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name of department

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**HEAD  
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