Marker-Assisted and Gene-Assisted Selection
Course Syllabus

Spring 2018

Instructors: R. Mark Enns
Animal Sciences 012
Campus Delivery 1171
Colorado State University
Phone: (970)491-2722
Email: Mark.Enns@Colostate.edu

Prerequisites: Genetic Prediction, Linear Models in Animal Breeding, and Year 1 prerequisites or equivalent
(equivalency granted via instructor’s written/email approval)

Schedule and Credit

This on-line course will begin on Monday, January 8 and ends February 9 (with additional time for the final exam). The content of the course is consistent with a one-credit graduate level course.

Course Goal

The goal of this module is to extend the concepts learned in Linear Models in Animal Breeding and Genetic Prediction to increase student understanding of potential methods for incorporating genetic marker information into selection decisions. This field is rapidly changing as new biotechnologies are developed and as statistical methodologies follow to analyze the vast amounts of information available from new DNA technologies related to livestock genomes. Accordingly, a wide array of material will be covered with emphasis on application of these technologies to real-world scenarios. Topics will include but are not limited to recombination, single-gene tests, molecular breeding values, suggested producer guidelines for use of the technologies, and incorporation of genomic information into genetic prediction procedures.

Course Access

Access to course will be through Colorado State University’s Canvas system:
http://info.canvas.colostate.edu/login.aspx

Lectures and material presented via:
- Adobe Presenter
- Camtasia produced mp4 files
**Academic Integrity:**
In this course students will be expected to abide by the honor code of Great Plains IDEA and Colorado State University as outlined below.

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people (see Students’ Responsibilities, Academic Integrity; [http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity](http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity)). The Great Plains IDEA (Ag*IDEA) integrity statement can be accessed at [https://www.gpidea.org/student-handbook/grades-and-academic-integrity](https://www.gpidea.org/student-handbook/grades-and-academic-integrity)

We take academic integrity seriously. At a minimum, to achieve academic integrity no one will use another's work as his/her own. The CSU writing center defines plagiarism in this manner:

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."


**Course Outline:**

I. Introduction and Discussion of Course Goals

II. Introduction
   a. Review of basic terminology and concepts
      i. Direct Markers
      ii. Linked Markers
      iii. Gene/SNP “Chips”

Upon completion of this lesson, learners will be able to:

   I. Understand the basic mechanisms behind QTLs, SNPs, and other genetic markers.

III. Marker-Assisted Selection
   a. How do these technologies fit in to genetic improvement and selection?
      i. Producers—what questions do you ask?
      ii. State of current commercial applications
   b. Recent history of commercial use
      i. Parentage
      ii. Categorization
      iii. Molecular breeding values
Upon completion of this lesson, learners will be able to:
1. Recommend guidelines for use of marker technologies in a commercial and seedstock setting.
2. Intelligently discuss the history of commercial use of gene marker applications.
3. Relate current levels of knowledge to subsequent methodologies suggested for incorporating these markers into more traditional genetic evaluation procedures.
4. Understand the usefulness of gene marker technologies

IV. Use of genetic markers in breeding value prediction
   a. Defining the model.
   b. Linear models for inclusion of genetic markers.
   c. Alternative approaches for use of gene chip information
   d. EPD De-regression
   e. Selection index approaches
   f. Hybrid and super-hybrid models
   g. Sequencing information (DNA and RNA)
   h. Industry application
      i. What does the future hold?

Upon completion of this lesson, learners will be able to:
1. Define a model for use of genetic marker information
2. Appreciate the rapid evolution of statistical methodologies to evaluate these new sources of information
3. Understand the most recently suggested models for using marker information derived from “gene chips”

**COURSE SCHEDULE**

Course material will be made available on a weekly basis. This pacing is intended to maintain course continuity by engaging all students in the same material at the same time.

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<thead>
<tr>
<th>Week</th>
<th>Beginning Date</th>
<th>Activities</th>
<th>Assignments</th>
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| Week One | January 9 | Review of Syllabus and Course Introduction  
- online audio presentation  
- Basic Terminology  
- Online audio presentation  | Listen to the two Audio-Presentations related to this week’s topics by Tuesday, January 16  
Make a posting to the Forum by Friday, January 12  
Complete Quiz #1 by Tues., January 16 |
| Week Two | January 16 | Approaches to Marker-Assisted Selection  
- Perspective  
- Defining the Model | Listen to Audio-Presentations related to this week’s topics by Mon., January 22  
Make a posting to the Forum by Thursday, January 18  
Complete Quiz #2 by Tues., January 23 |
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<th>Week</th>
<th>Beginning Date</th>
<th>Activities</th>
<th>Assignments</th>
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<tr>
<td>Week Three</td>
<td>January 22</td>
<td><strong>Including SNP data in Genetic Evaluation Procedures</strong></td>
<td>Listen to Audio-Presentations related to this week’s topics by Mon., January 29</td>
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<td>• online audio presentation</td>
<td>Make a posting to the Forum by Thursday, January 25</td>
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<td><strong>Recent developments in application of SNP data, DNA and RNA Sequencing</strong></td>
<td>Complete Quiz #3 by Tues., January 30</td>
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<td>Week Four</td>
<td>January 29</td>
<td><strong>Including SNP data in Genetic Evaluation Procedures (cont.)</strong></td>
<td>Listen to the Audio-Presentations related to this week’s topic by Monday February 5</td>
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<td>• online audio-visual presentations</td>
<td>Make a posting to the Forum by Thursday, February 1</td>
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<td><strong>Recent developments in application of SNP data, DNA and RNA Sequencing</strong></td>
<td>Complete Quiz #4 by Tues., February 6</td>
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<tr>
<td>Week Five</td>
<td>February 5</td>
<td><strong>Industry application and background</strong></td>
<td>Listen to the Audio-Presentations related to this week’s topics by Friday February 9</td>
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<td>• online audio presentation</td>
<td>Complete Final Exam by Friday, February 16</td>
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**TEXTBOOK**

No textbook is required for the course, although the following book is recommended as a useful reference:


Appropriate refereed journal articles

**TOOLS REQUIRED**

You will need a current version of Flash Player installed on your computer to “see” the audio-presentations. You will also need Adobe Acrobat Reader to view Portable
Document Files (PDF) contained within the course. Finally, you will need to be able to create PDF files for homework assignments. This process can be accomplished within Microsoft Office software through the Print menu. If you choose a different software package to complete your homework assignment, you may need the full version of Adobe Acrobat to create a PDF of your work.

**FORM OF ASSESSMENT**

Students will be evaluated based on their performance on:

- Four equally weighted *on-line quizzes* (worth in total 40% of grade);
- *Forum* participation (4 postings, worth 20% of the total grade); and
- an on-line *final exam* at the end of the module (worth 40% of grade).

*On-line quizzes.* One hour will be allowed for each on-line quiz. These must be completed individually during the time period announced. These weekly quizzes will focus on material presented that week. You may use your class notes for these quizzes. Each on-line quiz is worth 10% of your grade.

Each week’s quiz will be available by 6:00 p.m. Mountain Standard Time on Thursday. The quiz must be taken by 11:59 p.m. Mountain Standard Time on the subsequent Tuesday.

*Forums.* This assessment activity is designed to facilitate cross-institution interaction and to foster student help with the application of statistical tools.

Once each week students will be expected to contribute to class interactions in one of the following ways:

1. Present a question for discussion on the “Forums”;
2. Contribute comments relative to the issues/questions being talked about on the Forums link (these questions might be introduced by the instructor or other students; or,

The deadline for weekly postings to the discussion board will be 11:59 pm Mountain Standard Time on Thursday of each week of the course.

Given the nature of the programs being used in this course, we fully expect that students will rely heavily on the suggestions of other students relative to the use of these tools.

*Final exam.* Two hours will be allowed for the final exam, which will be taken on-line. The exam must be completed individually during the time period announced. The final exam will cover material from the entire module. You may use your class notes for this exam.
The final exam will be available by 5:00 p.m. Mountain Standard Time on Friday, February 9. The final must be taken by 11:59 p.m. Mountain Standard Time on Friday, February 16.

**Grading**

Your final grade will be determined by the number of credits (expressed as percentages) you earn over the five-week course. You are assured of earning a final grade within a category shown below by earning the number of credits specified.

<table>
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<tr>
<th>Credits</th>
<th>Grade category</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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Plus (excluding A) and minus grades will be given within a passing grade category. Depending on overall performance of students in the course, there may be a curve applied to the percentages above.