

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Ling Xing Yi
Course Author Email	xyling@ntu.edu.sg
Course Title	Current Topics in Analytical Chemistry
Course Code	CM4013
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	(CM2011 and CM2062 and CM3062) or by permission
Co-requisites	NIL
Pre-requisite to	NIL
Mutually exclusive to	NIL
Replacement course to	NIL
Remarks (if any)	

Course Aims

This course aims to develop your ability to apply a selection of bioanalytical methods:

You learn how to perform a quantitative analysis of a given sample starting from the preliminary steps of sampling and sample preparation. You will be able to choose the proper analytical method and interpret the results obtained. You will get in-depth knowledge on bioanalytical chemistry and its most important techniques, including bioanalysis, biomaterials, electroanalytical methods, with focus on point-of-care diagnosis and food quality control. You will be able to compare the results obtained by traditional analytical techniques to those obtained from more modern approaches by using chemical sensors and biosensors.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Introduction to Analytical Methods (a) Define analytic chemistry. (b) List the application fields of analytic chemistry. (c) Describe the development of analytical chemistry since the 19th century. (d) Classify analytical methods. (e) Identify the proper analytical method for the analysis, based on sample size and analyte level. (f) Explain the problems involved in 'real sample analysis' (g) Identify the right method to choose for the given sample (h) Explain how to perform sampling and sample processing (i) Describe how to apply different methods to eliminate the interferences (j) Describe how to measure the property which correlates to the analyte concentration (k) Explain how to calculate and evaluate the obtained results
ILO 2	

Current Techniques for Antibody/Antigen Detection: ELISA Immunoassays

- (a) Define immunoassays
- (b) List application fields of immunoassays
- (c) Describe immunoassay formats and advantages
- (d) Describe protein structure and conformation
- (e) Explain enzyme working principles and their function in immunoassays
- (f) Describe antibody structure and functions
- (g) Classify antibodies according to their different properties and binding capability
- (h) Define ELISA Immunoassays
- (i) Describe the main components of ELISA Immunoassays
- (j) Explain the working principle of ELISA Immunoassays
- (k) List the most common ELISA formats
- (l) Explain how to represent ELISA results
- (m) Describe strategies for signal amplification in ELISA Immunoassays

ILO 3	Current Methods for DNA Analysis: From Classical Techniques to Next Generation Sequencing (NGS) (a) Describe different chromatography methods in food analysis (b) Identify the best chromatographic technique for the analysis of specific analytes in food samples (c) Define polynucleotides. (d) Classify polynucleotides according to their structure. (e) Explain DNA double helix structure. (f) Describe DNA hybridisation and denaturation. (g) Describe 'genes' and their characteristics. (h) Explain the occurrence of 'single nucleotide polymorphisms' and the effects of their presence in a DNA sequence (i) Explain how DNA can be amplified by PCR (j) Explain how human genome was sequenced during HGP by using chain-termination method (k) Identify the improvements in DNA sequencing by NGS technologies (l) Identify the future trends in this field based on third generation sequencing
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ILO 4	Introduction to Chemical Sensors and Biosensors (a) Define 'Chemical Sensors' and 'Biosensors' (b) Describe the working principles of 'Chemical Sensors' and 'Biosensors' (c) Explain the advantages of using chemical sensor and biosensors as compared to traditional techniques (d) List the bio-recognition elements that can be used in biosensors (e) Explain the recognition event (f) Describe the different recognition mechanisms (g) Describe the detection techniques used in chemical sensors and biosensors (h) Explain how a chemical sensor is developed based on different materials, methods, and fabrication techniques (i) Illustrate chemical sensors and biosensors main features (j) List chemical sensor and biosensor application fields
ILO 5	Chemical Sensors: Applications to Real Life (a) Define Clark Oxygen Sensor (b) Describe the main components of Clark Oxygen Sensor (c) Explain the working principle of Clark Oxygen Sensor (d) Describe healthcare and environmental applications of Clark Oxygen Sensor

ILO 6	Advanced Techniques for Point-of-care Diagnosis: Enzymatic, DNA and Immunosensors (a) Describe the importance of DNA analysis and how it can be performed by using DNA sensors (b) Define 'DNA Sensors' and explain their working principles (c) Describe the different approaches for DNA probe immobilization and how to carry out DNA hybridization (d) Describe the detection techniques used in DNA sensors and their applications (e) Describe 'Aptasensors' and the advantages of replacing antibodies with aptamers (f) Define Enzymatic Sensors and describe their working principle (g) List the biorecognition elements and transducers used in Enzymatic Sensors (h) Explain how the traditional glucometer works and describe the different alternatives for glucose sensing (i) Define Immunosensors and describe their working principles (j) Describe immunosensors formats and transduction (k) Explain how the home pregnancy test works (l) Describe the different tests for early detection of colorectal cancer
ILO 7	Novel Analytical Tools for Food Analysis (a) Define Food Analysis (b) Explain why Food Analysis is carried out and who will conduct it (c) Explain what food quality and safety are (d) Explain how food quality can be assessed by traditional techniques and by electrochemical transducers (e) Explain how food samples can be analysed to detect bacteria contamination (f) Describe different chemical sensor and biosensor that can be used for Food Analysis

ILO 8	Advanced Materials used in Analytical Chemistry (a) Define 'nanotechnology' and describe different kinds of nanomaterials (b) Explain the characteristics of nanomaterials and how they can be synthesised (c) List nanotechnology general applications (d) Describe the use of gold nanoparticles and semiconductor quantum dots as labels in chemical sensors (e) Describe the use of carbon nanomaterials as platforms and support for labels in chemical sensors (f) Explain how nanomaterials can contribute to signal enhancement in chemical sensors
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Course Content

1. Introduction to Analytical Methods
2. Current Techniques for Antibody/Antigen Detection: ELISA Immunoassays
3. Current Methods for DNA Analysis: From Classical Techniques to Next Generation Sequencing (NGS)
4. Introduction to Chemical Sensors and Biosensors
5. Chemical Sensors: Applications to Real Life
6. Advanced Techniques for Point-of-care Diagnosis: Enzymatic, DNA and Immunosensors
7. Novel Analytical Tools for Food Analysis
8. Advanced Materials used in Analytical Chemistry

Reading and References (if applicable)

Recommended textbook: Fundamentals of Analytical Chemistry, by Skoog, West, Holler and Crouch, 8th edition, Thomson, 2004. Brooks/Cole Cengage Learning. ISBN: 0534417973

Recommended textbook: Chemical Sensors and Biosensors, Fundamentals and Applications, by F.G. Banica, Wiley 2012. ISBN: 978-0-470-71066-1

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Introduction to Analytical Methods	1	Skoog West Ch 1, and Ch 8	In-person	
2	Current Techniques for Antibody/Antigen Detection: ELISA Immunoassays	1	Banica Ch 2, Ch 3, and Ch 6	In-person	
3	Current Techniques for Antibody/Antigen Detection: ELISA Immunoassays	2	Banica Ch 2, Ch 3, and Ch 6	In-person	
4	Current Methods for DNA Analysis: From Classical Techniques to Next Generation Sequencing (NGS)	2		In-person	Banica Ch 2, Ch 3, and Ch 6
5	Current Methods for DNA Analysis: From Classical Techniques to Next Generation Sequencing (NGS)	3	Banica Ch 7	In-person	
6	Oral Presentation	1-8		In-person	Assessment
7	Midterm Test	1-3		In-person	Assessment

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
8	Introduction to Chemical Sensors and Biosensors	4	Skoog West Ch 18, Banica Ch 1	In-person	
9	Chemical Sensors: Applications to Real Life	5	Skoog West Ch 23	In-person	
10	Advanced Techniques for Point-of-care Diagnosis: Enzymatic, DNA and Immunosensors	6	Banica Ch 7	In-person	
11	Advanced Techniques for Point-of-care Diagnosis: Enzymatic, DNA and Immunosensors	6	Banica Ch 7	In-person	
12	Novel Analytical Tools for Food Analysis	7	Skoog West Ch 18, Banica Ch 1	In-person	
13	Advanced Materials used in Analytical Chemistry	8	Banica Ch 8, and Ch 20	In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	A “blended” learning approach will be adopted, involving both online and face-to-face lectures. Online knowledge clips containing basic background on analytical and bioanalytical techniques will be uploaded every week, for students to watch and complete a LAMS sequence before each face-to-face lecture. During the lectures, students will learn detailed principles and protocols for analytical and bioanalytical chemistry. The concepts will be illustrated with worked examples and with real world applications to show the relevance and importance of learning these topics and their links to our daily life. In addition, students will be encouraged to ask questions or have discussions during and after the lecture.
Oral presentation	It is done in a group of 2-4 students, whereby the group members will discuss and select a project on how to make use nanoscience and nanotechnology to resolve the issues that are related to the Singapore government future research and innovation roadmap. The presentation ends with questions and answer session, where I have invited a panel of 5 members to evaluate their performance and ask related questions to probe students’ understanding on their topic. The Q&A session is also open to all participants, where all students will be given the opportunity to interact with each other. The learning outcomes of the oral presentation is multiple-pronged. Firstly, the students must learn to work in a group, mimicking their future work place and scenario. Students will need to discuss and come to an agreed topic for discussion. Also, an oral presentation is one of the way to convey information. This will be important for students as a future worker to present, inform or persuade a new idea/ product.
Literature review	The aim of literature review is to encourage the students to have more critical thinking - in terms of reading and writing. In particular, students are to critically read and identify the purpose of individual article, and research on the relevant background and related information online. For the critical writing part, only when fully understand the context of the article, students are able to evaluate and critique in the quality of the article.
Peer Evaluation	Students will review group members’ contribution and performance in the group oral presentation. This will allow students to critique and provide feedback to each other on their work.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Test/Quiz(Midterm 1)	1,2,3	Communication & Competence	30	Individual	Analytic	Extended Abstract
2	Continuous Assessment (CA): Test/Quiz(Midterm 2)	4-8	Communication & Competence	30	Individual	Analytic	Extended Abstract
3	Continuous Assessment (CA): Assignment(Literature Review)	1-8	Communication, Competence, Creativity	15	Individual	Analytic	Extended Abstract
4	Continuous Assessment (CA): Presentation(Oral Presentation)	1-8	Communication, Competence, Creativity	20	Team	Holistic	Extended Abstract
5	Continuous Assessment (CA): Others(Peer Evaluation)	1-8	Competence, Communication Critical thinking	5	Individual	Holistic	Extended Abstract

Description of Assessment Components (if applicable)

Literature review - Student will choose a published article related to advanced analytical technique, and critically read and identify the purpose of individual article, and research on the relevant background and related information online. They will then summarize in an essay..

Oral presentation - It will be done in a group of 2-4 students, whereby the group members will discuss and select a project on the latest development of analytical chemistry. The presentation ends with questions and answer session, it will be a peer-questioning session where other non-presenting students will ask questions.

Peer Evaluation - Students will review group members' contribution and performance in the group oral presentation. This will allow students to critique and provide feedback to each other on their work.

Formative Feedback

Formative feedback: Lecturer(s) will be closely working with students to monitor their learning progress. They will provide students with timely feedback to improve their understanding of concepts. Furthermore, students will be given opportunities to express their ideas and discuss them with lecturer (s).

Summative Feedback: Summative feedback on mid-term tests, literature review and oral presentation will be given. Students will be provided with comments on common mistakes, and areas of improvement.

This will help students to achieve the intended learning outcomes 1 to 8 above.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Care for Society	Intermediate
Collaboration	Intermediate
Communication	Intermediate
Creative Thinking	Intermediate
Global Perspective	Advanced

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to read the lecture/tutorial/laboratory materials prior to the respective lectures. This will help you to learn much more efficiently as you will already have an impression on the topics to be covered. You are also advised to read through the recommended textbooks as outlined in the Weekly Schedule.

Policy (Absenteeism)

If you miss a lecture, you are expected to make up for the lost learning activities. If you are sick and unable to attend your class, you have to:

- send an email to the instructor regarding the absence
- submit the Medical Certificate* to the school administrator. (* the medical certificate mentioned above should be issued in Singapore by a medical practitioner registered with the Singapore Medical Association.)

There will be make-up test for those who miss the mid-term test with approval.

Policy (Others, if applicable)

Diversity and Inclusion Policy

Integrating a diverse set of experiences is important for a more comprehensive understanding of science and engineering.

It is our goal to create an inclusive and collaborative learning environment that supports a diversity of perspectives and learning experiences. That honours your identities; including ethnicity, gender, socioeconomic status, sexual orientation, religion or ability.

To help accomplish this:

- If you are neuroatypical or neurodiverse, have dyslexia or ADHD (for example), or have a social anxiety disorder or social phobia;
- If you feel your performance in the course is being impacted by your experiences outside of class;

- If something was said in the course (by anyone, including instructor/supervisor) that made you uncomfortable.

Please e-mail to your Associate Chair (Students & Continuing Education) at ac-cceb-stud@ntu.edu.sg about how we can help facilitate your learning experience.

As a participant in course discussions you should also strive to honour the diversity of your classmates. You can do this by; using preferred pronouns and names; being respectful of others opinions and actively making sure all voices are being heard; and refraining from the use of derogatory or demeaning speech or actions.

All members of the course are expected to strictly adhere to the student code of conduct (<https://www.ntu.edu.sg/life-at-ntu/student-life/student-conduct>) . If you witness something that goes against this or have any other concerns, please speak to your instructors or a faculty member.

Last Updated Date: 08-04-2025 08:28:37

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