**Teaching notes on adaptation**

The adaptations to this case were used in a spring class (2021). The overall case was

* broken into smaller part;
* structure visualization was used in **Mol\*** as part of RCSB changes
* questions were clearly boxed for student responses.

Unless otherwise noted, the content of the document was not changed.

Worksheet 3

* Additional information was added for the search since the RCSB search resulted in many more structures than anticipated. Students are directed towards NCBI to perform a parallel search to find the structures.
* Additional information is collected from the RCSB 6i53 resource.

Worksheet 4

* In addition to clarifying areas for questions, the tables were amended to clarify what should be recorded.
* Students should know that the subunits need to be identified by names and that in different PDB files, that there are different labels for each of the subunits.

Parts and points for the adaptation

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| --- | --- | --- | --- |
| **Part** | **Title** | **Questions** | **Points** |
| 1 | Preparation | 8 | 14 |
| 2 | A clue in Anna’s spinal fluid | 4 | 6 |
| 3 | Molecular basis of sleep | 7 | 9 |
| 4 | GABA-A receptor function | 7 | 11 |
| 5 | When you take a sedative | 5 | 9 |
| 6 | Waking up Anna | 6 | 10 |
| 7 | Beyond waking up | 2 | 4 |