

| General Information | | | | | | | | |
|---------------------|---------------------------------------|--|---------|-------------------------------|------------|---------------------|-------------|---------------|
| Course Title: | Critical Reading in Immunology | | | Course Designation: IBIOS 580 | Credits: 1 | | | |
| Semester: | Fall | | Year: | 2007 | | | | |
| Department: | IBIOS | | | | | | | |
| Director: | Christopher Norbury Ph.D | | Phone # | 7204 | Email: | ccn1@psu.edu | Office Rm # | C6804A |
| Time : | 12 noon to 1pm | | Days: | Monday | | | Location: | C4702 |

| Course Information | |
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| Description and/or Overview: | |
| <p>This course will cover the critical review of publications in the field of Immunobiology. It is designed to supplement the content of the MICRO 554 (Principles of Immunology) and MICRO 560 (Concepts in Immunology) courses. Major areas covered will include immune development and regulation, the phenotype and function of immune cell subsets, autoimmunity, immunodeficiency and the response to bacterial, viral and protozoal pathogens. Topics will be organized around a distinct field in Immunobiology and will include an introductory lecture followed by discussion of the primary literature.</p> <p>This course will involve the review of primary literature in topics including immune development and regulation, the phenotype and function of immune cell subsets, autoimmunity, immunodeficiency and the response to bacterial, viral and protozoal pathogens. The major emphasis will be on the critical review of current literature on each subject following an introductory lecture with a view to both broadening the scope of familiarity with immunological topics and to developing the skill of the analytical review of primary literature. Examples of topics to be included are; Natural Killer Cell Biology, Phagocytosis in the Immune System, Biology of Polymorphonuclear Granulocytes, Pattern Recognition Molecules, Mechanisms of Cell-mediated Cytotoxicity, Innate Inflammatory Mediators, Modulation of T cell Function by Antibody, Chemotaxis in the Immune System, Intestinal Immunity, Lung Immunity and Immunity to Intracellular Bacteria. This topics covered in this course will complement, but not overlap with, the topics covered in MICRO 554 and MICRO 560. Topics covered are flexible allowing for change as interests and emphasis in the field shift.</p> | |
| Goals and/or Objectives: | |
| <p>The main purpose of this course is to give the student experience in critically reading, discussing, and presenting the immunology literature.</p> | |

Pre-requisites:

Past or concurrent enrollment in MICRO 554 (Principles of Immunology).

Requirements; course-specific policies and expectations:

Each student will give one oral presentation each semester. The student will select a specific journal article with the approval of the course director. It is the student's responsibility to research the background information relevant to the topic so that the significance of the paper can be fully appreciated. Students should be sure to get their assignments well in advance so that they have adequate time to prepare. Based on their literature research, they will put together a 50 minute, logically-organized presentation of the topic. For simplicity, they usually prepare PowerPoint slides. A computer and projector are available in C4702 to facilitate electronic presentations. Students will be graded on their presentations, and this will be worth 80% of their overall grade for the semester. Students should meet with the course director immediately after the presentation to get a critique of their performance.

Required Texts and Resources:

There is no textbook for this course. All the reading assignments are taken from primary literature articles.

Electronic Links:

ANGEL Website: <https://cms.psu.edu>

Attendance is expected for every class period and a portion (20%) of your grade will be based on participation.

Examination Policy:

There are no formal examinations – the remainder of the grade (with the exception of participation) is based upon the effectiveness and content of the presentation given. Criteria are the speed and clarity of presentation, use of schematics to aid education of the audience, background knowledge of the area of research, and the ability to answer questions.

Grading Criteria:

Participation – 20%

Oral presentation 80%

Academic Integrity

Academic Integrity at Penn State is defined by Faculty Senate Policy 49-20 as “the pursuit of scholarly activity in an open, honest and responsible manner”. The University's Code of Conduct states that “all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others”. Academic dishonesty (including, but not limited to cheating, plagiarism, or falsification of information) will not be tolerated and can result in academic or disciplinary sanctions such as a failing (F) grade in the course.

Plagiarism

[For more information, see: <http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>]

Statement on Remediation

The basis for grades, as stated in [Senate Policy 47-20](#), is "...the instructor's judgment of the student's scholastic achievement..." Occasionally, a disagreement arises in the assignment of a grade. A student who wishes to question or challenge the grade assigned in a course must first discuss grading practices and assignments with the instructor. It is expected that the student and instructor will try to eliminate any misunderstandings and will attempt to work out any disagreements over grades.

On the rare occasion that a student and instructor fail to resolve the grade dispute through informal means, the student may request that the head of the academic program offering the course act as a mediator. If this mediation does not resolve the dispute, the student who is a graduate student may request further mediation from the associate dean for graduate studies.

[For more information, see: <http://www.psu.edu/dept/oue/aappm/G-10.html>]

Educator's Code of Conduct

The Penn State Milton S. Hershey Medical Center and Penn State College of Medicine are dedicated to developing and maintaining a strong commitment to ethical teaching practices at all levels of the education process.

The foundation for this Educator's Code of Conduct is provided by the Penn State University Graduate School Statement on Teaching Ethics (1). The development of this Graduate School statement was based on a special issue of the journal, *New Directions for Teaching and Learning*. In this special issue, entitled *Ethical Dimensions of College and University Teaching: Understanding and Honoring the Special Relationship between Teachers and Students* (2), several authors provided theoretical and practical guidelines for honing ethical college teaching skills. Some of the authors' recommendations have been used to formulate the Educator's Code of Conduct provided herein. Some of these recommendations were modified to specifically fit the needs of both educators and students at the Hershey Medical Center and the Penn State College of Medicine. Both the Unified Campus Commitment to Excellence of the Hershey Medical Center and Penn State College of Medicine (3) and the Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM (4) were also consulted in preparing this Educator's Code of Conduct.

Four Norms to Govern Teaching

Honesty

Honesty and integrity must be practiced during all aspects of the education process.

Promise-Keeping

Promise keeping requires the educator to fulfill the "promises" made at the beginning of the semester or any other learning activity. Syllabi, assignments, grading principles, and class and office hour schedules each involve promises that are made to students and that must be adhered to under normal circumstances.

Respect for Persons

The educator must approach the learner with personal respect. In addition, the educator ought to encourage mutual respect among students. In particular, respect for race, religion, sexual orientation, disability gender, age, marital status, cultural differences, and political conviction should be supported and encouraged in all aspects of the educational process. Additionally, educators ought to show respect and common courtesy for students both during interpersonal interactions and in responding promptly to students' need for guidance and feedback. An environment free from harassment and discrimination, verbal abuse, physical violence, and intimidation in any form must also be provided for all learning activities.

Fairness

Recognizing the inherent subjectivity involved in grading, an educator ought to ensure that their grading practices are as objective as possible by creating and adhering to unambiguous criteria.

Principles of Ethical College and University Teaching

Content Competence

An educator maintains a high level of subject matter knowledge and ensures that the content of the educational experience is current, accurate, representative, and appropriate to the position of the learning experience within the students' program of study. The educator must be capable of approaching each learner with a commitment to meeting his or her educational needs.

Pedagogical Competence

A pedagogically competent educator communicates the objectives of the educational experience to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives.

Dealing with Sensitive Topics

Topics that students are likely to find sensitive or discomfiting are dealt with in an open, honest, and positive way.

Student Development

The overriding responsibility of the educator is to contribute to the intellectual development of the student, at least in the context of the educator's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

Dual Relationship with Students

To avoid conflict of interest, an educator does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the educator. The establishment of a romantic/sexual relationship between an educator and a student should be reported to the immediate supervisor of the educator. Such relationships should be dealt with consistent with Penn State Administrative Policy AD41 — Sexual Harassment (5).

Student Confidentiality

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials and are released only with student consent, for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to the student or to others.

Patient Privacy and Confidentiality

Educators who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines as outlined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Respect for Colleagues

An educator respects the dignity of his or her colleagues and works cooperatively with colleagues in the interest of fostering student development.

Valid Assessment of Students

An educator is responsible for taking adequate steps to ensure that the assessment of a student's performance is valid, open, fair, and congruent with the course/educational experience objectives. An educator must be aware that such assessments are important in students' lives and in the development of their careers.

Respect for Institution and Profession

In the interest of student development, an educator is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches and the profession which he or she represents.

Citing Sources of Educational Material

An educator acknowledges and documents, as appropriate, the sources of information and other materials used for teaching.

Violations of the Educator's Code of Conduct

Should a learner experience conduct that is inconsistent with the Educator's Code of Conduct, he/she is encouraged to first address the issue with either the educator responsible for the inconsistency or the director of the course in which the educator teaches. Should this attempt to resolve the problem fail, or if the nature of the inconsistency is such that the learner does not feel comfortable addressing the issue with either the educator or the course director, the student may consult other individuals. These individuals may include but are not limited to: faculty advisor, student ombudsman, departmental chair, the Vice Dean for Educational Affairs, and the Vice Dean for Faculty and Administrative Affairs. The decision of who to contact may be dependent on the educational program of the learner and/or type of violation that was encountered.

References:

- (1) <http://www.gradsch.psu.edu/research/ethics.html#teaching>)
- (2) <http://cte.uncwil.edu/et/br030697.htm>
- (3) Unified Campus Commitment to Excellence of the Penn State Milton S. Hershey Medical Center and College of Medicine; 05/11/01
- (4) Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM; Effective Date October, 2001
- (5) <http://guru.psu.edu/POLICIES/Ad41.html>

Developed by the Unified Campus Academic Team Endorsed by Teams Council — May 21, 2003

