

General Information							
Course Title:	Medical Microbiology	Course Designation: MICRO 551			Credits: 2		
Semester:	Spring	Year:		2008			
Department:	Microbiology and Immunology						
Director:	John Wills, Ph.D.	Phone #	3528	Email:	jww4@psu.edu	Office Rm #	C6714
Time :	10:15-11:45	Days:	Friday		Location:	C6805	

Course Information

Description and/or Overview:

Molecular Pathogenesis is a two-semester course (2 credits/semester) that first-year students in our department take. It is organized differently from all your other courses. Although it will educate you in a wide variety of topics relevant to microbiology and immunology, the main purpose of this course is to give you experience in critically evaluating, discussing, and presenting the scientific literature.

The general focus of the Fall semester is Virology, a topic of relevance to everyone in our department. As you can see from the syllabus, the very first lecture will introduce the basic concepts of virology, and after that, you will have eight, two-part sessions that cover specific topics. For each of these, the faculty member in charge will begin by giving an overview lecture for the chosen topic during the first week. During the second week, there will be a student presentation and discussion based on an assigned paper. The Spring semester is organized in a similar manner, but the topics will have greater breadth in microbiology (bacteriology, mycology, and parasitology). The schedule for the second semester will be provided later. The class will be held in the Departmental Conference room, usually on Fridays from 10:15 – 11:45 a.m. (see schedule for the various exceptions to this).

In addition to learning about a number of different topics, you will meet a large number of the Microbiology and Immunology faculty members in this course. Each of these individuals is quite successful, has a wealth of knowledge, and will bring to class their unique approach to science and teaching. Because of this diversity, you should expect the sessions to vary to some extent to reflect each individual's style.

Goals and/or Objectives:

Each student will give one oral presentation each semester (see Lecture Schedule for this semester's assignments). The faculty member in charge of each session will provide you with a specific journal article, but it is your responsibility to research the background information relevant to your topic so that you fully appreciate the significance of the paper. Make sure that you get your assignments well in advance so that you have adequate time to prepare. Based on your research, you will put together a 50 minute, logically-organized presentation of the topic. For simplicity, students usually prepare overhead transparencies for their talks, but if you have the energy and/or need for PowerPoint slides, a departmental laptop computer and projector are available. You will be graded on your presentation, and this will be worth 10% of your overall grade for the semester. You need to meet with your faculty mentor immediately after your presentation to get a critique of your performance.

In addition to providing opportunities for speaking about science this course is intended to give you practice in asking questions about things that you do not understand. During the lectures and student presentations, I encourage you to blurt out any questions that you have. Don't hold back. Don't hope for someone else to ask the question burning in your mind. If you don't understand enough to ask an intelligent question, then just say "Hey, I'm lost." This class is small and the students are all your colleagues. There is no need to feel competition with them; rather, this is an opportunity to share your view of the world. As time goes on, you will see that science is a highly interactive pursuit in which ideas are bounced around constantly at all levels. No one person can look at any topic from all the possible angles, so when many minds get involved, interesting things can happen. The faculty will be evaluating your classroom participation, and their collective scores will constitute 10% of your overall grade for the semester.

Pre-requisites:

There are no prerequisites for this course.

Requirements; course-specific policies and expectations:

None.

Required Texts and Resources:

There is no textbook for this course. Instead, all the reading assignments are taken from the primary literature and review articles. If you find the need for general information in microbiology and immunology, we have a collection of basic textbooks on hand in the Microbiology office. Please check these out if you need to (no more than one at a time), but be sure to return them in a timely manner (within hours) so that they are available to others, too. In addition, the library has a collection of texts that can provide you with basic information, and I assume you all know how to "Google".

Electronic Links:

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

Attendance Policy:

Examination Policy:

There will be two examinations, each worth 40% of your overall grade. The questions will be written and graded by the faculty that lectured in the sessions immediately preceding each exam. In general, the exam questions are designed to see how well you can assimilate, analyze, and interpret data (i.e., expect a lot of essay questions).

Grading Criteria:

Mid-Term Exam	40% of overall grade
Final Exam	40% of overall grade
Oral Presentation	10% of overall grade
Classroom Participation	10% of overall grade

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>

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