

Things You Need To Know To [Successfully] Navigate This Course

Course Evaluation

Course-Specific Grades

The Critically Reflective Weblog	30%
Genomics Forums (1/week)	15%
Cyber Session Q&A	20%
Weekly (1X) "Sherpa" Duty	10%
Paper and Public Forum Presentation	25%
Total points	100%

"Our program is committed to all students achieving their potential. If you have a disability or think you may have a disability (including but not limited to physical, hearing, vision, psychological and learning disabilities), which may need an accommodation, please contact the Coordinator for Student Access, Sue Orchard, at 503-494-0082 to discuss your request. All information regarding a student's disability is kept in accordance with relevant state and federal laws. <http://www.ohsu.edu/academic/acad/osahome.html>"

Course Policies and Expectations

The Critically Reflective Weblog [30%]

In asking for weekly critical reflections on our common reading we are inviting you to write about what the articles have provoked in you. What works best within the limitation of only **400 words** is a **close look at one or two ideas that struck you as central in the week's readings, and subsequently discussed in the Friday cyber-session (described below).**

You should **avoid a general restatement of the readings** (the latter strategy usually producing an un-engaging, humdrum experience for a reader). That is, a critical reflection is **not a summary**. Thus, consider beginning with questions such as these in mind: What struck you as obvious, as odd, as very persuasive? Why? Was it the form of the argument, the nature of the

evidence? What sorts of ideas were triggered by the reading? As we read more and more articles, what links do you see to earlier readings or our prior audio cyber sessions; that is, how are the key ideas beginning to interconnect and take shape—in support or in disagreement with one another?

For tips on **how to** write reflectively, see http://www.e-radiography.net/projects/relective_writing.htm

For actual **examples of** reflections done by several of Professor Flower's undergraduate students in his "Science: Power-Knowledge" course at Portland State University, check out

<http://homepage.mac.com/flowermj/spk/syllabus/syllabus/examples.html>

Each week's weblog entry is due no later than noon on Mondays throughout the term.

Genomics Forums [15%]

Each week of the term, students will participate as a group in "Genomics Forums" (message boards) aimed at posting questions and responses to each other about the papers they have been assigned to read in the Science, Ethics, and Policy categories of each of the six teaching course modules. The ultimate aim of these student-generated online "Forums" is two-fold: 1) **To enrich the material being explored that week by drawing on the diverse perspectives of student colleagues**; and 2) **Generate no more than 5-6 questions designed to be the centerpiece of the Friday Q&A cyber-sessions** with course instructors and guest "resource faculty" in genomics science, ethics, and policy.

Students will be graded individually based on their weekly contribution to the on-line discussion preparatory to the generation of questions, and their active participation in the Friday cyber-session to follow.

Weekly Cyber-Sessions (20%)

Except for weeks 9 and 10 of the course, cyber-sessions with selected "resource faculty mentors" –together with a wide spectrum of electronic educational tools (videos, webcasts, webinars available at the course Sakai website)--will enhance and expand the week's required and optional reading materials.

Beginning at **noon on Mondays during the term**, a 30-minute cyber-session with students and instructors will lay out a framework for—and points to consider about—each week's topic.

Cyber-sessions with course instructors and “resource faculty” will take place at **2 p.m. Fridays** throughout the term. As discussed above, these sessions will be structured as a Q&A regarding specific student-generated questions drawn from the assigned and optional readings in genomics science, ethics, and policy, as well as the genomics forums. A listing of names, research description, and contact information for each of the “resource faculty” will be posted on the course Sakai website.

All cyber-sessions during the term will be recorded and archived at the course Sakai website.

Weekly “Sherpa” Duty (1x) [10%]

In preparation for each of the 8 Friday web chat sessions throughout the term, one student will act each week as the course lead for 1) **guiding** the online "Forum" discussions with their student colleagues (and instructors) on the week's required readings in science and/or ethics and policy aimed at 2) **generating** the questions for the Friday cyber-session; 2) **E-mailing those class-generated questions** to the course instructors and guest faculty participating in that weeks discussion at least 24 hours ahead of the Friday gathering; and 3) **Co-facilitating** the Friday Q&A session with guest resource faculty, students and instructors.

The overarching aim of the weekly Friday cyber-sessions during the term is to provide a rich and textured background of information about the topic of a given week’s work topic preparatory to the posting by each student of a 400-word "Critically-Reflective” Weblog by **12 noon the following Monday**.

Final Course Project: A paper and a “Genomics Forum for Health Care Providers, Policy Makers and the General Public” [25%]

At the beginning of the course, students will select one of the six-teaching modules for their one-week of “Sherpa” duty, as described above. The material covered in that course module will be redacted into **5-page paper and a 20-minute power-point presentation**.

The 5-page paper (double-spaced, with 1” margins, not counting tables, figures, reference pages) will be completed individually. The focus of the paper (and the power-point) will be the science, ethical and policy implications associated with the topic under consideration appropriate for addressing the overarching (and general) question: **“Genomics: What is it and why should you care?” to an (invited) audience of health care providers, policy makers, and the general public.**

The paper and power point deadline is 5 p.m. Friday, June 8. The “Genomics Forum” is tentatively scheduled from 12-2 p.m. on 03.21 or 03.22.

Resources

The papers in the Science, Ethics, and Policy categories of each teaching module are largely downloaded as PDFs. The articles and papers in the Optional Resources section come from a large array of sources. To have full access to all the optional readings you will need to create an account with The New York Times. This account is free. Go to www.nytimes.com to create your account.

If you are having trouble uploading a PDF from the module, or a link fails, please contact the course T.A., Amy Boucher.

The optional resources listed in each of the six teaching module are designed to supplement/enrich the research articles listed in the science, ethics, and policy categories. You are *not required* to read or utilize all of them. Those that are considered by the course instructors to be best suited for helping you to better understand the course content and strengthen your discussions, weblogs, and final project, will be so identified with an asterisk (*).

There are several categories of resources. These include Videos, PowerPoint's, Webcasts, Podcasts, Blogs, Websites, Articles, and Papers.

- **Webcasts and Podcasts** are media files distributed over the Internet streaming media technology. These are either audio files or full video files;
- **Blogs** are written by individuals of varying expertise (sometimes none, but those types won't appear in your modules), and often contain opinions;
- **Website links** allow you to utilize more than just the singularly linked page by exploring as much of the site as you find useful;
- **Articles** are pieces written by journalists and professionally published;
- **Papers** refer to work written by professionals in a particular field and are peer reviewed. These will most always be PDF links on the modules.