## General Information

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Colloquium</th>
<th>Course Designation:</th>
<th>BMG 590</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester:</td>
<td>Fall and Spring</td>
<td>Year:</td>
<td>2015-2016</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td>Biochemistry and Molecular Biology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Director:</td>
<td>George-Lucian Moldovan</td>
<td>Phone #:</td>
<td>X3610</td>
<td>Email:</td>
</tr>
<tr>
<td>Time:</td>
<td>12:00pm to 1:00pm</td>
<td>Days:</td>
<td>Thu</td>
<td>Location:</td>
</tr>
</tbody>
</table>

## Course Information

**Description and/or Overview:**

The Colloquium gives students the opportunity to acquire and improve oral presentation skills, scientific writing skills, and scientific communication and debate skills. Students will write reviews and give oral presentations of recent high impact scientific papers, and discuss as a group the relevance of these papers.

The faculty instructors in charge of BMG 590 are Drs. Lucian Moldovan and John Flanagan.

**Goals and/or Objectives:**

The goals of Biochem 590 for students are:

1. to attend a variety of seminar presentations;
2. to gain experience in scientific writing and oral presentation;
3. to gain experience in critiquing scientific presentations and papers.

The overall goal of Biochem 590 for pre-comprehensive exam first-, second- and third-year students is to develop students into scientific communicators in written and oral formats, and to convey scientific concepts and the experimental support for these concepts. This includes the development of the knowledge base and communication skills required by students for effective scientific exchange, engagement and presentation.
Pre-requisites:

Requirements; course-specific policies and expectations:

A. The student will identify two research papers published in the last year in the journals Cell, Nature, Science, or PNAS. The papers must be from a different field than the student’s current field of research, and must be OK’d by Drs. Moldovan and Flanagan. The student will review in a written format these papers, using the Nature News & Views style (or equivalent Cell, Science or PNAS type formats). The review should: 1) briefly summarize the work presented in the paper, 2) place the paper in the broader context of the field at large, 3) discusses the limitations of the paper, and 4) identify potential next directions of research. The review should be at least 1,000 words long, and contain 1 summary figure of your own design to help the reader get the overall importance of the work. Initially you will submit these reviews on the agreed upon dates for evaluation. They will then be returned to you with comments. You will then provide a point-by-point written response (similar to a rebuttal of a manuscript or NIH review), and a revised version of the review.

B. The student will identify two research papers (same restrictions as above, papers need to be OK’d by Drs. Moldovan and Flanagan) to present in oral format in class. The student will present an oral review of each paper that 1) summarizes background material relevant to the work presented in the paper and 2) focuses on data presented in all of the figures or tables from the paper. The student needs to: a) state the hypothesis being tested; b) describe the experimental approach, including major methods, utilized to generate the data; c) describe the results presented in the figure or table including a discussion of controls; d) discuss how the results support the hypothesis and how convincing the results are; e) present any weaknesses, flaws, or other concerns about the experiment, data, or conclusion; and f) describe a reasonable alternative hypothesis and indicate how the data in the figure or table support or do not support this alternative hypothesis;

Required Texts and Resources:
NONE
Attendance Policy:
Attendance is compulsory.

Examination Policy:

Grading Criteria:
Both the oral and written work will be graded based upon.
20% Background
20% Clarity
20% Organization
10% Identification of the big question
10% Implications to the field
For the News & Views only
10% Quality of the summary figure
10% Rebuttal
For the oral presentation.
20% Your ability to respond to questions.

The 2 written and 2 oral components will be weighted equally, and will constitute 85% of the final grade.

Participation in the in class discussions of the presented papers will comprise 15% of the final 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

All ideas and phrases in any document submitted by a student in this course MUST BE THE ORIGINAL WORK PRODUCT OF THAT STUDENT. The instructors reserve the right to use Turnitin.com, a plagiarism prevention tool subscribed to by The Pennsylvania State University, to examine any document submitted by a student in this course. [For more information on plagiarism, see http://tlt.its.psu.edu/plagiarism/student-tutorial/]

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]

Accommodations

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic accommodation in this course, contact Disability Services, the College of Medicine Disability Services Coordinator, at disability_services@hmc.psu.edu or extension 283693. For further information visit the Office for Disability Services Web site at http://equity.psu.edu/ods/.

In order to receive consideration for course accommodations, you must contact the College of Medicine Disability Services Coordinator (DSC) and provide documentation (see the documentation guidelines at http://equity.psu.edu/ods/guidelines/documentation-guidelines). If the documentation supports the need for academic accommodation, the College DSC will provide a letter identifying appropriate accommodation. The DSC coordinator will work directly with you and with your instructors to arrange to provide this accommodation for you.
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 subjectively 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 discomforting 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
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture #</th>
<th>Instructor Last, first</th>
<th>Instruction Type (Lecture, sm group, discussion, lab, TBL)</th>
<th>Projected Lecture Topic - This list is an approximate guide to lecture topics. Titles and content are subject to change</th>
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</thead>
</table>

**Course Title:**

**Course Designation:**

**Course Director:**

**Time:**

**Days:**

**Location:**
<table>
<thead>
<tr>
<th>Faculty / Title/ PSU ID #</th>
<th>Department</th>
<th>Phone #</th>
<th>EMAIL</th>
<th>Office Room #</th>
<th>Mail Code</th>
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<tr>
<td>George-Lucian Moldovan, PhD, PhD, glm29</td>
<td>Biochemistry &amp; Mol. Biol.</td>
<td>3610</td>
<td><a href="mailto:gmoldovan@hmc.psu.edu">gmoldovan@hmc.psu.edu</a></td>
<td>C5758A</td>
<td>H171</td>
</tr>
<tr>
<td>John M. Flanagan, PhD, jmf27</td>
<td>Biochemistry &amp; Mol. Biol.</td>
<td>4189</td>
<td><a href="mailto:jmf27@psu.edu">jmf27@psu.edu</a></td>
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