Syllabus: 3020 – 007  Fall 2012

M-W-F  9- 9:50  DUAN G1B35

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Cell phone on campus- 303-810-1124. My home is out of cell phone reception so the best way to reach me is email. If you leave a message on my cell, you might not receive a response for more than 24 hours. If you email, it is only a matter of hours. You can always email me and ask to speak to me on the phone. Then we can arrange a good time. For emergencies, my home phone is 303-449-4031.

Meeting times= 9:50- 10:50 M-W-F. Or 11:50 by arrangement. We can always arrange other times to meet. If you want help, I am always willing to make the time to work with you. We will meet outside The Laughing Goat or in the Sip café in the Atlas building.

Course Description and Objectives-
BIOMEDICAL RESEARCH ETHICS

ALL THAT GRAY AREA...............

“The effective practice of medicine requires narrative competence, that is, the ability to acknowledge, absorb, interpret and act on stories and plights of others. Medicine practiced with narrative competence, called NARRATIVE MEDICINE, is a model for humane and effective medical practice” Dr. Rita Charon

My goal for this course is to enable students to read analytically and to write with clarity and focus. This class will teach you to write well in a variety of styles and to state and defend an argumentative thesis. An educated person must be able to read with in-depth comprehension and to be able to communicate complex ideas in economical and elegant prose. Language= communication= power.
The work done in this class will enable you to do well on graduate school exams (MCATS/ GRE/LSAT) job applications and generally empower you through the analysis of the issues that matters to us now and in our future. We all write best about what we care about and the essays read and written in this class will inspire both thought and passion. I promise that at least some of the material will be very surprising and shocking. If you don’t take ethics seriously, the question is- why not? Medical schools are now recruiting English majors because they can analyze, think critically and read and write with care.

This is a small seminar and I am not going to determine the entire direction of the course before I get to know each of you and your needs and interests. This is a class for flexible minds. This syllabus is only meant to give you a general idea- I reserve the right to make changes during the term. I promise only to subtract, not add, work. The Program for Writing and Rhetoric requires at least 50 pages per student.

Class Text

Required by second week – Available at the CU Bookstore.
Main Text= **CASE STUDIES IN BIOMEDICAL RESEARCH ETHICS**
by Timothy F. Murphy.

These next two highly recommended books you can buy cheaply online at Amazon used. They are also available on campus. Although I am not requiring them, I do grade for your individual improvement. Being proactive about your education is the way to improve. **Keys To Great Writing** by Stephen Wilbers. I first heard of this writing guide from my students. It should answer most of your technical questions. **Junk English** by Ken Smith A wonderful small book that will help you say more in fewer words and also make you aware of our collective bad writing habits. It’s a gem. Junk English is like junk food- learn to avoid it for smart, healthy papers.

Class Website

[WRTG:3020007-018 Topics In Writing - 117029-01-2127-B-007](#)

I will post most of the reading and all the handouts (including the syllabus) here. I will also give you hard copies in class. You are invited to share materials and ideas with others here too. Some students will decide to post their news updates online rather than in class. Your choice.
PLEASE NOTE- you are section 007! I use the same website for both sections, but the syllabus is not the same.

The remainder of the reading is available free online. I am saving you money by not requiring you to buy another book, and in return, I expect you to print (when I require it) the assigned reading and bring it with you to class. You should all have VPN numbers to access the extensive CU data base off campus. If you don’t, use the reference below to acquire the number.

If you don’t have a VPN number, then go to http://ucblibraries.colorado.edu/research/offcampusaccess.htm From the Chinook homepage, select at the top Off-Campus Access VPN. It works best to use Cisco VPN. If you are still having trouble, call 5-HELP or email help@colorado.edu. You must have access to the library in order to do the reading and research for this class.

Articles: not necessarily in this order- some are only a few pages. Copy link or article title and author and paste in Google. Or use your VPN number and search the article from Chinook. Most are on our D2L site. Check there first. For your papers and research, it’s critical for you to know how to search data bases and not just read what I have already downloaded. You should be able to access the reading at ProQuest: http://proquest.umi.com/pqdweb?RQT=318&pmid=28033.

** I have detailed information on finding articles on our D2L site.

Australian Story Love and Other Drugs P2 - YouTube It’s on D2L Orientation Materials
www.youtube.com/watch?v=eqUG3guq4Jk
Deadly Medicine by Donald Barlett and James B Steele. VANITY FAIR
www.vanityfair.com/politics/features/2011/

Making a Killing by Carl Elliott. MOTHER JONES 9/10/ 2010
motherjones.com/.../2010/09/dan-markingson-drug-trial-astrazeneca

The Truth Wears Off by Jonah Lehrer. THE NEW YORKER 12.13.2010
www.newyorker.com/reporting/2010/12/13/101213fa_fact_lehrer

http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande

The Checklist by Atul Gawande THE NEW YORKER 12.10.2007
http://www.newyorker.com/reporting/2007/12/10/071210fa_fact_gawande

Suggested article to read with the above= Big Med by Atul Gawande, THE NEW YORKER 8.13.2012

www.leighbureau.com/speakers/agawande/essays/malpractice.pdf

God Knows Where I Am by Rachel Aviv THE NEW YORKER 5.30.2011
www.portlandhearingvoices.net/.../


Pretendx Ad Spoof= http://auctionautobidder.com/?rid=youtube

The Writing Center: All students are invited to bring their writing to the Writing Center in Norlin Library for feedback and advice. Students are welcome to bring writing from any discipline at any stage of the writing process. Fifty-minute consultations with experienced writing consultants are available by appointment at no charge to CU students. Because the Writing Center is a very popular campus resource, please plan to make reservations at least one week in advance. Reservations can be made through the Writing Center website or in person. The new week opens at midnight on Sunday.

• § Improve your planning, logic, and organization
Classy Guests - “The great difficulty in education is to get experience out of an idea” George Santayana

In order to bring the reality of ethics into the classroom I have invited very interesting people to come to class. You will be able to interview our guests and the final exam (if there is one) will be based on these class visits.
Barbara Losoff - Science Librarian 9.24
Lindsey Wood - former drug sales rep. 10.8
Terry Leicher - ER psychiatric nurse with expertise in PTSD 10.26
Michelle Cho - CU student with lupus and Cushing disease will tell her personal story TBA
Baine Kerr - Medical malpractice attorney - TBA if he is available. Might be last minute.

Class Policies:

Remember to turn off cell phones before class begins. I prefer that students do not open laptops unless there is a disability issue (which must be presented in the first week) or I make an exception. Please be on time. Arriving late or leaving early is disruptive to everyone. I also request you remain in class for the entire period. Since participation is critical to the success of this course, I will provide a sign in sheet every class. If you are late more than three times, it will be considered an absence.

I allow students to be absent four times during the term without penalty. I urge you to save those four times for illness or emergencies. Rather than look at doctor's notes, I just give you four days. If you miss more than four classes, your grade will be lowered. When you are absent, it is your responsibility to find out what you missed and to be prepared the next class. You can also receive extra credit (a surprise at the end of the term) for
perfect attendance if you also have turned in all work on time. To pass the course, you must complete all assignments— even ungraded work. Late work will be downgraded one grade the first time, two grades the second time and will not be accepted the third time. For work to be considered on time, it must be submitted at the end of the class period on the day it is due. I promise to give you at least a week’s notice before an essay is due.

Students who miss two classes the first two weeks will be dropped from the class.

**Assignments and Grades:**
For each assignment, I will give you several topic choices, so you won’t always be writing and critiquing exactly the same work. That’s where we can be flexible and I can direct you to articles which hold a special interest. At the beginning of the class, I will suggest the most positive ways to critique work so you will help your fellow students and also learn how to improve your own work. Each critique will be different so you will have the experience of thinking and writing in different formats and voices. I grade for improvement. My general grading philosophy is that talent can’t be graded, but improvement can. If your first paper, for example, receives a B- and your second an A, you can earn an A in the class. *(It works the other way too, so making a good impression at first won’t help if you slack off later)*

I do not have a rigid point system. Your final grade will consist of the following percentages:
- Written work— originals and revisions: 65% (including final exam unless incentive is met)
- Participation and critiques including workshop and peer review and news report: 20%
- Class presentation of interview— ideally two students to a group : 15% *(Option to do the interview as part of the final paper but then this 15% is added to the 65%. Do the math)*

Again, since I grade for improvement, each paper counts more than the last. But improvement must be consistent and you should not depend on the final paper to raise your grade.

Biomedical and ethical issues are in the news daily, and each student will have to present an item from the news at the beginning of classes as noted on the schedule. I have reserved spaces in the syllabus= NU. You can decide to post on the D2L folder labels NEWS UPDATES in the DISCUSSION TAB. This will be counted as part of your participation grade. I want you to keep your report to under five minutes. If you speak up frequently in class, you can post online. But if you are relatively quiet, you should present in class. You can also post additional information on the DISCUSSION BOARD. That’s how we all learn.
Papers:
Since I hope you would prefer that your time be spent improving your writing and enjoying the reading and research, I will only give graded exams if students aren't engaged in learning. If the classroom discussions and critiques are informed and lively, testing won't be necessary. There will be short weekly or biweekly writing exercises (including presentation critiques) and essays relating to the reading. There will be one longer (minimum 12 pages not including title page or bibliography) research paper due at the end of the term. There will be a number of writing assignments relating to this paper including a proposal, abstract and outline. I call this the slow research paper. You will also be required to talk to an actual librarian. You will have to find your own topic which I must approve. All papers must be typed, 12 point font, double spaced, pages numbered and stapled. Either MLA or APA rules are accepted. Almost all work can be revised. If you want to improve, you should revise all work that receives a grade of B- or lower. Consider every papers you submit (except for the final paper) a draft which can be improved. You have two weeks to submit the revision. The original grade stands, but the second grade will count more.

Interviews:
Ideally you will form a pair and be responsible for interviewing someone in the field of Biomedical Ethics. I must approve your subject. Then you and your partner will present the interview to the class and answer questions. You will sign up for this the second week of class. Each team will be expected to talk for about 15 minutes and be prepared to answer questions. Everyone will critique the first three presentations and then you can earn extra credit by writing critiques for the additional presentations. These interview presentations should be rehearsed in your group and they must add new content to our discussion. You will select your own topic and interview subject, and you must submit a typed proposal for approval at least twelve days before your presentation date. Your group must meet with me at least a week prior to your presentation. Before the meeting, you must submit a detailed outline (think of it as your script) of your presentation and convince me you are ready. I am more interested in originality than I am in technology or graphics. This is a writing class, so I have decided to ban PowerPoint for these presentations since I want more writing, not bullet points. You will be presenting orally but, of course, you will have to write a script. These presentations are often the most engaging part of the class. You will also be submitting an evaluation of your partner and those will be due the date of your presentation.
If the interview pairing doesn’t work out and you can’t, for some reason, give a solo interview, you can add the live interview to the paper for a minimum of 18 pages. Keep in mind that the interview is worth 15% of your grade. I recommend the double assignment (paper and interview presentation) to put less pressure on final paper as percentage of grade. But that depends on your own time constraints.

There will only be a final exam if the presentations are not exceptionally well done.

A syllabus is intended as a contract for the majority of students in the majority of situations, but “stuff happens” and I can be flexible in unusual situations. It is your responsibility, therefore, to alert me to exceptional circumstances as soon as they occur. Generally, I can be more helpful if I know more about your situation. I urge you to share with me if you have any concerns.

And then about your instructor...... Dr. Rachel earned her MFA in Creative Writing and her PhD in English literature. Her writing (including eco, critical and strategy essays) has appeared in over four hundred publications. Before coming to Colorado she taught at the University of British Columbia (Canada). At CU she has earned the Van Ek teaching/mentoring award as well as a Women Who Make A Difference Award.

“High achievement always takes place in the framework of high expectation.” Charles F. Kettering- inventor and engineer.
Below is a tentative schedule which I reserve the right to change. Again, I promise this will be the most work and we might not get to everything. If you are absent, check with me or a colleague rather than assuming this overview is exact. Also, it is your responsibility to be prepared if you miss class. I will update this syllabus on D2L after you sign up for your presentations.

AR= Assign reading  NU= News Updates
M- 8.27- Go over syllabus- discuss ethics and the importance of writing. Einstein quote. Assign Sam and Sally video. Define bioethics.
W- 8.29  Discuss Sally and Sam. Grammar pet peeves collective quiz.
F- 8.31. I give news report. Note dates on syllabus or post online. AR= for Wednesday, “The Truth Wears Out” and type up the thesis statement, three supports and five key words.
M- LABOR DAY… so NO LABOR!
W-9.5  NU  Groups discuss “The Truth Wears Out”. Develop thesis. AR= Introduction
F- 9.7 Assign Ethics essay due 9.14  AR- Chapter One
M-9.10 NU  Interviews. Discuss Chapter One. AR Chapter Two
W-9.12 Debate Chapter Two.
F- 9.14 NU  Ethics essay Due. Explain presentations Sign up Monday.
M- 9.17 Sign up for presentations AR “Making A Killing.”
M- 9.24 Librarian Barb Losoff visit. AR- HOW TO CRITIQUE hand out and Student X’s paper on D2L.
W 9 .26 Critique Student X’s paper. Discuss how to critique
F  9.28 . Research live subjects essay due. Assign critique groups. Papers to be posted on Folder in D2L. Critiques due on Monday. Radical Revision lecture posted on D2L
M- 10.1 Critique in groups. AR- Deadly Medicine.
W- 10.3 Discuss Deadly Medicine. Create and answer questions. Assign DM paper Due 10.12. AR Chapter three
F- 10.5 NU  Discuss Chapter three. AR ? for drug rep
M- 10.8 Lindsay Wood guest- drug rep.
W- 10.10 - NU (2)  Debrief drug rep visit.
M-10.15 DM critiques .Assign God Knows- Q and A. Due Friday 10.19
W-10.17 DM critiques
F- 10.19 . Aviv Q and A due. AR “The Checklist” Type three questions due Monday.
M-10.22 . Discuss “The Checklist”. Turn in three questions.
W-10.24 NU  Assign “The Checklist” essay –Due 11.5 Hand in one hard copy. Post one on D2L.
AR- PTSD prepare for Terry- research PTSD.
F 10.26 Guest Terry- PTSD expert. AR. Chapter Four.
M 10.29 Discuss Chapter Four and Terry’s visit. AR Chapter Five.
W- 10.31 Explain handout on The Very Slow Research Paper.
F-11.2 NU Sign up for research paper topics.
W-11.7 NU Discuss “The Cost Conundrum”.
F-11.9 NU (2) catch up day.
M-11.12 NU Checklist critiques due. AR chapter seven
W-11.14 Outline chapter seven. Assign research paper outline Due 11.28
F-11.16 Quiz game
FALL BREAK. I will be available to discuss research papers or answer questions.
M-11.26 NU (2). Discuss outlines.
W-11.28 NU Outlines due.
F-11.30 NU Outline feedback.
M-12.3 NU Assign abstract and scope. AR “The Power of Nothing”
W-12.5 Write abstracts and scopes for “The Power of Nothing.” Bring your abstract and scope for final paper to class Friday.
F-12.7 Abstract and Scope draft discuss.
M-12.10 Final paper due. Discuss.
W-12.12 Discuss final papers

HAVE A GREAT ETHICAL WINTER BREAK!
CU Policies for Syllabus 3020

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices

- A Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492- 5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and nonacademic sanctions (including but not limited to university probation, suspension, or expulsion).

Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/