



Course Title: **Scientific Writing II: Bioethics and Professional Conduct**

Course Number: **BI302**

Term: **Spring 2022**

Course Credits: **1**

Class Meeting Times: **Wed 1:30-2:20**

Class Location: **Zoom (link in Canvas) & Sullivan 102**

Instructor Name: **Dr. Lupita Ruiz-Jones**

You can call me Dr. Lupita or Professor Lupita

Email: **guadalupe.ruiz-jones@chaminade.edu**

Office Location: **Wesselkamper 104**

Cell Phone (welcome to text, lmk who you are): **505.603.1985**

Office Hours: **Mon 12:30-1:30 / Tues 12:00-1:00 / Wed 12:30-1:30 / Thur 11:30-1:00 in-person or zoom** (zoom link in Canvas - text me to lmk you want to zoom)

Starting semester online ~ zoom link in Canvas

Zoom class: set yourself up for learning by being in a place you can focus (i.e., not in a car driving or somewhere you will be continuously distracted -- if this is the case, I will ask you to leave class and you will not get credit for the day).

In-person class: wear your mask and socially distance when possible; no eating or drinking in the classroom.

Course Description

This class is a continuation of BI 300. Students will focus on contemporary ethical issues in science and medicine. Course will culminate in the writing of an authoritative review paper on an issue of interest selected by the student.

Course Elements

This is a debate format class, where students are expected to discuss various ethical issues from different standpoints. Students take turns at leading an argument and mediating discussions. Through this practice students will:

- Understand the central, moral and philosophical and social problems in the biological sciences.

- Be able to formulate, present and defend a particular position on a moral or policy issue in the biological sciences and be able to communicate these ideas and conclusions effectively during discussion and debate.
- Develop the critical skills needed to evaluate and articulate moral and philosophical claims, arguments and goals frequently found in the biological sciences.
- Review the ethical issues and policies addressed by ethics committees.
- Be able to write clearly, eloquently and effectively about a particular moral dilemma.
- Learn to direct and manage future learning about ethics.

Learning Outcomes

How does what we are doing in this class fit with Chaminade's Marianist Characteristics?

We are at a Marianist school, and this means that each class that you take has been designed to study the subject area through this specific lens. This class is focused on increasing your understanding of the importance of bioethics and what the key ethical issues are for a wide range of biological careers. We will move from looking at the general principles of ethics, to those applicable to the lab, human subjects research, animal research and clinical situations. Lastly, we will consider the influence of culture and religion on biological ethics discussions. This class builds on BI300 where students learned to construct powerfully persuasive written arguments, by providing opportunities to continue to cultivate this skill but also to practice the delivery of varied verbally substantiated perspectives.

The skills and content taught in this class are important so that in your future lives, you can use this information to empathize with human behavior and diversity of perspectives, and also to advocate for the practice of science with the utmost ethical rigor. This class is tightly linked to Marianist characteristics as we get to consider other perspectives, perhaps not aligned with our own, and consider the wider implication of our scientific decisions. Although this content is cognitively challenging, the primary objectives of the class are to increase all students' appreciation of the Marianist value of service, justice and peace for all.

Your final written assignment (Bioethics Op-Ed Project) is designed to illustrate your understanding of this Marianist Characteristic by providing a vehicle to assess your skill at presenting opposing perspectives with a generous lens of understanding and appreciation for alternative viewpoints.

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace

5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Course learning outcomes

Student Learning Outcomes	Linkage to Biology Program Learning Outcomes
1) Be able to weigh both sides of an ethical/moral issue.	(PLO 1—6)
2) Understand why an ethical issue may have several stand-points and why differences in agreement may vary depending on context.	(PLO 1-6)
3) Examine the processes of the development of ethical policy.	(PLO 1-7)
4) Produce a written summary of an evidence assessment.	(PLO 1-6)
5) Complete a balanced argument final discussion paper on an bioethical issue	(PLO 7)

Biology Program Learning Outcomes (PLO)

Upon completion of the B.S. degree program in Biology the student will demonstrate:

1. Apply the scientific method in the design and testing of hypotheses
2. Transform and display, statistically evaluate, validate, and interpret scientific data and communicate the results of such analyses effectively both orally and in writing
3. Acquire, summarize, and synthesize information from published scientific literature, databases and bioinformatics software to extract and interpret biological data

4. Recognize the chemical and physical principles that underlie all life forms, and the biological organization at the molecular, cellular, tissue, organ, organism, and system levels that emerge from these principles
5. Define the components and processes of genetic and epigenetic information transmission, and their determinant effects on the adaptive and evolutionary processes that they drive
6. Evaluate the etiology of major human disease burden in terms of, pathophysiological mechanisms, epidemiology within populations and possible therapeutic approaches
7. Integrate an awareness of bioethical issues to positively influence the application of science to service, justice and peace in the solution of societal problems.

See Canvas Modules for the tentative schedule

Grading breakdown

* The grade listed in Canvas is NOT accurate because it does not include Participation. If you are ever curious about your grade ASK ME :)

28% = Participation

- We have 15 class sessions together
- Starting with our 2nd class session each class = 2% (14 graded classes)
- For each graded class you will earn 0-2% of your final grade
- We will have a discussion in class about what is necessary to get full points
- Participation = engaged participation with peers and me
- Requires arriving to class prepared, which requires doing any assigned reading or independent background research

20% = Canvas discussion posts

- These are a great way to prepare to engage in class discussions

20% = Student-led discussion

- You will work in small groups to take the lead to facilitate discussion

32% = Bioethics Op-Ed Project

- Includes annotated bibliography, version 1, giving peers feedback, and version 2

Late work policy

If something happens and you know you need an extension on an assignment, contact me. If we do not make a prior arrangement, 10% of the assignment points will be deducted for each day after the assignment due date- does not apply to canvas discussion posts. This policy applies to components of the major projects: Environmental Issue Team Presentations (3) and the Bioethics Op-ed Project.

A = >90%: Outstanding scholarship and an unusual degree of intellectual initiative

B = 80-89.9%: Superior work done in a consistent and intellectual manner

C = 70-79.9%: Average grade indicating a competent grasp of subject matter

D = 60-69.9%: Inferior work of the lowest passing grade

F = <59.9%: Failed to grasp the minimum subject matter; no credit given

Required Text

No specific text book is required. PDFs of assigned articles will be posted to the course Google drive folder.

What I expect from Students

This is a BI300 level course, this means that you are expected to study 3 hours for each hour of class time. You will need to do additional reading and research each week to supplement our discussions and demonstrate your 'independent thinking' about this subject.

You are expected to complete the homework tasks and contribute to the discussion forums, EVERY time.

For each class at least one question must be submitted on Canvas to contribute to class discussion.

If you have an excused absence, the student must review ALL materials for that week and submit a two-page summary to demonstrate active participation. Does not apply for unexcused absences.

Classroom atmosphere

Learning through discussion

In class and online discussions provide an excellent opportunity to learn from classmates; to formulate and rethink your own understanding of the material; to practice thinking on your feet; and to critically evaluate evidence.

Over the semester, you will develop your skills in:

- ❖ Engaging substantively with different types of sources in critical and productive ways
- ❖ Posing thought provoking questions and collaborating with peers
- ❖ Effectively communicating your ideas, both orally and in writing

Expectations of students in class

You have the responsibility to commit yourself to your academic work in ways that will increase your learning. In this course, following the guidelines below will give you the best chance of growing as a critical thinking learner:

Arrive to every class on time, which means settled in your seat by the start time.

Approach the work of the course with the habits of mind critical for success at the university level: intellectual curiosity, critical engagement, and creativity.

Prepare by doing all the required reading and assignments before class. Feel free to bring printed copies of articles or notes you took while reading to guide you during discussions.

Listen actively and with respect to your peers. We listen to each other with dignity by thoughtfully grappling with the ideas of others and using non-verbal cues to show we are paying attention to them. Active listening is essential to engaged participation.

Speak up and challenge yourself to share your thoughts and ideas with your classmates in skillful and respectful ways. Being critical of your peers is essential for proper academic discourse, but we strive to do so respectfully. Since you are thinking on your feet, you are not expected to speak with perfect clarity. Class discussion is a cooperative enterprise, not a competition. A quality contribution is one that helps stimulate our learning. A thoughtful response to another student's comment leads to a much richer learning experience than a long and well-researched but disconnected comment.

Inquire by asking questions—this is a key aspect of learning. Ask yourself questions as you engage with the course material. Engage with your peers by asking questions. Often there is not a single “right” answer.

Technical Assistance for Canvas

- ❖ Search for help on specific topics or get tips in [Canvas Students](#)
- ❖ [Live chat with Canvas Support for students](#)
- ❖ Canvas Support Hotline for students: +1-833-209-6111
- ❖ Watch this [video to get you started](#)
- ❖ [Online tutorials](#): click on “Students” role to access tutorials
- ❖ Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Course Policies

Communication with me

I'm always happy to address your questions. I generally answer emails within 24 hours on weekdays and by the following weekday if sent on a weekend or holiday. Please do not wait until the last minute to ask questions. I expect you to communicate with me about any issues related to the course. Clear and timely communication can anticipate many standard problems that arise during a course. I am also super happy to just chat with you about topics you find interesting or you are curious about.

Grades of "Incomplete"

You may negotiate an incomplete grade with me when there are specific justifying circumstances. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term; this may not be extended.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as I will at times assign online activities and readings that will require the use of a laptop or tablet. It is well known that these devices can be extremely distracting to your learning as well as the learning experience of your peers. When you are in class I expect that you are focused on the material and not multitasking by checking email, social media, or unrelated material on your device.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

For the University wide attendance policies please see the 2020-2021 Academic Catalog.

You are expected to regularly attend all courses for which you are registered. You should notify me when illness or other extenuating circumstances prevent you from attending class and make arrangements to complete missed assignments. Notification may be done by emailing me. It is my prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course, although I am not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, you should communicate first with me to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn at my discretion.

Academic Conduct Policy

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

You are responsible for all of the information in this document: not reading it does not make you exempt from knowing what's in it!

Use this syllabus to keep you organized and aware of important dates and how your grade is determined.