



## **“Science: How People Produce Knowledge” HDV 102.03**

Thursday, 3:50-4:45, Hamilton 010

Spring 2009-Syllabus

**Professor Paul M. Bingham/Instructor Joanne Souza**

### ***Office Hours:***

*Inst. Souza- Tues., 11-12 Noon, and 3:30-4:30 in Life Sciences 374,*

*Thurs. 5-6 PM Hamilton 008*

*Prof. Bingham: Mon. noon-1PM in Life Sciences 374*

*Thurs. 2:30-3:30 in Life Sciences 374*

### **Course Objectives:**

- Familiarize students with senior faculty, especially with how professional scholars, scientists and practitioners approach problems, utilize doubt, search for reliable information, and engage in mutually respectful debate and disagreement in order to advance the knowledge enterprise.
- Learn and practice vital critical thinking skills.
- Develop collaborative working approaches to solve real-world problems.
- Expand and develop advanced verbal communication skills
- Familiarize students with diverse choices for majors and academic disciplines.

### **Course Description:**

The course consists of an introductory meeting followed by four Segments (A-D) of three weeks each. In segments A-C of the course, you will be exposed to different scholarly disciplines and real world problems. You will be asked, in a small group environment, to research a question or questions provided to you. You will be asked to outline a group presentation and then to implement that group presentation collaboratively in class.

The last segment (D), you will be asked to research and present a five minute individual presentation on the topic of your choice. Your options for a topic are virtually unlimited and we encourage you to choose a subject about which care deeply and passionately.

**Grading:** Grading is A, B, C, or NR.

**IMPORTANT NOTE:** *In-Class Attendance* is required.

Unexcused absences are not permitted and will result in a reduction in your grade. A letter grade will be deducted for each unexcused absence.

*Excused absences require* written verification.

All work is required to be made up. You will make arrangements with your instructor to write an essay along with research in the area of the content covered for any missed work for an EXCUSED absence.

***Elements of your grade are as follows (on a scale of 100 points for the semester):***

***(1) Searching the academic databases:***

Three assignments will be due on specified dates where you will be required to research and bring to class a journal article relevant to the content being considered during that segment. Each student will be graded individually for their article contribution. Each assignment counts for 5 points totaling 15 possible points.

***(2) Project outlines:***

There are three project outlines to be turned in at the end of Week 2 of each segment A-C (above). All students in the group will receive the same grade for this cooperative project. Student speaking order and an outline of the topics to be covered should be included (see 3 below for additional details).

Each outline counts for up to 5 points totaling 15 possible points for the semester. See example of outline at the end of this syllabus.

***(3) Group presentations:***

There will be three group presentations. Each student will contribute to the content of the presentation. The students speaking will be graded individually on continuity with each other, the applicability of the presentation to the questions asked, and quality of answers to the questions, including novel approaches. Each speaking contribution counts for up to 10 points totaling 30 possible points for the semester for each student.

***4) Final Presentations:***

Each student will prepare a 7 minute presentation (including ca. 2 minutes for questions and answers from your colleagues) on a topic of your choice to your colleagues. This presentation will be worth 20 points.

***(5) HDV 102 events outside of class:***

Students are expected to attend one HDV 102 sponsored event or any event approved by your instructor.

Information about HDV-sponsored events can be found on the College of Human Development Blackboard site during the semester. We will also let you know of events as they are listed. Attendance at ONE of these events counts for 10 points.

***(6) HDV Convocation:***

All students are required to attend the HDV celebration convocation on the evening of May 7<sup>th</sup> from 7-9:00 PM. Attendance at this event counts for 10 points.

## CLASS SCHEDULE

### ***January 29th:***

- Introduction to the course and syllabus explanation
- Hand out group assignments.
- Presentation on how to use the library search engines.

### **SEGMENT A:**

***February 5th:*** Prof. Hector Sepulveda, MD/Health Care Policy–A Community Project (a brief video to be viewed in class)

- Brief large group discussions.
- Hand out group questions (also on Blackboard)

- ***ASSIGNMENT:*** Bring to class on Feb. 12<sup>th</sup> TWO printed copies of a journal article pertinent to the question(s) handed out today. (One copy will be used in your discussions; the other will be attached to the group outline with your name on it when handed in to the instructor.)

### ***February 12th:*** Group discussions and planning

- Objective: Choose speaking order, topics, and plan presentation. Your instructors will circulate between groups to facilitate your work. At the end of the hour, you will turn in your outline of your proposed presentation, including the contributions of each individual member properly documented.

### ***February 19<sup>th</sup>:*** Group presentations.

Each group will speak for approximately 9 minutes and allow 4 minutes time for questions with the time divided so that all 5 students either speak or lead the discussion. Creativity is encouraged!

A suggestion would be for 3 students to speak for about 2.5 – 3 minutes each for the presentation and the last two students to lead the discussion and answer questions equally for the balance of the time. ***Plan and run through your segment before class to assure that you can achieve what you plan in the time individually. The other two students in the group will actively lead the discussion and answer questions. This is important as all students are graded individually and each should have a chance to speak.***

***The group discussions on blackboard may be used for your planning purposes.***

### **SEGMENT B:**

***February 26<sup>th</sup>:*** Prof. William Collins/Dept. of Neurobiology & Behavior – Gender roles from a scientific viewpoint (a brief video to be viewed in class)

- ***ASSIGNMENT:*** Bring to class on March 5<sup>th</sup> TWO printed copies of a journal article pertinent to the question(s) handed out today. (One copy will be used in your discussions; the other will be attached to the group outline with your name on it when handed in to the instructor.)

**March 5<sup>th</sup>:**

*Group discussions and presentation planning-* As above.

**ASSIGNMENT: Sign up for Final Presentation Schedule**

**March 12<sup>th</sup>:**

*Group Presentations* – As above – except the two students who directed the discussion and answered questions MUST present this week.

**SEGMENT C:**

**March 19<sup>th</sup> :** *Prof. Paul Bingham/Inst. Joanne Souza – To Keep and Bear Arms?*

*The History of Managing the Conflict of Interest Problem – Human Style.*

(a brief lecture in class)

**ASSIGNMENT:** See Blackboard for your group's assigned reading

Each student should bring in one additional reference as usual.

**March 26<sup>rd</sup> .:** *Group discussions-* As above.

In this case, students will decide the topic of presentation. No pre-chosen questions will be given.

**April 2<sup>nd</sup>:** *Group Presentations* – As above.

**SPRING BREAK – April 6-11<sup>th</sup>**

**SEGMENT D: Final Individual Presentations**

**April 16<sup>th</sup>:** *Final Presentations as scheduled*

**April 23:** *Final Presentations as scheduled*

**April 30<sup>th</sup>:** *Final Presentations as scheduled*

**May 7<sup>th</sup>:** *Final Presentations as scheduled*

**Americans with Disabilities Act**

If you have a physical, psychological, medical or learning disability that may impact your course work, contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students requiring emergency evacuation should discuss needs with professors and Disability Support Services. For procedures and information, go to [http:// www.ehs.sunysb.edu/fire/disabilities/asp](http://www.ehs.sunysb.edu/fire/disabilities/asp)

**Academic Integrity:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always

wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

**Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

**EXAMPLE**  
**HDV 102.03**  
**Group Outline**

**Group No.** \_\_\_\_\_

**Question:**

**Group Participants:**

**Name:**

**Reference Provided:**

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*Be sure to attach copies of the reference journal articles labeled with the student name that provided the reference.*

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**Group Outline**  
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Topics or views to be covered (Include an Introduction to the Problem and a Summary) in Outline form.

Speaker Order and Topic Assigned: