

Classics 121 *Scientific/Medical Terminology*

CLAS 121
Summer Session I
May 26 – June 26, 2015
Online course
Instructor: Prof. Shelly Jansen
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Fulfills the Harpur Writing Requirement

Course Description:

This course provides a systematic study of the structure and formation of medical and scientific terms that are derived from Greek and Latin roots. The primary purpose of this course is to provide students with tools to determine the meaning behind scientific words by breaking down their structure into key prefixes, stems, and/or suffixes as adopted into English. Ideal background for all science students, who will also earn a Harpur College W toward their GenEds through writing assignments focused on scientific themes, language and terminology. Through this course you will acquire a working knowledge of the Greek and Latin linguistic components that are fundamental to medical and scientific terminology. Students will learn the principles of word analysis and construction. While this course will benefit those who are interested in medical or scientific fields, all students will gain valuable knowledge of the English language as a whole. There are no prerequisites. Although we will be working with Latin and Greek terms, no background knowledge of these languages is required.

Course Goals:

- 1) Students will acquire a working vocabulary of the Greek and Latin roots, prefixes and suffixes which are fundamental to understanding medical and scientific terminology.
- 2) Students will learn the principles of word analysis and (de)construction.
- 3) Students will become acquainted with deciphering medical and scientific terminology.
- 4) Students will analyze and write about medical and scientific terminology in the context of everyday life.

Required Text Book:

Dunmore & Fleischer's *Medical Terminology: Exercises in Etymology Edition III* 2004. ISBN: 0-8036-0032-1

Note on this summer course:

This course will involve a lot of learning, studying, and memorizing Latin or Greek elements (e.g. prefixes, suffixes, etc.). This will require both time and effort for successful completion. That said, this can also be incredibly fun and enlightening as we break apart words and figure out their basic, etymological meaning and structure. Keep in mind also that summer courses can be very challenging (given the brevity of the course), but also very rewarding – but you do need to make time for this course and make sure it is a priority.

Course Requirements:

Weekly Short Assignments

Etymology in Action – For these weekly short assignments, you will write 2 full double-spaced pages exploring one or two scientific/medical/course-relevant words that you have come across *outside of the context of the course* (e.g. reading a blog, a website, a news story, a magazine, a novel, a textbook for another class, watching an episode of *House*, etc.) that you can analyze in terms of its etymology based on what you have learned in the course so far (e.g. discuss components, stems, prefixes/suffixes, literal meaning, definition, meaning in context of source, significance of the scientific/medical term, etc.). Each of these assignments will be worth 40 points (200 points total for the five week course). These short writing assignments help fulfill the requirements for the Harpur Writing Requirement. These are due each Friday by 11:59pm on Blackboard under Content.

Weekly Quizzes:

At the end of each week I will post a quiz for you to complete by Friday at 11:59pm on Blackboard. You must complete this quiz *on your own* in one session (i.e. don't start it Thursday, go to bed, do the laundry, eat a snack, do a question, watch a movie, do another question, and then get around to submitting in Friday night sometime). *Do not use outside help* (e.g. look up things in the textbook, look it up online, phone a friend, etc.). Even though this is an online course, you *must* abide by the Academic Honesty as stated in SUNY Binghamton's Student Handbook. If you cheat and you are discovered, you will receive a zero for that assignment (e.g. quiz, test, short assignment, etc.).

Each weekly quiz will be worth 20 points for a total of 100 points over the course.

Wiki Entries on Etymology Exercises:

For this course we will use the Wikis to help us collaborate and learn these words, roots, prefixes, and suffixes together as a group. We will work through the exercises from the textbook together on the Wiki pages. You will be required to contribute to the wiki each week by adding to the pages as we collaborate on the drills and exercises from the textbook. For each week, I will have a wiki for each exercise in the chapters we will cover (3 exercises per chapter X 4 chapters a week = 12 exercises per week...or 120 individual questions per chapter X 4 chapters a week = 480 exercise questions per week!). Sounds like a lot, I know...but! There are many of us and many hands/brains make work easy/easier. So: you will be required to contribute to the wiki by attempting to answer at least 20 (so there's less competition/overlap) of the questions over the week's exercises. You're welcome to do more – but filling in at least 20 is the minimum requirement for this assignment. These exercises won't be graded; I won't be checking to see that you got that right or wrong, but rather your grade for these wiki entries will be based on whether you participated and attempted to help answer these exercises for the class as a whole. Please do put your name or initials next to the question/answer that you have worked on to help me more easily/quickly grade these wikis. From these exercises I'm hoping that we will, yes, learn the prefixes and suffixes and understand the terminology – but also collaborate with one another and even help one another learn these terms. If you come across a word or exercise that you have questions on or think someone else's entry is wrong, go ahead and mark it up (e.g. add your suggestion in a different color or font or make a comment on that entry – take advantage of the Wiki technology that we have) and we can come to a conclusion as a group. These wiki entries will serve as our kind of discussion area, where we can collaborate and learn together. Along that idea, it's important that we don't all wait until the last day things are due to complete them. No playing chicken on the Wiki (who's gonna go first?!). So to prevent electronic chicken: you must post at least one wiki entry by **Tuesday** night of each week – and all of your remaining entries by **Thursday** night. See suggested day-by-day schedule below. Note that wikis will be unavailable for viewing or editing on Fridays while students may be taking the weekly quiz, so be sure to turn in your postings/edits on time. Also: be sure to label your answers with your initials/name on the wiki to ensure that you receive the proper credit for your work. (I can see what edits you make, but it is easier/quicker for me to grade if you denote which exercises you have done within the wiki itself.)

Each week I will also have a general page of the things that we think are important to remember for these lessons. This wiki page will serve as a kind of study guide for us to remember the most important definitions or rules for the week. You may also contribute to this page – but this won't count toward your 20 required exercise question answer.

I do expect that you will be working through these on your own in the textbook as well – but I will not be “checking” to see that you do so. Just remember that practice makes perfect and working through these exercises will help you learn this material.

To participate on the Wiki you will, 1) go to the course shell on Blackboard, 2) Click on Tools on the left side panel, 3) Click on Wikis (last entry/option in the alphabetical list of possible tools), 4) Click on the selected wiki for that week (e.g. Lessons 1-4 Wiki for Week 1), 5) Note the sub-wikis listed in the box on the right hand panel and select which Wiki exercise you want to contribute to, 6) Click Edit Wiki Content, make edit and click Submit.

20 points each week = 100 points total

Final Project:

Instead of a final exam, students will create a digital presentation on the etymology of seven words of their choosing to “present” (electronically share) with the class. Note: do not use any of the previous words that you have used in your weekly Etymology in Action assignments. Similarly, your seven chosen words should not be words that are example words in the text book. There are many, many words out there – try to find a few new ones for this project. Of course the root or suffixes or prefixes may be ones that we have looked at, but do not directly take a sample word from the text and incorporate it into your presentation. Just as in your other assignments, you should analyze the words in terms of its etymology (e.g. discuss components, stems, prefixes/suffixes, literal meaning, definition, meaning in context of source, significance of the scientific/medical term, etc.) and present this information in a new, interactive way. I highly recommend that you use either the free online tool Prezi (www.prezi.com) or Powerpoint or Google Present or a similar presenting software program. (Up to you which you use – they all have their advantages and quirks.) Take advantage of this technology and include any kind of video clip, mp3, links, etc. that you can find to help best illustrate the significance and etymological background of your chosen words. An average presentation will pick seven words at random and slap the definitions/roots on the words and be done. A superior presentation will either select words that all relate to a common theme or elaborate on a common idea (e.g. building off of a common root, elucidating nuances around a common word/prefix/meaning) or expound on the words selected in a more in-depth manner (e.g. as we find in the “Etymological Notes” section in the textbook). Please note that your chosen words do NOT have to be scientific/medical in nature/meaning.

Please do either save your presentation in a “friendly” file type like PDF or submit a link to website of your presentation (e.g. “share” your Google presentation or Prezi). More details on this forthcoming in the course (e.g. where to submit on Blackboard, etc.). 100 points

Grading:

A	93-100	Weekly Short Assignments – 40 points each = 200 points total
A-	90-92	Weekly Quizzes - 20 points each = 100 points total
B+	87-89	Wiki Entries - 20 points each week = 100 points total
B	83-86	Final Presentation - 100 points
B-	80-82	Total = 500 points
C+	77-79	
C	73-76	
C-	70-72	
D	60-69	
F	59 or less	

Concerning Late Assignments:

I accept all late work for partial credit. Keep in mind, however, that due to the brevity and quick pace of the course, it is imperative that students stay on schedule. Late assignments will be marked a ½ grade lower for each day they are late. For example, a would-be B+ assignment handed in a day late will receive a B. For those of you taking this course while in another city or country other than Binghamton, NY, please note that all due dates are in Eastern Standard Time and plan accordingly.

Communications and Technology:Announcements

Please check the Announcements section of Blackboard every day. I will very frequently add announcements about assignments, grading, changes in schedule, etc. throughout the course. Typically I also send out the most important of these announcements via email as well, but it is important that you take the responsibility to keep up with the announcements on your own.

Email Correspondence

Please reserve email correspondence for questions that pertain to you individually. In other words, please do not email with questions whose answers can be found in the syllabus. If you are unsure about the nature of a given assignment, due date, etc., be sure to consult the syllabus first. The purpose of this policy is to make sure that my inbox is not flooded with superfluous emails, a circumstance that might prevent me from responding to serious and pertinent inquiries in a timely manner. If you have any questions that the syllabus cannot answer, please feel free to email me using my email address (mjansen1@binghamton.edu). Please do not use the Inbox or Communication features of Blackboard as I do not regularly check that site and do not want to miss or be delayed in responding to any of your questions.

Assignments and Readings

The syllabus and prompts for your essays will be posted on Blackboard under “Content.” All readings will be out of the required textbook, *Medical Terminology*, that you should have purchased on your own.

Turning in Assignments

All short weekly assignments will be submitted using Turnitin. To turn in an assignment, go to “Content” on Blackboard and click on the link for the assignment in question. You will be prompted to upload your essay and click Submit. You should receive a receipt email once this is complete. If you do not receive an email receipt, you have not successfully turned in your assignment. Please be sure to keep these receipts in case of technical difficulties in order to prove that you have turned in your assignment on time.

COURSE SCHEDULE

Below I’ve provided a day-by-day break out detailing how I think you should schedule your time over the week so that way things do not pile up. This is simply a guide of how you might schedule your time. Hard deadlines are in **bold** below.

WEEK 1: Lessons 1 – 4

Note: This week is shorter due to the Memorial Day holiday.

Readings: Lessons 1 through 4

5/25: Happy Memorial Day!

5/26: Read through lessons; Begin to work through exercises/drills on your own; **Begin posting on the exercise wiki by today**

5/27: Start Weekly Assignment; continue working on exercises

5/28: **Complete all wiki postings by tonight**

5/29: **Take quiz and turn in Weekly Short Assignment by 11:59pm**

Over the weekend: Begin thinking about next week's readings and short assignment

WEEK 2: Lessons 5 - 8

Readings: Lessons 5 - 8

6/1: Read through lessons

6/2: Work through exercises/drills on your own; **Begin posting on the exercise wiki by today**

6/3: Start Weekly Assignment

6/4: **Complete all wiki postings by tonight**

6/5: **Take quiz and turn in Weekly Short Assignment by 11:59pm**

Over the weekend: Begin thinking about next week's readings and short assignment

WEEK 3: Lessons 9 - 12

Readings: Lessons 9 - 12

6/8: Read through lessons

6/9: Work through exercises/drills on your own; **Begin posting on the exercise wiki by today**

6/10: Start Weekly Assignment

6/11: **Complete all wiki postings by tonight**

6/12: **Take quiz and turn in Weekly Short Assignment by 11:59pm**

Over the weekend: Begin thinking about next week's readings and short assignment

WEEK 4: Lessons 13 -16

Readings: Lessons 13 - 16

6/15: Read through lessons

6/16: Work through exercises/drills on your own; **Begin posting on the exercise wiki by today**

6/17: Start Weekly Assignment

6/18: **Complete all wiki postings by tonight**

6/19: **Take quiz and turn in Weekly Short Assignment by 11:59pm**

Over the weekend: Begin thinking about next week's readings and short assignment

WEEK 5: Lessons 17 - 20

Readings: Lessons 17 – 20

6/22: Read through lessons

6/23: Work through exercises/drills on your own; **Begin posting on the exercise wiki by today**

6/24: Start Weekly Assignment

6/25: **Complete all wiki postings by tonight**

6/26: **Take quiz AND turn in Final Project by 11:59pm AND turn in Weekly Short Assignment by 11:59pm**

*** Note: Plagiarism, in any form, will not be tolerated in this or any course at Binghamton University. If you are caught plagiarizing, you will automatically fail that assignment. If you have any questions regarding plagiarism or academic honesty, please consult me or the University's Student Handbook for more information.***

****Note: I reserve the right to alter the syllabus or schedule at any time.**