

Course Syllabus

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 Edit

CHEM 362: Confronting Cancer

Spring 2025

COURSE INFORMATION

Class Days: Tuesday/Thursday

Mode of Delivery: Face to Face

Class Times: 9:30 am - 10:45 am

Class Location: LH 439 ([Lamden Hall](#)  <https://library2.sdsu.edu/wayfinder/wayfinder.php?urlid=129&kiosk=0#main2>.)

Instructor: Dr. Christal Sohl

Contact: The best way to reach me is via **canvas** messaging, and I usually respond within 1-2 business days.

Units: 3

DEGREE INFORMATION

Prerequisites: Upper division standing. This course cannot be applied to the minor or major in chemistry.

This course fulfills: GE - CSU Upper Division B - Explorations of Human Experience - Natural Sciences

Short description: Humankind's efforts to combat the diseases known as cancer. Approaches to treatment, future directions, historical perspectives and current understanding through the lenses of medicine, science, and society.

COURSE DESCRIPTION

Welcome to a course I've developed on one of the most feared and most fascinating diseases: cancer. We will explore humankind's efforts to understand, diagnose, and treat cancer. I designed this class in the spirit of a math class that teaches you how to do your taxes and make a budget – I will provide you with useful tools to understand the complexity of cancer that will allow you to help your family and communities. You will engage in discussion about the successes and limitations of treatments, practice helping someone navigate a diagnosis, critically research treatments, advocate to reduce cancer disparities, and discuss reasons for hope in our efforts to cure cancer. This class is intended for science enthusiasts, but not necessarily science majors, though science majors are welcome.

There is a lot of information covered in this course, but I've organized it to keep you on track with lectures, group activities, discussion, and course readings. It's normal to find most of this material new and to feel a little overwhelmed, but I am here to help you in your learning adventure!

STUDENT LEARNING OUTCOMES (SLO)

Through a combination of lectures, discussions, readings, and assignments, after taking this course you should be able to:

- Frame, analyze and evaluate scientific questions and problems using critical thinking skills.
- Integrate and relate scientific concepts to your life and the world around you.
- Discuss and relay accurate scientific information to wider audiences.
- Define the basic molecular and cellular features of cancer, and how this disease develops and advances.
- Describe how cancer treatments and diagnostics can turn cancer's superpowers into Achilles' heels.
- Practice researching a diagnosis, oncology reports, and treatment strategies while critically assessing knowledge sources.
- Debate some of today's salient issues, like genetic testing.
- Describe the path a drug takes from conceptualization through FDA approval.
- Learn about the social, societal, and personal implications of a cancer diagnosis, and practice advocating for patients at risk for disparate treatment (cancer disparities).
- Debate features of effective and ethical drug companies and clinical trials.
- Research and present topics on cutting-edge discoveries in cancer research.
- Learn about the diverse cancer researchers who have committed to combatting this complex disease.

ABOUT DR. SOHL (SHE/HER)

I study how a class of proteins called enzymes work – and specifically how they run amok in cancer. My lab, made up of curious, kind, and hard-working undergraduate and graduate student colleagues, works on the biochemical features of metabolic enzymes that drive tumor growth. I know that our lab's diversity is our superpower, and I am a fierce advocate for broadening access to STEM and STEM careers. In line with this passion, I serve as Director for SDSU's MARC (Maximizing Access to Research Careers) program for undergraduate students. One of my favorite parts of my job as a professor is facilitating learning and discovery in the lab and classroom. It's an honor to hear the insightful and diverse perspectives and expertise of my student colleagues! Finally, when not in the lab or classroom, I love to hike, paddleboard, and other fitness activities, listen to music, garden, and learn new languages at an unfortunately alarmingly slow and somewhat ineffective rate.

COURSE DETAILS

Required course materials: Using **canvas** during class (via a tablet/laptop) for accessing and submission of in class activities and quizzes is required. Please check canvas regularly! You will need to obtain [The Immortal Life of Henrietta Lacks, Unabridged edition](#), by Rebecca Skloot, ISBN: 979-81400052189 (electronic or paper). This book is

available via Immediate Access.

- If your students would like a better understanding of the programs: For Equitable Access, you can direct your students to the [Day1Ready page here](https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oGPHCdwI83kABC0x-2BTts07S9sTE_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBv89PeV6XJyVHH-2FmiTYXYX2v02Rxx5kSb1hdMWcQO-2B-2F8Lw4vWd-2Bs04B3gwszstQ2w0pmovaK-2BuWdSR7wHLmaMw83Byn9AtB6qVeZClebXAHrzWA77Ha0h1CosxqWWI7Tlr).)  (https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oGPHCdwI83kABC0x-2BTts07S9sTE_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBv89PeV6XJyVHH-2FmiTYXYX2v02Rxx5kSb1hdMWcQO-2B-2F8Lw4vWd-2Bs04B3gwszstQ2w0pmovaK-2BuWdSR7wHLmaMw83Byn9AtB6qVeZClebXAHrzWA77Ha0h1CosxqWWI7Tlr). For Immediate Access you can direct students to the [Immediate Access page here](https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oEQql-2Bxep04IglSI6ukGCD-2FMjuSbjtwxKxnSGKYo1vKRw-3D-3DkUhC_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBvMApK5ETReLf2cYPSR4tc49RSwNeeA9-2BxPzi-2BAIhuO-2F8Zsr7kgsXQEumbaAVWnuj6pOWy2qnUhOM-2B4VAIOJ7zowC-2B6rvmDwmkN8SLrL1fLtOmfoB0jv42dygOqKPL6LI4).)  (https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oEQql-2Bxep04IglSI6ukGCD-2FMjuSbjtwxKxnSGKYo1vKRw-3D-3DkUhC_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBvMApK5ETReLf2cYPSR4tc49RSwNeeA9-2BxPzi-2BAIhuO-2F8Zsr7kgsXQEumbaAVWnuj6pOWy2qnUhOM-2B4VAIOJ7zowC-2B6rvmDwmkN8SLrL1fLtOmfoB0jv42dygOqKPL6LI4).
- If you have questions related to access, refer to the [RedShelf Solve link](https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWcetzGxbrnuUKbxR8uOEs-2BqXbwuaL-2Ffs1DiiEFUHMtTgnSXO_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBvRFkHVy8tFfFYaEfx277GRQA99XncowF-2FByZsYRI9GjUNFyhn6ZwThf6XRYOBBYBUWkMS-2BytAmc-2FWXHdAM6cl3y51gshoDwurc3KyZfhnIOav97IW5onjPzSqaEAVD7B3)  (https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWcetzGxbrnuUKbxR8uOEs-2BqXbwuaL-2Ffs1DiiEFUHMtTgnSXO_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBvRFkHVy8tFfFYaEfx277GRQA99XncowF-2FByZsYRI9GjUNFyhn6ZwThf6XRYOBBYBUWkMS-2BytAmc-2FWXHdAM6cl3y51gshoDwurc3KyZfhnIOav97IW5onjPzSqaEAVD7B3) for support. Unfortunately, I am not able to help with access.
- More details can be found here: [Day1Ready page here](https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oGPHCdwI83kABC0x-2BTts07S9sTE_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBv89PeV6XJyVHH-2FmiTYXYX2v02Rxx5kSb1hdMWcQO-2B-2F8Lw4vWd-2Bs04B3gwszstQ2w0pmovaK-2BuWdSR7wHLmaMw83Byn9AtB6qVeZClebXAHrzWA77Ha0h1CosxqWWI7Tlr).)  (https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oGPHCdwI83kABC0x-2BTts07S9sTE_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBv89PeV6XJyVHH-2FmiTYXYX2v02Rxx5kSb1hdMWcQO-2B-2F8Lw4vWd-2Bs04B3gwszstQ2w0pmovaK-2BuWdSR7wHLmaMw83Byn9AtB6qVeZClebXAHrzWA77Ha0h1CosxqWWI7Tlr). [Immediate Access page here](https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oEQql-2Bxep04IglSI6ukGCD-2FMjuSbjtwxKxnSGKYo1vKRw-3D-3DkUhC_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBvMApK5ETReLf2cYPSR4tc49RSwNeeA9-2BxPzi-2BAIhuO-2F8Zsr7kgsXQEumbaAVWnuj6pOWy2qnUhOM-2B4VAIOJ7zowC-2B6rvmDwmkN8SLrL1fLtOmfoB0jv42dygOqKPL6LI4)  (https://u5665484.ct.sendgrid.net/ls/click?upn=u001.-2BohpaqWDbR1DIXXYinAvWQPPLFJvZbMImB9q7OH15oEQql-2Bxep04IglSI6ukGCD-2FMjuSbjtwxKxnSGKYo1vKRw-3D-3DkUhC_22P8dInGNdvJ3bhqDYi3MqPmKULwKw94bDvMvTXZczcDUy6eabwhcMTWmFW1076jvHPo1-2FiMMYvnopLqPTw6j2o-2FJ3dxJ-2FxF4wBZwHyiCEA5wg9h9KPLxzQpYi1iBlu-2FIIsSmqYEeFG-2Bq9p3dNsqCA6tO9DpqNDEC1oEb4o2b6LavBb1DEMRCsrUAMRzAJBvMApK5ETReLf2cYPSR4tc49RSwNeeA9-2BxPzi-2BAIhuO-2F8Zsr7kgsXQEumbaAVWnuj6pOWy2qnUhOM-2B4VAIOJ7zowC-2B6rvmDwmkN8SLrL1fLtOmfoB0jv42dygOqKPL6LI4).

We need your perspective in this class: I want you to participate fully in the in-class activities and to engage in class discussions by contributing your ideas, perspectives, and questions. Every member of this class is vital – you bring a unique and valued set of ideas, expertise, and perspectives from which we all can learn and benefit!

I am committed to creating a supportive, safe, and multiculturally affirming environment for all: You all belong in this class, and I am grateful you are here! We should all arrive each day committed to creating a safe environment for learning that allows everyone to feel comfortable to respectfully contribute their thoughts and questions.

Attendance and absences: In class we will spend our time learning, discussing, designing, practicing, and exploring through activities, lectures and group discussion. Attendance is expected since this is neither an asynchronous nor a hybrid class. However, I understand that life happens. If you have a **planned absence**, contact me at least one week before the missed day to arrange dates for making up work. For an **emergency absence**, contact me no later than two days after the missed deadline/class period to determine a strategy for moving forward. This strategy for addressing the missed class period will seek to honor a compromise between equitable solutions for your success in this course, the efforts of colleagues who turned in materials on time, and my investment of time in the course. See assignment details for information on latework/makeup details. I do not require or want proof of the reason for an absence; I trust that you made a decision that was right for you in the moment. Regular decisions to miss class or turn in late work will be a barrier to your success, and something we will need to resolve if you are wanting to be successful in this course.

SDSU policy states that when a student is hospitalized or has a serious, ongoing illness or injury, [Student Health Services \(http://shs.sdsu.edu/index.asp\)](http://shs.sdsu.edu/index.asp) (SHS) will, at the student's request and consent, communicate with the student's instructors and may communicate with the student's Assistant Dean.

Classroom Norms: I expect you to attend class and participate actively in learning, and to help provide a positive, productive, and safe space for learning by being respectful to your colleagues and I. Please keep your devices on silent while in class and do not intentionally open websites that contain loud sounds or flashing lights. Please step out if you need to receive a phone call. If you need to use the bathroom, grab water, or take a break, you may do so without asking permission. If you need to bring in a child/young sibling to class as part of childcare responsibilities, need to breastfeed or tend to your child in other ways, you do not need permission for this, but you are welcome to talk to me about anything that you are concerned will serve as a barrier to your learning.

Contact me immediately if you foresee or are experiencing challenges that threaten your success in this class: You and I are on the same team -- we both want you to be successful in this class and in your educational journal in general. Let's work together on strategies to keep you on track for success. I can usually work with you for just about anything imaginable that can come up (I've been teaching a while, after all!) – but you need to communicate to me about what you need as early as possible so we can assess if this is possible. It is my commitment to you that I provide a learning environment where everyone is able to participate. I look forward to working with you to ensure you have the tools you need for success.

DIVERSITY, EQUITY, INCLUSION, ACCESS, & JUSTICE COMMITMENT

Land acknowledgment: For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the SDSU community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land, the land of the Kumeyaay.

Equity, justice, and access statement: I am firmly committed to social justice, diversity, equity, and inclusion, creating and maintaining an inclusive community in all areas of campus life, including specifically members of minoritized and historically excluded communities. In this class I will work to promote not simply a non-discriminatory, but an active anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination

can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, and to explicitly call out and stop harassment or discrimination of any kind.

Students with disabilities: If you are a student with a disability and believe you will need accommodations for this class, make sure to [contact the Student Ability Success Center \(https://newscenter.sdsu.edu/student_affairs/sds/\)](https://newscenter.sdsu.edu/student_affairs/sds/) (SASC) at (619) 594-6473 as soon as possible. Please do note I cannot provide some types of accommodations (like increased exam time times) based upon disability until I have received an accommodation letter from Student Ability Success Center. However, you are not required to have documentation or a diagnosis to talk to me about how we can talk about your access needs to facilitate your participation in class! Please also come talk to me – I look forward to advocating for you so that you may enjoy the same access to this class that folks without disability enjoy.

Religious observances: By the end of the 1st week of class, notify me of any planned absences for religious observances, and then we can work together to reasonably accommodate you.

Safe zone statement: I am part of the Safe Zone Ally community network of trained SDSU faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address concerns you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Undocumented & mixed status inclusivity statement: I and SDSU in general value diversity and are committed to creating and maintaining an inclusive community, which includes members of the Undocumented and Mixed Immigration status community. I will work towards promoting an anti-discriminatory environment, which may be direct or indirect that take place in the class, at the institution and on a personal level. I will treat your disclosure with the utmost confidentiality permitted and value your trust. I will work with you should you encounter barriers to your academic success.

Preferred name & gender pronouns: My preferred gender pronouns are she/her. Class rosters are provided to me with only your legal name, and I will gladly honor your request to address you by an alternate name and/or gender pronoun. Please let me know so I may update my records.

ADDITIONAL RESOURCES AND POLICY

Safe learning environment: As an instructor, one of my responsibilities is to help create a safe learning environment on campus. I am required to share information regarding sexual violence on SDSU's campus with the [Title IX \(http://titleix.sdsu.edu/\)](http://titleix.sdsu.edu/) coordinator, Gail Mendez (619-594-6464), who will contact you to let you know about SDSU support services and possibilities for holding accountable the person who harmed you. If you do not want the Title IX Officer notified, you can speak confidentially SDSU's Sexual Violence Victim Advocate (619-594-0210) or Counseling and Psychological Services (619-594-5220, [psycserv@sdsu.edu \(mailto:psycserv@sdsu.edu\)](mailto:psycserv@sdsu.edu)). To be prepared for emergencies, each student is responsible for becoming familiar with the evacuation plan specific to each classroom. The evacuation plan is posted within each classroom and should be examined on the first day of class. Campus police can be reached by dialing (619) 594-1991 or call 911 in the event of an emergency.

Mental health and wellness: I see and interact with you as bright, creative, and hard-working students in my class. However, I know that sometimes life's circumstances can be intense, and as a result, you may have a hard time prioritizing coursework due to mental health, economic stability, or other challenges. You're not alone -- we all experience periods at some point in our lives where circumstances demand too much of our mental resources. It is really tempting to disengage during these times, and not let anyone know you need help -- but please resist this temptation! It takes courage to reach out for help, and I and others on campus are here to help -- and we want to. This is because we know how much potential you have, and we want to empower you to ensure you can achieve anything you want! I've included a links below if you find you're grappling with things beyond the classroom (if it's course content...just ask me for help during class or request help hours!) You can also reach out to me, and I will help you connect to services you need. To prepare myself to better guide you to resources, I have trained to be an Adult Mental Health First Aid (MHFA) and Economic Crisis Response Team (ECRT) advocate. I'd be happy and honored to help you find help -- I've done so for students in the past, and know I will for years to come.

- **Counseling and Psychological Services** (http://go.sdsu.edu/student_affairs/cps/Default.aspx) offers confidential counseling services by licensed therapists. Students can talk with a therapist by calling (619) 594-5220 between 4:00pm and 4:00pm. For after-hours services, students can call the San Diego Access and Crisis Line 24-hours a day at (888) 724-7240.
- **ECRT** (http://go.sdsu.edu/student_affairs/ecrt/Default.aspx): If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, visit sdsu.edu/ecrt (http://go.sdsu.edu/student_affairs/ecrt/Default.aspx) or email ecrt@sdsu.edu (<mailto:ecrt@sdsu.edu>)

Student privacy and intellectual property: The **Family Educational Rights and Privacy Act** (<http://bfa.sdsu.edu/hr/oerc/students/ferpa.aspx>) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Resources for students: A complete list of all academic support services--including the **Writing Center** (<http://writingcenter.sdsu.edu/>) and **Math Learning Center** (<https://mlc.sdsu.edu/>)--is available on the Student Affairs' **Academic Success** (http://go.sdsu.edu/student_affairs/academic_success.aspx) website.

Academic Honesty: Students agree that by taking this class they will uphold the principles of academic integrity. Academic integrity is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Cheating and plagiarism represent violations of academic integrity and will not be tolerated in this class. **SDSU adheres to a strict [policy prohibiting cheating and plagiarism](http://go.sdsu.edu/student_affairs/srr/cheating-plagiarism.aspx)** (http://go.sdsu.edu/student_affairs/srr/cheating-plagiarism.aspx). **Examples of academic dishonesty include but are not limited to:**

- copying, in part or in whole, from another's work;
- obtaining copies of answers without the permission of the instructor;
- collaborating with another or others during any assignments intended to be based on individual assessment
- falsifying records or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;

- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source (including AI) directly and calling it your own -- this includes the use of ChatGPT and other resources to generate written information or to answer questions for this class as an example of academic dishonesty
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Student concerns, problems, and complaints: If there are ever issues with the conduct of this course, including lectures, assignments, quizzes, etc., please see me immediately so we can work together to address your concerns. If we cannot resolve it, you must follow the appropriate [procedures for registering a complaint \(https://sacd.sdsu.edu/student-ombudsman/procedures\)](https://sacd.sdsu.edu/student-ombudsman/procedures). Speak first to me, and if no resolution has been reached, contact the Dept. Chair. If you are still not satisfied, contact the Assistant Dean for Student Affairs (see College of Sciences contacts here: <https://sciences.sdsu.edu/deans-office-personnel> (<https://sciences.sdsu.edu/deans-office-personnel/>)). If still no resolution is met, you may contact the University Ombudsman. Students must exhaust informal levels of redress before filing a formal grievance with the [Student Grievance Committee \(https://sacd.sdsu.edu/student-ombudsman/student-grievance-committee\)](https://sacd.sdsu.edu/student-ombudsman/student-grievance-committee).

ASSIGNMENT DETAILS

Online embedded lecture quizzes: You'll view lectures prior to class and take the embedded quiz. I want you to be comfortable with the material and learn at your own pace, so you can take these quizzes as many times as you like within the allotted time window, and only the highest score is retained. This is an individual (not group) assignment. *Details, including due dates, are on canvas.*

Group assignments: You will have the opportunity to apply the ideas and content presented in class and online lectures in small teams, and you will typically turn these assignments in by the end of class. Please make sure you come prepared for groupwork by watching the required online lectures. *Details, including due dates, are on canvas.*

Group video presentation: Your group will design, develop, and film a 10 minute video in the style of a podcast, documentary, newscast, or play on new breakthroughs in cancer treatment or cancer diagnostics. You can bring in your own expertise and interests as well as apply the concepts discussed in class. More details are on canvas. *Details, including due dates of your group's video and your individual assessments of others' videos, are on canvas.*

Reflections: In two reflections, you will be asked to reflect on ways in which what you've learned applies to your own

lives, interests, hobbies, etc. It has been shown that assignments that give you the freedom to put material within your own greater purpose and relevance boost motivation and interest. This is an individual (versus group) assignment.

Details, including due dates, are on canvas.

Reading reactions: You will read “The Immortal Life of Henrietta Lacks” and discuss your thoughts on the intersection of science, medicine, race, and ethics. You may choose either an electronic or paper copy of this book. You will document your reactions to every chapter throughout the semester. This is an individual (versus group) assignment, though we will have some in-class discussion. *Details, including due dates, are on canvas.*

In class quizzes: There will be short quizzes (3 questions) related to recent material for most class periods, and you must be in class to take the quiz (see absence policy accommodations). They are open note. There are no makeups, but the lowest three scores are dropped. You will need access to canvas to take these quizzes, so bring your tablets/laptops and make sure you come to class! This is an individual (versus group) assignment. *Details, including due dates, are on canvas.*

Tentative grading scale:

A = $\geq 92.5\%$

A- = 89.5-92.4%

B+ = 87.5-89.4%

B = 82.5-87.4%

B- = 79.5-82.4%

C+ = 77.5-79.4%

C = 72.5-77.4%

C- = 69.5-72.4%

D+ = 67.5-69.4%

D = 62.5-67.4%

D- = 59.5-62.4%

F < 59.4%

CLASS SCHEDULE

The following tentative schedule provides topics and assignment dates. Changes to dates or content and other important information will be communicated via Canvas announcements, so please check Canvas regularly. **Please bring your laptop/tablet to class every day** as you will need regular access to Canvas and other computing

activities.

The following tentative schedule provides the topics, readings, and important dates.

Date	In class activities	Book reading deadlines
Module 1: How does cancer work?		
1/21	Discussion #1: What is cancer?	
Deadline of 1/22 @11:59 pm to watch Online Lecture #1: Class layout/details		
1/23	Discussion #2: A few biology basics; Quiz 1 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 1 reading responses
Deadline of 1/27 @ 11:59 pm to complete Reflection #1		
1/28	Discussion #3: Genetics and cancer; Quiz 2 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 2 reading responses
1/30	Assignment #1: Normal cells vs cancer cells (due at the end of class!) <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 3 reading responses
Deadline of 2/3 @ 11:59 pm to watch Online Lecture #2: Basic cancer terminology		
2/4	Discussion #4: Analyzing the complexity of a tumor; Quiz 3 <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 4,5 reading responses
2/6	Discussion #5: Responsibly researching a diagnosis; Quiz 4 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 6 reading responses
2/11	Assignment #2: Helping a friend (due at the end of class!) <i>Bring a laptop/tablet to class if possible</i>	Chapters 7,8 reading responses

Module 2: Historic and modern cancer treatments**Deadline of 2/17 @ 11:59 pm** to watch **Online Lecture #3** – Traditional cancer treatments

2/13	Discussion #6: The story of Iressa; Quiz 5 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 9 reading responses
2/18	Discussion #7: Precision medicine; Quiz 6 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 10,11 reading responses
2/20	Henrietta Lacks Discussion, Part 1 – you must have read pg 1-82 (part 1) before coming to class <i>Bring access to the book!</i>	Chapter 12 reading responses

Deadline of 2/24 @ 11:59 pm to watch **Online Lecture #4** – Cancer diagnostics and heredity testing

2/25	Assignment #3: Should I get genotyped? (due at the end of class!) <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 13,14 reading responses
2/27	Discussion #8: Cancer treatment types: benefits and risks; Quiz 7 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 15 reading responses

Deadline of 3/3 @ 11:59 pm to watch **Online Lecture #5** – Immuno-oncology

3/4	Assignment #4: Diagnose your patient (due at the end of class!) <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 16,17 reading responses
3/6	Film: The Emperor of All Maladies, Episode 1: Magic Bullets; Quiz 8	Chapter 18 reading responses
3/11	Film: The Emperor of All Maladies, Episode 1: Magic Bullets, cont., Quiz 9, in-class discussion <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 19,20 reading responses

Module 3: Science and ethics of testing cancer treatments**Deadline of 3/12 @ 11:59 pm** to watch **Online Lecture #6** – What is the process of drug discovery/development?

3/13	Discussion #9: Point/counterpoint on drug companies; Quiz 10 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 21 reading responses
Deadline of 3/17 @ 11:59 pm to watch Online Lecture #7 – How is a drug tested before it goes into patients?		
3/18	Discussion #10: What are clinical trials?; Quiz 11 <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 22,23 reading responses
3/20	Assignment #5: Design an ethical clinical trial (due at the end of class!) <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 24 reading responses
3/25	Discussion #11: How can I assess scientific research/read a scientific paper?; Quiz 12 <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 25,26 reading responses
3/27	Discussion #11, cont.: How can I assess scientific research/read a scientific paper?; Quiz 13 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 27 reading responses
<i>Cesar Chavez Day/Spring Break 3/31-4/4...no class! Have fun, be safe!</i>		
Module 4: Societal, cultural, political, and personal implications of cancer		
4/8	Film: “A Journey Through Breast Cancer”; Quiz 14 <i>If you missed the class viewing of the film, you must watch it here:</i> https://www.kpbs.org/news/2020/oct/06/journey-through-breast-cancer/ ↳(https://www.kpbs.org/news/2020/oct/06/journey-through-breast-cancer/) before 4/10	Chapter 28,29 reading responses
4/10	Discussion #12: Film response and discussion; Quiz 15 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 30 reading responses
Deadline of 4/14 @ 11:59 pm to watch Online Lecture #8 – Racial, socioeconomic, and geographic cancer disparities		
4/15	Discussion #13: The complexities of cancer disparities; Quiz 16 <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 31,32 reading responses

4/17	Discussion #14: Vaccine adherence and vaccine hesitancy through the lens of HPV vaccination; Quiz 17 <i>Bring a laptop/tablet to class to access canvas</i>	Chapter 33 reading responses
Deadline of 4/21 @ 11:59 pm to watch Online Lecture #9 – Who are scientists and what motivates them?		
4/22	Assignment 6: Cancer researchers that inspire us (due at the end of class!) <i>Bring a laptop/tablet to class to access canvas</i>	Chapters 34,35 reading responses
Module 5: Reasons for hope		
Deadline of 5/1 @ 11:59 pm to submit semester-long <i>Henrietta Lacks</i> journal responses		
4/24	Henrietta Lacks Discussion, Parts 2 & 3 – you must have read pg 87-end (parts 2, 3) before coming to class <i>Bring access to the book!</i>	
4/29	Work on group video presentation <i>Bring a laptop/tablet to class to access canvas</i>	
5/1	Work on group video presentation <i>Bring a laptop/tablet to class to access canvas</i>	
5/6	Work on group video presentation <i>Bring a laptop/tablet to class to access canvas</i>	
5/8	Work on group video presentation (due at the end of class!) <i>Bring a laptop/tablet to class to access canvas</i>	
<i>5/8 is the last day of class; there is no final exam</i>		
Deadline of 5/9 @ 11:59 pm to complete Reflection #2		
Deadline of 5/12 @ 11:59 pm to review videos, including extra credit reviews		


Dates/content subject to change, look for Canvas announcements describing any changes!

Course Summary:

Date	Details	Due
Wed Jan 22, 2025	 Online Lecture #1 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417854)	due by 11:59pm
Thu Jan 23, 2025	 In Class Quiz 1 (https://sdsu.instructure.com/courses/175415/assignments/1417836)	due by 10:50am
Mon Jan 27, 2025	 Reflection #1 (https://sdsu.instructure.com/courses/175415/assignments/1417864)	due by 11:59pm
Tue Jan 28, 2025	 In Class Quiz 2 (https://sdsu.instructure.com/courses/175415/assignments/1417831)	due by 10:50am
Thu Jan 30, 2025	 Assignment #1 (https://sdsu.instructure.com/courses/175415/assignments/1417842)	due by 11:59pm
Mon Feb 3, 2025	 Online Lecture #2 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417855)	due by 11:59pm
Tue Feb 4, 2025	 In Class Quiz 3 (https://sdsu.instructure.com/courses/175415/assignments/1417832)	due by 10:50am
Thu Feb 6, 2025	 In Class Quiz 4 (https://sdsu.instructure.com/courses/175415/assignments/1417825)	due by 10:55am
Tue Feb 11, 2025	 Assignment #2 (https://sdsu.instructure.com/courses/175415/assignments/1417843)	due by 11am
Mon Feb 17, 2025	 Online Lecture #3 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417856)	due by 11:59pm
Tue Feb 18, 2025	 In Class Quiz 5 (https://sdsu.instructure.com/courses/175415/assignments/1417827)	due by 10:50am
Thu Feb 20, 2025	 In Class Quiz 6 (https://sdsu.instructure.com/courses/175415/assignments/1417839)	due by 10:50am
Mon Feb 24, 2025	 Online Lecture #4 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417857)	due by 11:59pm

Tue Feb 25, 2025	 Assignment #3 (https://sdsu.instructure.com/courses/175415/assignments/1417844)	due by 11am
Thu Feb 27, 2025	 In Class Quiz 7 (https://sdsu.instructure.com/courses/175415/assignments/1417826)	due by 10:50am
Mon Mar 3, 2025	 Online Lecture #5 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417858)	due by 11:59pm
Tue Mar 4, 2025	 Assignment #4 (https://sdsu.instructure.com/courses/175415/assignments/1417845)	due by 11am
Thu Mar 6, 2025	 In Class Quiz 8 (https://sdsu.instructure.com/courses/175415/assignments/1417834)	due by 10:50am
Tue Mar 11, 2025	 In Class Quiz 9 (https://sdsu.instructure.com/courses/175415/assignments/1417829)	due by 10:50am
Wed Mar 12, 2025	 Online Lecture #6 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417859)	due by 11:59pm
Thu Mar 13, 2025	 In Class Quiz 10 (https://sdsu.instructure.com/courses/175415/assignments/1417840)	due by 10:50am
Mon Mar 17, 2025	 Online Lecture #7 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417860)	due by 11:59pm
Tue Mar 18, 2025	 In Class Quiz 11 (https://sdsu.instructure.com/courses/175415/assignments/1417833)	due by 10:50am
Thu Mar 20, 2025	 Assignment #5 (https://sdsu.instructure.com/courses/175415/assignments/1417846)	due by 11:59pm
Tue Mar 25, 2025	 In Class Quiz 12 (https://sdsu.instructure.com/courses/175415/assignments/1417830)	due by 10:50am
Thu Mar 27, 2025	 In Class Quiz 13 (https://sdsu.instructure.com/courses/175415/assignments/1417828)	due by 10:50am
Tue Apr 8, 2025	 In Class Quiz 14 (https://sdsu.instructure.com/courses/175415/assignments/1417835)	due by 10:50am
Thu Apr 10, 2025	 In Class Quiz 15 (https://sdsu.instructure.com/courses/175415/assignments/1417841)	due by 10:50am

Mon Apr 14, 2025	 Online Lecture #8 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417861)	due by 11:59pm
Tue Apr 15, 2025	 In Class Quiz 16 (https://sdsu.instructure.com/courses/175415/assignments/1417838)	due by 10:30am
Thu Apr 17, 2025	 In Class Quiz 17 (https://sdsu.instructure.com/courses/175415/assignments/1417837)	due by 10:50am
Mon Apr 21, 2025	 Online Lecture #9 with embedded quiz (https://sdsu.instructure.com/courses/175415/assignments/1417862)	due by 11:59pm
Tue Apr 22, 2025	 Assignment #6 (https://sdsu.instructure.com/courses/175415/assignments/1417847)	due by 11am
Thu May 1, 2025	 Henrietta Lacks Reading Reactions Assignment (https://sdsu.instructure.com/courses/175415/assignments/1417863)	due by 11:59pm
	 Group Submission: Assignment details and file to be turned in as a group (https://sdsu.instructure.com/courses/175415/assignments/1417848)	due by 11am
Thu May 8, 2025	 Individual submission: Video resources list (https://sdsu.instructure.com/courses/175415/assignments/1417853)	due by 11am
	 Group Submission: Add a 1-sentence description of your video and the Youtube link here!	to do: 11am
Fri May 9, 2025	 Reflection #2 (https://sdsu.instructure.com/courses/175415/assignments/1417866)	due by 11:59pm
	 Individual submission: Optional Extra credit video review #1 (https://sdsu.instructure.com/courses/175415/assignments/1417850)	due by 11:59pm
	 Individual submission: Optional Extra credit video review #2 (https://sdsu.instructure.com/courses/175415/assignments/1417851)	due by 11:59pm
Mon May 12, 2025	 Individual Submission: Required video review #1 (https://sdsu.instructure.com/courses/175415/assignments/1417849)	due by 11:59pm

 [Individual submission: Required video review #2](https://sdsu.instructure.com/courses/175415/assignments/1417852)
(<https://sdsu.instructure.com/courses/175415/assignments/1417852>)

due by 11:59pm

Tue Jun 17, 2025

 [Module 1 and 2 Questions](#)

to do: 11:59pm

Fri Aug 1, 2025

 [Modules 3 and 4 Questions](#)

to do: 11:59pm
