

## Bio4097; Senior Seminar (1 unit)

*Science can only ascertain what is, but not what should be, and outside of its domain value judgments of all kinds remain necessary --- Albert Einstein*

*"Sometimes when uncertain of a voice from its very loudness, we catch the missing syllable in the echo. In God and Nature we have Voice and Echo " -- Henry Drummond, Natural Law in the Spiritual World, "It is the modest, not the presumptuous, inquirer who makes a real and safe progress in the discovery of divine truths. One follows Nature and Nature's God; that is, he follows God in his works and in his word." --Henry, Viscount Bolingbroke St. John (1678–1751), Letter to Mr. Pope*

### Spring 2023

<b>Instructor title and name:</b> Mike Dorrell Ph.D.	<b>Office Phone:</b> (619) 849-2962
<b>Meeting days/times:</b> Wed: 4:00 – 5:00	<b>E-mail:</b> mdorrell@pointloma.edu
<b>Meeting location:</b> Latter Hall 102	<b>Office location and hours:</b>
<b>Final Exam: no final exam</b>	Rohr Science 158; By Appointment

#### PLNU Mission; To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**INSTRUCTOR:** Dr. Mike Dorrell

Office Hours: M, W 10:30 – 12:30. By appointment... Feel free to set up a time by email. I'm happy to schedule a zoom meeting with you at a time that works.

#### COURSE DESCRIPTION

Examination and discussion of selected biological issues with an emphasis on the relationship between Christian faith and scientific study. Course is to be taken by Biology, Biology-Chemistry and Environmental Science majors during their last semester prior to graduation. Offered every year.

#### Course credit hour information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 1-unit class delivered over 15 weeks. For this course, students will spend an estimated 38 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

#### INTRODUCTION TO THE COURSE:

This course is, in many respects, a capstone to your college experience in one of the majors offered by the Biology department. The primarily discussion format that will be used in this course would not work without the background that you have received from the courses within your major. We will be looking at current bioethical issues. As we examine issues within the themes of evolution, creation care, and general bioethical topics, we will emphasize the relationship between Christian faith and scientific study. The quality and direction of our discussions will largely be the responsibility of you, the students. In addition to the discussions, there will be a summative essay that covers your thoughts on either evolution or environmental stewardship (your choice). We will also be discussing practical topics of relevance as you embark from PLNU, including practice writing a CV and cover letter, and interviewing, and discussing vocational topics.

**BIOLOGY DEPARTMENT AND PLNU ASSESSMENT**

Some of the course assignments, as well as two standardized exams, will also be used as pieces of evidence for the assessment of the effectiveness of both the biology department program learning outcomes (PLO) and PLNU as a whole (core competencies) as required by the university accrediting agency. These assessment purposes and corresponding assignments/exams are shown in the table below. These assignments and exams are required as part of your grade. You will receive points for meeting minimum requirements on the MFT biology exam, and it is important that you do your best on these exams as the results have important implications for the future directions of the department.

Assessment purpose	Corresponding assignment
Core competency: Written communication	Science/faith essay
Core competency: Oral communication	Oral presentation on bioethical issue
Core competency: Information literacy	Info literacy assignment: Use of sources Oral presentation annotated bibliography
Core competency: Critical thinking	Science/faith essay Graphing assignment
Core competency: Quantitative reasoning	Quantitative assessment activity (in class); graphing assignment
PLO #1: Biology content knowledge	GenBio-MAPS assessment
PLO #2: Department participation	Survey
PLO #3: Rationally defensible integration of science and faith	Science/faith essay
PLO #4: Preparation for post-graduate career / studies	Survey

**Learning outcomes;****1) Students will analyze, critically evaluate, and discuss ideas, arguments, and differing points of views on various topics that affect science, faith, and morality.**

- We will be reading and discussing ideas from a variety of perspectives. In doing so, we want to be hospitable to the ideas of others recognizing that through discourse we can learn from and better understand each other as we respectfully challenge ideas and allow our thinking to be challenged.

**2) Students will construct a defensible position on particular issues of science and faith in both written and oral formats. [PLO #3 (Bio-BS, Bio-BA) or PLO #5 (Bio-chem, Env. Sci)]**

- As part of your training here at PLNU, you have been exposed to various topics that integrate faith and science. Hopefully, through personal reflection, you have arrived at your own definition of ‘truth’ with regards to some of these issues (although this definition of ‘truth’ will continue to evolve throughout your life). It is important that you can articulate this view in such a way that you are able to explain and defend your position. This will allow you to hold strong to your values while demonstrating grace and respect towards other’s differing viewpoints.

**3) Students will work with a team to evaluate, present, and lead a bioethical discussion.**

- For the discussions, you will be assigned to a team. However, each person in the team should be prepared to present his/her own portion of the presentation. You will be evaluated on the quality of the presentation, including (a) how well your portion flows (beginning to end), (b) the accuracy and thoroughness of the content, However, you should also work together with your team so that the 3 portions (most teams will be groups of 3) also flows well together.

**4) Students will discuss and gain a broader understanding of vocation as it relates to career, interests, and life goals.**

**CLASS SCHEDULE**

Topics and team member names will be added based on survey and group assignments.

DATE	TOPIC	READING/ASSIGNMENT	WHO
<b>Week 1</b> Jan 10	Intro to Senior Seminar Select teams, topics, and dates	none	<u>Professor</u>
<b>Week 2</b> Jan 17	CV and cover letter information PLNU career services	Info Literacy Assignment: Use of sources due	<u>Professor</u>
<b>Week 3</b> Jan 24	Quantitative assessment (in class graphing assessment)	Be working on CV and cover letter, and science / faith essay	
<b>Week 4</b> Jan 31	CV and cover letter peer feedback and interview practice	CV's and cover letters due Monday night (to canvas). Bring 2 copies of CV/ cover letter Strengths and weaknesses Q's	<u>All</u>
<b>Week 5</b> Feb 7	Intro to oral presentation assignment. Q and A with professor (open discussion)	Oral presentation hints and examples.	<u>All</u>
<b>Week 6</b> Feb 14	GenBio-MAPS exam (in class)	<b><i>Science and Faith essay due (Feb 12)</i></b>	<u>All</u>
<b>Week 7</b> Feb 21	Vocation #1	Vocation readings/discussion Q's	All
<b>Week 8</b> Feb 28	Student-led discussion #1 <b>Clinical Research Ethics</b>	Short reading and discussion Q's <b><i>Senior survey due (Feb 26<sup>th</sup>)</i></b>	<u>Student presenters:</u> Sean, Josh, Victor, Bethany
<b>March 4 - 8 Spring break week</b>			
<b>Week 9</b> March 13	Vocation #2	Vocation readings/discussion Q's	<u>All</u>
<b>Week 10</b> March 20	Student-led discussion #2 <b>Physician assisted suicide</b>	Short reading and discussion Q's	<u>Student presenters:</u> Chase, Shakiba, Emi
<b>Week 11</b> March 27	No class (Day before Easter break).	<b><i>Day off because of 2 hour exam earlier this semester</i></b>	
<b>Week 12</b> April 3	Inequities in science	Reading on eye color and intelligence	<u>Professor</u>
<b>Week 13</b> April 10	Student-led discussion #3 <b>Designer babies and genetic testing</b>	Short reading and discussion Q's	<u>Student presenters:</u> Madelyn, Mallory, Linnea
<b>Week 14</b> April 17	Student-led discussion #4 <b>Health care resource allocation</b>	Short reading and discussion Q's <b><i>Make sure that departmental survey is completed</i></b>	<u>Student presenters:</u> Juliet, Sarah, Hannah
<b>Week 15</b> April 24	Student-led discussion #5 <b>In vitro fertilization</b>	Short reading and discussion Q's	<u>Student presenters:</u> Olivia, Hailey, Ava
<b>Week 16</b> May 1	<b>Finals week - no class AND no final exam (see you at graduation!)</b>		

**ATTENDANCE**

Class attendance will be kept and the school's policies will be enforced as outlined in the academic policy near the end of this syllabus. ***Since this is a participation course, your attendance is VERY important.*** You can see that attendance, participation, and attitude during these discussions are a major portion of your total grade (10%), along with the pre-reading and other methods of preparation for participating in discussions (25%). Students are expected to attend each class period. There will be no makeup opportunities for discussion or participation points. Missed assignments / classes will result in a Zero grade.

**Grading:** (approximate; I reserve the right to adjust percentages as appropriate)

Essay: Reflection on science & faith (evolution or env. stewardship)	100 points
Presentation for the bioethics discussion (including peer eval)	100 points
CV and (optional) Cover letter	25 points
Information Literacy Assignment; Use of sources	20 points
Discussion / reading pre-questions	80 points
Class participation and attitude	50 points
Quantitative assessment (graphing assignment)	25 points
GenBio-MAPS minimum score	25 points
Completion of Biology participation survey	10 points

**TOTAL 435 points**

GRADE		GRADE	
A	93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F	Below 60%

**Assessment exams:**

There are some major assessments given throughout the semester. One is a quantitative analysis assessment that is given via an in-class assignment.

There is also a Major Field test in biology (GenBio-MAPS exam). This is given by the department to assess your knowledge of biology (topics include genetics, cell biology, ecology and evolution, and molecular biology). The exam is 1 hour and will be given in the normal class time as well. You do not need to prepare for either the assignment or the exam, and they should not cause stress. However, you should take them very seriously and do your absolute best as these exams are used to:

- 1) guide revisions of department and university curriculum to address weaknesses and learn about strengths
- 2) to provide accreditation to the university for teaching you what we claim to teach.

It is in your best interest to do well and help the university look good; since you are about to receive a diploma from PLNU, the better PLNU looks as a whole the better that diploma is perceived by career and graduate institutions. While we do not expect you to stress or largely prepare for this, you are expected to take it seriously and thus 6% of your final grade in this class is based on getting a minimum score to demonstrate that you tried and have learned a decent amount of fundamental biology. ***Students who fail to take the exam seriously and who score below a reasonable percentile will be required to complete a written analysis of a journal article to pass this course. The analysis would likely take 4-5 hours to complete.***

**Science and Faith reflection essay**

The reasons the biology department assigns this essay are 4-fold; we want to assess your ability to:

- 1) clearly articulate a position on an issue at the intersection of faith and science and defend that stance with concrete ideas, reasoning, and references.
- 2) use the concepts you have learned in PLNU classes & chapel, your church, or from other sources to support your position.
- 3) present an alternative view on the issue, then explain why you do not agree with this view.
- 4) write clearly (organized, relevant, and well-formatted) and appropriately for a college biology major audience. (Core competency - written communication)

**Essay Assignment:** Choose to answer one of the following questions:

Option 1: Do you believe that an acceptance of evolution as an explanation for biodiversity on earth can be reconciled with the Christian faith?

Option 2: For you personally, what does caring for the environment have to do with Christian faith? (**Environmental Science majors write on this topic**)

Write the essay in a 5-paragraph persuasive essay format with the purpose of communicating your position to a freshman biology major who may be struggling personally with the topic at hand (i.e. possibly written towards the freshman year version of yourself; what you would want to say to yourself about a topic you may have been struggling with at the time). Focus your essay on any particular aspect of your chosen topic, as long as you have a defendable position that, like any argumentative essay, you can defend in each paragraph through valid argumentative reasoning using scientific information that you've learned coupled with faith reflection(s) that you've had during your time here at PLNU. ***More information on this assignment can be found in the assignment and grading rubric on canvas.***

**Bioethical Issue Oral Presentation and Leading the Class Discussion**

The reason that the biology department is asking you to do this presentation and to lead a discussion is 5-fold: we want to assess your ability to:

- 1) do an oral presentation in a professional and organized manner. (Core competency - oral communication)
- 2) use the biology concepts that you have learned to explain a bioethical issue to an audience.
- 3) choose, incorporate, and cite several relevant, current, and authoritative sources. (Core competency - information literacy)
- 4) work effectively as a member of a team.
- 5) facilitate a discussion with a group of your peers in a manner that encourages participation by everyone and respects the ideas of others.

Each group will be in charge of presenting on a bioethical topic of interest that was determined on the first day of class (although can be changed up until one week prior to presenting if the topic change is discussed with, and approved by, the instructor). The group will provide a short, relatively recent reading (usually within the last 5 years) related to the topic that will introduce the bioethical issue and provide a list of questions for students to answer prior to the class presentation and discussion. These are due to the instructor one week prior to your assigned presentation day. On the presentation day, the group will present on the topic (5-7 minutes each person), followed by leading the class in a discussion on the topic. Usually, students will have several questions that can be addressed in small groups followed by “share-outs” to the group as a whole, but you can use your creative nature to lead this however you see best.

***See more detailed instructions within the assignment and grading rubric on canvas.***

**Class participation:** The key to participation in the class discussions is to not wait until the last minute to do your reading. If you try to participate without having read the material, everyone will know (it will be obvious). This is the purpose for having the pre-discussion questions/material due the Monday prior to our discussion—so that you can reflect on the material and actively take part in the dialog on Wednesday evening.

*My evaluation will be on quality of participation, preparation, and presentation skills, as well as participation in the discussion that demonstrates good civil discourse and respect to all, including those with a different opinion from yours. However, my grading will in no way be based on positions that you take during the various discussions. You should feel totally free to speak your mind and back up your opinions with good reasoning. My main goal is to challenge you to think critically as you approach scientific issues as they interface with faith and life. I may interject with certain scientific facts, offer my own views, or challenge your views, to help strengthen your own understanding, not to force you to believe a certain way.*

## PLNU Undergraduate Syllabus Notification Page

### Content Warning\*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### Trigger Warning\*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for

assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Late assignments will be deducted points based on the amount of time past the due date that they are submitted. In general, there will be a 10% reduction for each day late.

### **Spiritual Care\***

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization⊕**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU Copyright Policy⊕**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Academic Honesty Policy⊕**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in

the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy\***

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy⊕**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **Language and Belonging\***

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

**Sexual Misconduct and Discrimination\***

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

**PLNU Attendance and Participation Policy**⊕

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

**Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

**Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.