Instructor: Candy Kammerer  
Office: 619 Parran  
Phone: 412-624-7265  
E-Mail: cmk3@pitt.edu  
Office hours: By appointment  

Course description:
Human Genetics Journal Club and Peer Review meets once per week for one hour and provides students and faculty with an opportunity to present exciting research in an informal format. The purpose of the course is to hone the students’ oral and written critical evaluation skills via oral presentations of published literature, as well as a written review of a manuscript. Upon completion of the course, students will be able to orally critique a paper from the literature and also critically review a manuscript for publication.

Goals of the Course
The goals of the one-credit course, Journal Club and Peer Review, are threefold: (1) provide an informal venue for scientific interaction in the Department of Human Genetics and also (2) enable students to practice oral critiquing skills, and (3) enable students to develop a curriculum vita and an individual development plan (IDP).

Rationale:
The purpose of this course is to provide an environment in which to hone your written and oral critical evaluation skills and also to practice for the M.S. and Ph.D. qualifying exam.

Objectives:
Upon completion, students will be able to  
• critique papers from the literature and the media  
• practice presentation skills  
• develop an individualized development plan for their graduate career  
• develop a curriculum vita

Teaching Philosophy:
This course emphasizes active participation, critical thinking, and continued learning. Because we all know different things and have experienced different events, all questions and viewpoints are encouraged and respected in the classroom and in groups. Everybody should participate - let Candy Kammerer and Eleanor Feingold be your role models: ask stupid questions, float crazy ideas, and don't be embarrassed. [Note: There really are no stupid questions, and crazy ideas are the basis of scientific innovation]. You will need critical thinking skills to be successful in your career in science.

Diversity Statement:
The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.
Responsibilities and Expectations of Students in the Classroom:

- Please turn off cell phones and do not record lecture or presentation unless you have received prior approval from the instructor.
- For the student presentations, read the abstract, bring a copy of the paper, and have thought about it a little. Identify some questions ahead of time.
- Ask questions. If you don't understand what's interesting or important about the paper, ask. If you don't understand the terminology being used, ask. (If you don't ask, Candy may ask you to explain.)

Responsibilities and expectations for presenters:

- Students are advised to get advice from a faculty member when choosing a paper to present. The ideal journal club article is something that is of both scientific importance and general interest.
- Let the faculty facilitator (Candy Kammerer) know what your choice is the week before your presentation so that the link can be posted on the web site.
- Please let the faculty facilitator know if you need a laptop or other media requirements.
- Presentations should begin with an introduction to the general topic area and what is interesting or important about the work being presented. Try to explain key concepts and definitions. Do not assume everyone in the audience is an expert or that everyone in the audience has read the paper.

Academic Integrity:

All students are expected to adhere to the school’s standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health’s policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student’s graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student’s permanent file.

Plagiarism:

University of Pittsburgh policy: “Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is unethical to present as one’s own work the ideas, representations, words of another, or to permit another to present one’s own work without customary and proper acknowledgement of sources.

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:

10. Presents as one’s own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
11. Submits the work of another person in a manner which represents the work to be one’s own.”
Source: http://www.bc.pitt.edu/policies/policy/02/02-03-02.html

Therefore, you must clearly indicate which thoughts are yours and which thoughts belong to others by citing your sources. If you are uncertain, please contact the instructor. Plagiarism detection software will be used in this course. If plagiarism is detected, you will automatically receive a grade of zero for that assignment.

**Disabilities:**
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term.

**Course website:**
All readings and course material will be found on Courseweb and/or on the HUGEN Student Journal Club Website (http://courseweb.pitt.edu).

**Textbooks:**
There is no required textbook for this course. Articles will be posted on Courseweb at least one week before they are presented.

**Class Structure**
All classes will start on time (4pm).
At the beginning of each class, we will spend approximately 5-10 minutes discussing “Genetics in the News”.

Next a student will present a research article. The presentation should be 35-40 minutes (this will allow 10 minutes for questions by the instructor, faculty, and students throughout the presentation).

The class will assess the presentation and turn in the assessment at the end of class.

**Evaluation/Grading:**

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<th>Class attendance (1 pt each)</th>
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<tr>
<td>Document containing three “Genetics in the News” items (including a brief comment on each)</td>
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<td>Curriculum Vita</td>
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<td>Individualized Development Plan</td>
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<tr>
<td>B</td>
<td>25</td>
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<tr>
<td>B-</td>
<td>24</td>
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C+  23
C   22
C-  21
F   ≤ 20

**Agenda- Spring 2016**  (Date/Presenter or Topic)

8 January 2015 • Introduction

15 January 2015 • Barbara Hopkins
   Genome-wide association analysis of more than 120,000 individuals identifies 15 new
doi:10.1038/ng.3242.

22 January 2015 • Katya Orlova
   Van Driest et al., Association of Arrhythmia-Related Genetic Variants WithPhenotypes
doi:10.1001/jama.2015.17701

29 January 2015 • Celeste Shelton
   Ghararhhani et al. Chronic gastroesophageal reflux disease shares genetic background
   with esophageal adenocarcinoma and Barrett's esophagus. Human Molecular Genetics, 2016,
   1–8, doi: 10.1093/hmg/ddv512

05 February 2015 • Emily Russell
   Strong et al. Symmetrical Dose-Dependent DNA-Methylation Profiles in Children with
   Deletion or Duplication of 7q11.23 The American Journal of Human Genetics 97, 216–227,
   August 6, 2015 http://dx.doi.org/10.1016/j.ajhg.2015.05.019.

12 February 2015 • Megan Eschbach
   Felix et al., Genome-wide association analysis identifies three new susceptibility loci for
   childhood body mass index. Human Molecular Genetics, 2016, Vol. 25, No. 2 389–403. doi:
   10.1093/hmg/ddv472

19 February 2015 • Nandini Ramesh
   Sekar et al., Schizophrenia risk from complex variation of complement component 4.

26 February 2015 • Martin Requena
   Stern et al., Mutation of the TERT promoter, switch to active chromatin, and monoallelic
   TERT expression in multiple cancers. Genes Dev. 2015 Nov 1;29(21):2219-24. doi:
   10.1101/gad.269498.115. Epub 2015 Oct 29

04 March 2015 • No Journal Club – Spring Break

11 March 2015 • No Journal Club - Spring Break
18 March 2015 • Kathy Gopalakrishna

25 March 2015 • Teresa Capasso
   Buyandelger, et al. *ZBTB17 (MIZ1) Is Important for the Cardiac Stress Response and a Novel Candidate Gene for Cardiomyopathy and Heart Failure*. Circ Cardiovasc Genet. 2015;8:643-652. DOI: 10.1161/CIRCGENETICS.113.000690

01 April 2015 • Annie Arockiaraj
   tbd

08 April 2015 • Bijun Li
   tbd

15 April 2015 • CV and IDP

22 April 2015 • No Journal club