

**IMMUNOLOGY 204. CRITICAL READING COURSE****SPRING 2019****MEETING LOCATION:** 1st Floor Conference Room, Jeffrey Modell Immunology Center  
Room 100A**TIME:** Thursdays 10:00-1:00**COURSE DIRECTOR:**

Duane Wesemann

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**TA:**

Patrick Lenehan

[Patrick\\_Lenehan@hms.harvard.edu](mailto:Patrick_Lenehan@hms.harvard.edu)**ENROLLMENT:**

expecting 11 students

**SCHEDULE:**

<b>DATE</b>	<b>INSTRUCTORS</b>	<b>STUDENT PRESENTER(S)</b>
Jan. 31	<a href="#">Duane/Patrick</a>	
Feb. 7	<a href="#">Duane/Patrick</a>	
Feb. 14	<b>Jonathan Kagan</b>	1. Marie-Messou
Feb. 21	<b>Kai Wucherpfennig</b>	1. Byrne
<b>Feb. 28 (258)</b>	<b>Wendy Garrett</b>	1. Ingersoll 2. Goering
Mar. 7	<b>Isaac Chiu</b>	1. Camire 2. Kongthong
Mar. 14	<a href="#">Duane/Patrick</a>	
Mar. 21	<i>Spring Break</i>	
Mar. 28	<a href="#">Duane/Patrick</a>	
Apr. 4	<i>Sri Devi Narasimhan (Senior Editor, Cell)</i>	
Apr. 11	<b>Stephanie Dougan</b>	1. Pomerance 2. Godicelj
Apr. 18	<b>Galit Alter</b>	1. Jacob-Dolan 2. Xifaras
Apr. 25	<i>Padmini Pillai (Bioengineering in immunology)</i>	
May 2	Final— <a href="#">Duane/Patrick</a>	

**COURSE OBJECTIVES:**

The objectives of this course are to: 1) Learn critical reading, rather than just comprehensive reading, of peer-reviewed scientific papers; 2) Learn to identify the key figure that tests the central hypothesis or makes the point of the paper; 3) Learn about fields in and outside of traditional immunology; 4) Distill the current key concepts (and controversies) from each of the fields discussed; 5) Learn effective presentation techniques.

## **OVERALL STRUCTURE:**

There are two types of class sessions—course director/TA-led sessions, and invited faculty-led sessions.

Invited faculty-led sessions will be composed of two parts: First, a 10-15 minute presentation by student on the background and significance of the topic being discussed. The second part will be a discussion between students and faculty of the selected primary paper and related issues. Invited faculty and presenting students are expected to coordinate the scope of the content of the student presentation 1-2 weeks before the session.

Course director/TA-led sessions are primarily composed of activities designed to allow students to reconstruct an original interpretation of data through group/team-building exercises. Other activities may include interacting with an editor of a major scientific publication and a mock grant review session.

At the discretion of the course director/TA and/or invited faculty member, each session can begin with a student-provided ~5 minute summary of the main points of prior week's material.

## **READING/DISCUSSION COMPONENT:**

Papers will be assigned to the students at least one week ahead of time. Generally, there will be 1-2 primary papers and 1-2 review articles chosen by the faculty member. To prepare for a paper discussion, students need to read a paper a number of times along with the assigned review(s) and any other relevant background information. The first, quick, reading gives the reader an overview, outlining the experiments and background of the paper, but a second and even third reading is usually necessary in order to analyze the data, identify key experiments and controls, and begin to understand the essence of the paper and its implications.

Individual reading of a paper will normally be followed by a study group discussion and preparation for the large classroom discussion. Through small group discussion, students formulate an analysis of the paper and discuss problems and questions arising from the paper. However, an important part of the paper analysis is for each student to develop their own inquiry into what are the most important issues and significantly, what the next steps would be in this line of work.

Dynamic discussion between students and faculty is an essential element of this course. Course discussion usually takes off when participants become deeply engaged with the paper and each contribution helps to both open new ideas and interpretations and further develops the class's understanding of the complexity of the topic. In this course, all members of the academic group, teacher and students, are in possession of the same basic materials and therefore has an equal opportunity to make a contribution.

## **PRESENTATION COMPONENT:**

Each session will begin with a 10-15 minute overview of the topic given by one or two students. The format of the student overviews will be discussed in detail at the introductory meeting of this course. At that time, students will sign up for presentations.

## **GRADING:**

Evaluation is based on presentations (each student will give 1-2 presentations) and participation in discussions. You are expected to attend every class session. However, if you have a conflict, you must notify the class director. If you must miss class, then you will also be expected to write a critical review of the paper(s) that must be handed in before the class meeting.