

For those in the medical field, knowing the arcane terminology which is such a central characteristic of their practice is an important part of getting the most from their training, a way of emphasizing being part of the "in group" (as is true for any group with a lot of professional jargon), and sometimes a way of discussing the specifics of a case without alarming patients or their families.

Derived almost exclusively from Latin and Greek, medical terminology has a long history. This course will focus on terms in common use in a variety of medical subfields today, rather than historically.

We will not be (officially) be discussing **medical slang terminology** in this course.

C l a s s e s

Classes will be held in Collier 202 (Mellon lecture hall)
Wednesdays from 8:00 pm to 10:00 pm

T e x t s

The text required for this course is the 9th edition of *The Language of Medicine*, by Davi-
Ellen Chabner (Saunders Elsevier, 2011).

L i n k s

Our text has an **associated website**.

Course Objectives

This course is intended to help you master the arcane, abstruse, and recondite vocabulary specific to the health professions.

Although we will not be able to study terminology from *every* subfield of modern medicine, we will cover the major systems as well as general term and principles which will help you acquire further specialized vocabulary specific to your chosen specialty.

By the end of the course, I hope that you are not only familiar with the structure of medical terms, commonly-used prefixes, suffixes, and word roots, and the meaning of a significant number of terms specific to the area of medicine you plan to enter, but that you are able to use your knowledge to decipher terms you've never encountered before and understand what they mean.

Course Policies

Attendance

This class is only going to meet 15 times this semester, and although you will have to do the bulk of your work for it outside of class, it's still very important that you're here. For one thing, the weekly tests will take place there, as will discussions of terms, conditions, study tips, and general bonhomie.

So missing class is Not Good. It will happen, of course, but I ask and expect you to do everything you can to ensure that *you're* not the one who's absent. If you must miss class, please let me know as far in advance as possible. Making up a missed test is entirely up to my discretion. It's not likely to be a problem once, but multiple absences are not likely to impress me positively.

Grading

Here is the grading scale I use in all my classes:

numeric grade letter grade

93.3 - 100	A
90.0 - 93.2	A-
86.7 - 89.9	B+
83.3 - 86.6	B
80.0 - 83.2	B-
76.7 - 79.9	C+
73.3 - 76.6	C
70.0 - 73.2	C-
66.7 - 69.9	D+
63.3 - 66.6	D
60.0 - 63.2	D-

Just to review, this is what the Student Handbook has to say about grades:

A and A-

These grades are given for achievement of the highest caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge.

B+, B, and B-

These grades are given for higher than average achievement. Evidence of independent work and original thinking is expected.

C+, C, and C-

These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.

D+, D, and D-

These grades are given for unsatisfactory work, below the standard expected by the College. They indicate work which in one or more important aspects falls below the average expected of students for graduation. The work is, however, sufficient to be credited for graduation, if balanced by superior work in other courses.

Working together is a Good Thing. I encourage you to talk with friends in and out of this course about what you're doing, how effective your writing is, whether the approach you've chosen to take makes sense, whatever. There is no aspect of this course that can't be improved by working with other students on it.

C e l l P h o n e s

Cell phones, like television, are tools of Satan. They are without significant positive value in my world and while I don't expect you to share my view of them, I expect you to spare me from being rudely reminded of their existence. If you are expecting an *urgent* phone call while in class, alert me to that fact ahead of time. Otherwise, if your cell phone goes off in class, you can expect me to penalize you some fraction of your grade, based entirely on my whim. Some day this will be looked on as one of my loveable eccentricities, but until then you'll just have to put up with my sociopathy.

My antipathy extends to Blackberries and other such devices as well. If you want to text, tweet, IM, email, browse the web, check your stocks, shop, or anything else that you feel is more important than paying attention in class, go for it. But don't do it in this class: if I notice anything like that going on, I will fail you. For. The. Course. You have been warned.

A c a d e m i c H o n e s t y

I adhere to the **Academic Honesty policy** of the College. There is nothing more

important to me than personal integrity — not good grammar, not exquisite punctuation, nothing — and I conduct myself and all of my classes in that spirit. If you're not familiar with College policy, you should be.

A c c o m m o d a t i o n s

Per Moravian College policy: "Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services."

C o u r s e S y l l a b u s

<u>Meeting number</u>	<u>Date</u>	<u>In-Class</u>	<u>Background Reading</u>
1	Wed., Jan. 19	organizational meeting	
2	Wed., Jan. 26	Basic Word Structure	chapter 1 (28 pp.)
3	Wed., Feb. 2	The Body <i>in toto</i>	chapter 2 (41 pp.)
4	Wed., Feb. 9	Suffixes & Prefixes	chapters 3 & 4 (70 pp.)
5	Wed., Feb. 16	The Digestive System	chapters 5 & 6 (76 pp.)
6	Wed., Feb. 23	The Urinary & Female Reproductive Systems	chapters 7 & 8 (ca. 62 pp.)
7	Wed., Mar. 2	The Female & Male Reproductive Systems	chapters 8 & 9 (ca. 62 pp.)
	Wed., Mar. 9	No class (Spring Break)	
8	Wed., Mar. 16	The Nervous & Cardiovascular Systems	chapters 10 & 11 (ca. 81 pp.)
9	Wed., Mar. 23	The Cardiovascular & Respiratory Systems	chapters 11 & 12 (ca. 81 pp.)
10	Wed., Mar. 30	The Blood, Lymphatic, & Immune Systems	chapters 13 & 14 (64 pp.)
11	Wed., Apr. 6	The Musculoskeletal System	chapter 15 (72 pp.)
12	Wed., Apr. 13	Skin, Eyes, & Ears	chapters 16 & 17 (ca. 72 pp.)
13	Wed., Apr. 20	Eyes, Ears, & the Endocrine System	chapters 17 & 18 (ca. 72 pp.)
14	Wed., Apr. 27	Oncology, Radiology, &	chapters 19 & 20 (84 pp.)

14	Tues., April 27	Nuclear Medicine	chapters 19 & 20 (80 pp.)
15	Wed., May 4	Pharmacology & Psychiatry	chapters 21 & 22 (80 pp.)

Life is fluid, so this syllabus is subject to change. I may have to change the syllabus as the semester progresses, but this is certainly preferable to rigidly adhering to some timetable in lockstep. So come to class and you'll always know what's going on with the syllabus; changes will of course also be posted here, but you should be in class anyway!

C o u r s e C o m p o n e n t s

Vocabulary tests. Lots of vocabulary tests.

Once we've gotten into the semester and have gotten some vocabulary under our belts, I'll start pulling some articles from the medical literature (well, probably portions of articles) and ask you for summaries/translations into standard English.

There will be 14 tests, one each week, over the course of the semester. Each test will be worth 100 points. I typically include 110 points-worth of questions on my exams; the "extra" 10 points serve as the only form of extra credit I will offer. I will drop the lowest grade and average the remainder when determining your course grade.

Article summaries/translations will be worth whatever points I announce when each is assigned.

Other things may suggest themselves as the semester progresses, but for now I plan this to comprise the bulk of the graded components of the course.

Prof. Jones

If you ever have questions that you can't answer yourself, realize that there are a lot of resources available to you: if your classmates can't help you, feel free to ask me. This is part of my job, and one which I don't shirk. Depending on what the problem is, the most reliable method is probably email (I sometimes don't realize I have voicemail for days at a time). My email address is `cjones [at] moravian [dot] edu` and my office (and lab) phone number is 610-861-1614.

If you need to speak with me sometime when I'm not on campus (a rare event!), call me at home any time between 9 am and 9 pm. Students often tell me they don't feel comfortable calling me at home because they think I mind. Consider the logic here: there's nothing that says I have to give you my home phone number, yet I have done so in class. So *why* would I give you that number if I didn't want you to use it? Note that "use" is not the same thing as "abuse:" don't call me at 3 am the day before an assignment is due and expect much sympathy (or pleasant conversation)!

Here's a copy of [my current class schedule](#). My official office hours are from 9 am to 10 am Mondays, Tuesdays, and Wednesdays. If I'm not in my office (Room 310, Collier Hall of Science), try my lab (Room 233, Collier Hall of Science — between the elevator and the loading dock on the main floor). That said, feel free to get hold of me any time; if I can't spare the time to talk then, I'll tell you so, and we can set up an appointment at our mutual convenience.