Objectives
This course introduces participants to the science and practice of cancer prevention and control. The course emphasizes current controversies and events, with a focus on the interdisciplinary nature of the field. Because cancer prevention and control encompasses a multitude of topics, the course is not comprehensive. Instead, learning focuses on selected topics. You are, of course, free to read as widely on the topics assigned, or related others, as you wish, and to share whatever questions you may have, or knowledge you may glean, with the class during our discussions.

Assignments and Grading - Summary
_Seminar: An advanced or graduate course often featuring informality and discussion._ (Webster’s New Collegiate Dictionary)

The class is a seminar. Most sessions will feature short student presentations and class discussions. Presentations will focus on the assigned readings. Discussion will build on the presentations and readings. In addition, several experts in cancer prevention and control will be guest speakers during the course.

Some class work is organized through groups. The number of groups and individual group assignments will be determined once we have a final class roster. We will aim for four equal-sized groups.

The course has three graded assignments.

1. **Seminar Presentations and Participation (40%)**

   The purpose of the seminar presentations is to gain knowledge and to stimulate discussion of issues in cancer prevention and control. For most seminar sessions, selected readings are assigned to everyone to read and other articles are assigned to each group. A representative from each group will present and critique the group’s assigned article. Over the course of the semester, students are expected to make an equal (or a nearly equal) number of seminar presentations. Students are also expected to contribute to each class discussion.

2. **Debates (30%)**
Each student will participate in a debate. Debate groups will be determined when we have a final class roster. The topic for each debate will be a current controversy in cancer prevention and control that the NC Advisory Committee on Cancer Coordination and Control must confront. Each group will constitute a team of experts representing the 'pro' or 'con' side of the issue. Each group will try to convince the Committee to adopt their position on the issue.

3. Priority Brief – Elevator Speech (30%)

Each student will prepare a written brief for state legislators that advocates a cancer prevention and control action that will lower North Carolina’s cancer burden.

Details

Readings
Please read the readings marked “everyone,” and those assigned to your group for the day. We recommend you also look at the abstracts of papers assigned to other groups. In addition to journal articles and other short pieces, we will discuss Atul Gawande’s recent book, *Being mortal: medicine and what matters in the end*, on Tuesday, November 29. This book has been assigned as UNC’s 2016 summer reading and cost $15.60 at Student Stores.

Seminar Presentations
We’ll be using Michael O’Malley’s Seminar Presentation Guidelines:

#1 Relax.

#2 Do the impossible. Briefly tell us what we should know about the article(s). You have seven* minutes to present. You don't have time to present every detail. Focus on the most important issues.

Here are key issues to consider:

*Basic Facts*
Who did the study, when, where? What kind of a study was it -- case/control, randomized controlled trial, etc? How big was it? Who paid for it?

*Purpose*
What is/are the main point(s) of the study? What is/are the main hypothesis or hypotheses?

*Results*
What are the most important findings?

*Good, Bad, Ugly*
What are the study's major strengths and weaknesses?

_Punch Line_
Given the above, what is the study's conclusion and do you buy it?

_Why Should We Care?_
What is the study's and or result's relevance for cancer prevention and control? Or, why did we have you read this?

_What else?_
Please conclude with a good discussion question.

Most but not all articles will lend themselves to the above outline. Some articles will more closely resemble review or data summary articles rather than analytic studies. Do the best you can.

And, whenever possible, resist the temptation to conclude with “more research is needed.” When that urge hits you, click the following link:


#3 Re read Rule #1.

Here is how the seminar sessions will generally work:

Each group will be assigned readings for which they are responsible. A representative from each group will take seven* minutes to present the main ideas and offer a brief review of the paper's/study's strength and weaknesses. Again, please conclude with a good discussion question.

Each group will decide who should make the presentation on a given date. Each member of the group should present about the same number of times during the semester. The math may not always work out so that everyone is equal, but it should be close.

It’s up to each group to determine to what extent you will collaborate or work independently to prepare each presentation. Some groups, for example, might choose to meet outside of class time to prepare. Others might prefer just to share presentation notes with other group members a day or two before class for feedback. Your group will find the model that suits your styles and schedules.

You don't need props or power points for your presentations. If you use visuals, keep them simple. Limit them to handouts, please.
We need to be done with all four presentations in about half an hour. Following all the presentations, the class as a whole will discuss the general themes of the articles, and address questions, comments, etc.

To conclude each day’s discussion, the class will collectively generate a succinct bullet point summary of the day’s main points. The teaching team will edit and compile these summaries in a class document for you to have for the future.

Grading will be individually, not for the group as a whole. The grade will be based 80% on quality of content (how well you described and critiqued the article) and 20% on quality of presentation (clarity, organization, style).

**Guest Speaker Days**
The procedure on guest speaker days will vary to some extent from speaker to speaker. However, the basic idea is that speakers will present then answer questions or lead discussion, staying with the class for 40-50 minutes. Upon their departure, students will be asked to spend a few minutes writing a SHORT reflection statement (3 – 4 sentences). You will not turn this reflection in. It will be shared in class to spur further discussion.

Readings are assigned for most guest speaker days. In most cases, the assigned readings are for everyone to read, although on some occasions we have assigned different readings to each group. We will *not* have student presentations on guest speaker days, even when groups are assigned different readings.

In addition to the readings, please spend some time looking over our guests’ bios in advance to learn about their work. (Links provided in reading list).

**Debate Process**
October 11<sup>th</sup> and 13<sup>th</sup> we will have debates. The NC Advisory Committee on Cancer Coordination and Control is meeting with us to consider adopting a policy position on two issues. (Well, not really. Students not participating in each debate will constitute the Committee).

In a semi-formal point/counterpoint discussion, the Committee has given each expert group 12 minutes to present a case using PowerPoint (or other visual aids) for or against the position. The first group to present will be decided by a random process (coin flip).

Following the initial presentations, each group will have three minutes to collect thoughts and then five minutes for rebuttal of the opposing viewpoint. Following the rebuttals, each group will have three minutes to collect thoughts and then present a two minute concluding summary.
Following the presentations, rebuttals, and summaries, the moderator will allow questions from the Committee. Questions will be directed to one group or the other; however, both groups will be allowed to respond.

Following the question and answer period, the Committee will vote whether to adopt the policy position.

We’ll really have to stick precisely to the time guidelines. Please come on time and be prepared to start right away at 3:30. Load any powerpoints you may be using before the class. Here are the guidelines in table format:

<table>
<thead>
<tr>
<th>Steps in debate process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee votes on issue. Tallies kept secret.</td>
<td>3</td>
</tr>
<tr>
<td>First debate group presents its case.</td>
<td>12</td>
</tr>
<tr>
<td>Second group presents opposing position.</td>
<td>12</td>
</tr>
<tr>
<td>Debaters collect their thoughts.</td>
<td>3</td>
</tr>
<tr>
<td>Second group rebuttal</td>
<td>5</td>
</tr>
<tr>
<td>First group rebuttal</td>
<td>5</td>
</tr>
<tr>
<td>Debaters collect their thoughts.</td>
<td>3</td>
</tr>
<tr>
<td>First group presents concluding summary.</td>
<td>2</td>
</tr>
<tr>
<td>Second group presents concluding summary.</td>
<td>2</td>
</tr>
<tr>
<td>Committee asks questions.</td>
<td>10</td>
</tr>
<tr>
<td>Class compares, discusses pre/post debate tallies.</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td><strong>67 minutes</strong></td>
</tr>
</tbody>
</table>

The debate outcome/vote is not related to students’ grades!

Debate grades will be individual, and will be based upon quality/accuracy of the content provided, rhetorical quality of the position (logic, etc), and quality of the presentation (clarity, appropriate slides, timing, etc). In addition, the ability to think on one’s feet, as demonstrated in rebuttal and summary, will also be considered. Preparation, including research into the opposing position, helps considerably.

**Policy brief**

Each student will prepare a written 500 word brief for state legislators that advocates a cancer prevention and control action that will lower North Carolina’s cancer burden. The chosen action will be a specific intervention or a policy (e.g., institute a free QuitLine) rather than a general concept (increase smoking cessation). The brief should identify the action, explain why it will lower cancer burden, and demonstrate that the proposed action will be effective.
Please let us know what policy or action you will be writing about by Thursday, **November 10**. Send this information to the TAs and Jo Anne via email. Briefs are due (submitted via Sakai) on Monday, **December 12, at noon**, though we would be delighted to receive them as early as December 8 or 9.

You should include references. They do not count against your word limit.

* * * * * * * * *

*The Power of Brevity*

*From the Presidential Sublime to the Ridiculous*

**Lincoln’s Gettysburg Address – Two Minutes, 278 Words**
**November 19, 1863**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.

The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

**Supposed interchange between President Calvin “Silent Cal” Coolidge – a New Englander known for his brevity -- and his wife on the occasion of her missing a Sunday church service.**

First Lady Coolidge: How was the sermon?”
President Coolidge: “Fine.”
First Lady Coolidge: “What did the minister talk about?”
President Coolidge: “Sin.”

First Lady Coolidge: “What did he say about it?”
President Coolidge: “He’s against it.”