This course looks at the molecular origins of cancer with emphasis on understanding oncogenes and tumor suppressor genes and their role in signal transduction and the cell cycle. The course will examine the discovery of viral oncogenes, cellular oncogenes and tumor suppressor genes and relate them to current therapeutic approaches. The course will also cover topics in cancer prevention and treatment and look at some of the most common tumor types. Prerequisites: Biol. 300 or 335. 3(2-1).

A. Purpose and Learning Outcomes:
This course is an upper level elective within the Biology and Biochemistry Majors. It is meant for students who have an interest in the cell and molecular aspects of biology. It provides students the opportunity to see where many of the basic principles of biology have application to a very important disease process and covers some areas in more depth than is currently covered in other offerings such as the cell cycle, cell signaling and virology as it relates to tumor biology. In addition, the topics of oncogenes and tumor suppressor genes are not only important to cancer but are also important to students interested in many other areas of biological research and medicine.

Upon completion of this course, through essay and short answer questions, class presentations and recitations students will:
1. Appreciate the historical foundations and biomedical research that led to discovery of tumor suppressor genes, proto-oncogenes and oncogenes in the context of both normal and abnormal cell function by using information from class and from independent reading assignments.
2. Understand how these “genes” interact to account for the multi-step nature of cancer.
3. Demonstrate how this knowledge relates to cancer prevention, cancer diagnosis and cancer treatment.
4. Apply the knowledge of the molecular basis of cancer to explain the complex behaviors of human cancers such as breast, colon and skin cancer.
5. Actively participate in class and recitations by interacting with and listening to classmates and exploring and responding to questions posed by the instructor/presenter.

B. Evaluation Procedures:
There will be three in-class exams and a cumulative final. Each in-class exam will be worth 18% of the final grade and the final exam will be worth 26%. In addition, each student will be responsible for summarizing a scientific paper related to the lecture material on one of the Fridays in a way that will stimulate discussion. The discussion leader must be prepared to answer questions and is responsible for keeping the discussion going. This activity will be worth 10% of your grade and the grade will be peer and instructor based. The final 10% of your grade will be based on participation during the discussion classes throughout the semester and you will be graded by two students in your discussion class and by yourself (by participating in the discussion it will help the person leading the discussion and in turn they might help you out when you lead).

C. Instructor: Robert W. O’Donnell
Office: ISC 332A
Telephone 245-5313
Campus E-mail odonnell
Internet Address odonnell@geneseo.edu
Office Hours: M-F, 9:30 to 10:30, other times by appointment

D. Text: the biology of CANCER, SECOND EDITION
Author: Robert A. Weinberg
## E. Detailed Content Outline

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Day</th>
<th>Lecture/Exam Dates</th>
<th>Topic/Chapters (Subject to adjustment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>1</td>
<td>January 22,</td>
<td>Cancer Statistics, The Nature of Cancer, Ch. 2</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>January 24,</td>
<td>1st Reading: The Biology and Genetics of Cells and Organisms, Ch. 1</td>
</tr>
<tr>
<td>M</td>
<td>3</td>
<td>January 27,</td>
<td>The Nature of Cancer, Ch. 2 Tumor Viruses, Ch. 3</td>
</tr>
<tr>
<td>W</td>
<td>4</td>
<td>January 29,</td>
<td>Tumor Viruses, Ch. 3</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>January 31,</td>
<td>2nd and 3rd Readings: Differences between the ribonucleic acids of transforming... DNA related to the transforming gene(s) of avian...</td>
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<tr>
<td>M</td>
<td>6</td>
<td>February 3,</td>
<td>Tumor Viruses, Ch. 3 Cellular Oncogenes, Ch. 4</td>
</tr>
<tr>
<td>W</td>
<td>7</td>
<td>February 5,</td>
<td>Cellular Oncogenes, Ch. 4</td>
</tr>
<tr>
<td>F</td>
<td>8</td>
<td>February 7,</td>
<td>4th and 5th Readings: Transforming activity of human tumor DNAs... The tumor suppressor microRNA let-7 represses the...</td>
</tr>
<tr>
<td>M</td>
<td>9</td>
<td>February 10,</td>
<td>Growth Factors, Receptors and Cancer, Ch. 5</td>
</tr>
<tr>
<td>W</td>
<td>10</td>
<td>February 12,</td>
<td>Growth Factors, Receptors and Cancer, Ch. 5</td>
</tr>
<tr>
<td>F</td>
<td>11</td>
<td><strong>February 14,</strong></td>
<td>Exam 1 (1-5)</td>
</tr>
<tr>
<td>M</td>
<td>12</td>
<td>February 17,</td>
<td>Cytoplasmic Signaling Circuitry Programs Many of the Traits of Cancer, Ch.6</td>
</tr>
<tr>
<td>W</td>
<td>13</td>
<td>February 19,</td>
<td>Tumor Suppressor Genes, Ch. 7</td>
</tr>
<tr>
<td>F</td>
<td>14</td>
<td>February 21,</td>
<td>6th and 7th Readings: Essential role for oncogenic Ras in tumor maintenance. Activation of mitogen-activated protein kinase...</td>
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<tr>
<td>M</td>
<td>15</td>
<td>February 24,</td>
<td>Tumor Suppressor Genes, Ch. 7</td>
</tr>
<tr>
<td>W</td>
<td>16</td>
<td>February 26,</td>
<td>pRB and Control of the Cell Cycle Clock, Ch. 8</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Monday</td>
<td>Tuesday</td>
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<tr>
<td>F</td>
<td>17</td>
<td>February 28,</td>
<td></td>
</tr>
</tbody>
</table>
|     |        | 8th and 9th Readings:  
|     |        | "Expression of recessive alleles by chromosomal mechanisms…"  
|     |        | "Cytoplasmic relocalization and inhibition of the cyclin…"  
| M   | 18     | March 2,        | pRB and Control of the Cell Cycle Clock, Ch.  
|     |        | p53 and Apoptosis: Master Guardian and Executioner, Ch. 9  
| W   | 19     | March 4,        | p53 and Apoptosis: Master Guardian and Executioner, Ch. 9  
| F   | 20     | March 6,        | Exam II (6-9)    |
| M   | 21     | March 9,        | p53 and Apoptosis: Master Guardian and Executioner, Ch. 9  
| W   | 22     | March 11,       | Eternal Life: Cell Immortalization and Tumorigenesis, Ch. 10  
| F   | 23     | March 13,       | 10th and 11th Readings:  
|     |        | "Mutant p53 in Cancer…"  
|     |        | "Stepwise neoplastic transformation of a telomerase…"  
| M   | 24     | March 23,       | Eternal Life: Cell Immortalization and Tumorigenesis, Ch. 10  
|     |        | Multistep Tumorigenesis, Ch. 11  
| W   | 25     | March 25,       | Multistep Tumorigenesis, Ch. 11  
|     |        | Maintenance of Genomic Integrity and the Development of Cancer, Ch.12  
| F   | 26     | March 27,       | 12th and 13th Readings:  
|     |        | "Cancer Genome Landscapes"  
|     |        | "Cancer stem cells in glioblastoma"  
| M   | 27     | March 30,       | Maintenance of Genomic Integrity and the Development of Cancer, Ch 12 and  
|     |        | Biology of Angiogenesis, Ch. 13  
| W   | 28     | April 1,        | Biology of Angiogenesis, Ch. 13 and Dialogue Replaces Monologue:  
|     |        | Heterotypic Interactions and the  
| F   | 29     | April 3,        | Exam III (10-13)   |
| M   | 30     | April 6,        | Dialogue Replaces Monologue: Heterotypic Interactions and the  
| W   | 31     | April 8,        | Moving Out: Invasion and Metastasis, Ch. 14  
| F   | 32     | April 10,       | 14th and 15th Readings:  
|     |        | "Low expression of PDK1 inhibits renal cell carcinoma cell proliferation…"  
|     |        | "Activation of miR-31 function in already-established metastases…"  
| M   | 33     | April 13,       | Cancer Prevention  
| W   | 34     | April 15,       | Early Detection & Diagnosis  

3
<table>
<thead>
<tr>
<th>Day</th>
<th>Week</th>
<th>Date</th>
<th>Reading/Activity</th>
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</table>
| F   | 35   | April 17 | 16th and 17th Readings  
“Variation in cancer risk among tissues can be explained by …”  
“Strategies to Prevent “Bad Luck” in Cancer …” |
| M   | 36   | April 20 | Treatment: Crowd Control: Tumor Immunology and Immunotherapy, Ch. 15  
The Rational Treatment of Cancer, Ch. 16 |
| W   |      | April 22 | G.R.E.A.T. DAY, no class |
| F   | 37   | April 24 | Overview of Major Types of Cancer: Skin Cancer |
| M   | 38   | April 27 | Overview of Major Types of Cancer: Colon Cancer |
| W   | 39   | April 29 | Guest Speaker: Dawn K. Riedy, MD, Director of Cytopathology, Rochester General Hospital, “The Pathologist's Role in Caring for Patients with Breast Cancer |
| F   | 40   | May 1   | Overview of Major Types of Cancer: Leukemia/Lymphoma |
| M   | 41   | May 4   | Overview of Major Types of Cancer: Lung Cancer |
| W   | 42   | May 6   | Debate: “If I had a million dollars” |
|     | 43   | May 13  | Exam IV (12:00 – 2:30) |

Wednesday
F. Course Materials (Lecture notes, Readings, old exams) are available in: Canvas

January 24, 2020
1. The Biology and Genetics of Cells and Organisms, Ch. 1 of your text “the biology of CANCER,” 2nd edition, Robert A. Weinberg

January 31, 2020

February 7, 2020

February 21, 2020

February 28, 2020

March 13, 2020

March 27, 2020

April 10, 2020

April 17, 2020
16. Cristian Tomasetti and Bert Vogelstein. Variation in cancer risk among tissues can be explained by the number of stem cell divisions Science 2 January 2015: 78-81. [DOI:10.1126/science.1260825]

April 29, 2020

*Background Reading(s) for Guest Seminar- subject to change
STUDENT SUCCESS RESOURCES
Listed below are a number of resources that can help support students’ academic success and individual well-being. These statements may be shared through course syllabi as a way to inform students about campus resources.

Geneseo Mission and Values
SUNY Geneseo has several core documents that articulate our shared commitments and learning objectives. These include:

- SUNY Geneseo Mission, Vision and Values: https://www.geneseo.edu/about/mission-vision-and-values
- Community Commitment to Diversity, Equity and Inclusion: https://www.geneseo.edu/diversity/commitment
- Geneseo Learning Outcomes for Baccalaureate Education: https://www.geneseo.edu/provost/globe-geneseo-learning-outcomes-baccalaureate-education

Bias-Related Incidents
“We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.”

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Chief Diversity Officer (routenberg@geneseo.edu) and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.

Accessibility
SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review of existing accommodations should be directed to the Office of Accessibility in Erwin 22 (disabilityservices@geneseo.edu or 585-245-5112). Students with accommodation letters should contact their faculty members as early as possible in the semester to discuss specific
arrangements. Additional information on the Office of Accessibility is available at www.geneseo.edu/dean_office/disability_services.

Well-Being
Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see www.geneseo.edu/dean_students.

Mental Health
As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students at the Lauderdale Center for Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus at health.geneseo.edu.

Academic Support Services
The campus provides a range of support services to help students thrive in their classes. These services include:

- Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center, the Math Learning Center, and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system (www.starny.org/tutoring_schedule)
- Supplemental Instruction, in which trained student assistants review lecture material from specific classes
Information on times and locations is available through the Center for Academic Excellence website at www.geneseo.edu/library/center-academic-excellence.

Library Research Help
Milne Library has an award-winning staff trained in finding the best information. They have created online research guides, self-help databases, and are available for individual consultation. Research Librarians are available for walk-in consultations and students may request appointments with staff experts in particular fields. Full information on Milne Library research resources, hours, and consultation options is available at www.geneseo.edu/library/ask-us.

Academic Integrity and Plagiarism
Milne Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. The complete list of library workshops can be found at www.geneseo.edu/library/library-workshops.

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at www.geneseo.edu/handbook/academic-dishonesty-policy.

Computer and Technology Support
For assistance with your computer or mobile device, visit the CIT HelpDesk in Milne Library. CIT provides self help guides on a range of computer issues, including access to the campus network, Canvas, printing, software guides, and other resources. The CIT Self Help Guides at wiki.geneseo.edu/display/cit/CIT+Self+Help can be helpful in finding quick solutions to basic technology issues.

CIT also provides free access to over 7,500 online tutorials for software, digital tools, web development, programming, and design through lynda.com training resources available at wiki.geneseo.edu/display/cit/Lynda.com+Training+Library.

Food Security for SUNY Geneseo Students
SUNY Geneseo students who find themselves in a position of food insecurity and do not have the financial resources to support their food and nutrition needs can access the Geneseo Groveland Food Pantry located at the First Presbyterian Church, 31 Center Street in Geneseo. Students can utilize the pantry once with no referral or contact with the College. At this visit
they will be provided items that will address their basic needs for several days. If a student continues to face difficulties providing for their own nutritional needs beyond their first visit to the pantry they should connect with Susan Romano, Director of Financial Aid to receive a brief letter that they will present to the staff at the pantry that verifies their need. If students do not have a FAFSA on file for any reason they should contact Dr. Leonard Sancilio, Dean of Students, to discuss their particular situation and options. The Geneseo Groveland Food Pantry is open on the following days and times:

Tuesday: 10 AM - 2 PM  
Wednesday: 4 PM - 6:30 PM  
Thursday: 10 AM - 2 PM

If you have any questions please contact Dr. Leonard Sancilio, Dean of Students at: sancilio@geneseo.edu or 585-245-5706.

**Religious Observations and Class Attendance**

Student attendance in classes on religious holidays is governed by New York State Education Law 224-a (see https://www.geneseo.edu/apca/classroom-policies). Students who anticipate an absence due to religious observations should contact their faculty member as soon as possible in advance to arrange make up plans. A calendar of major religious observations may be found at: https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html