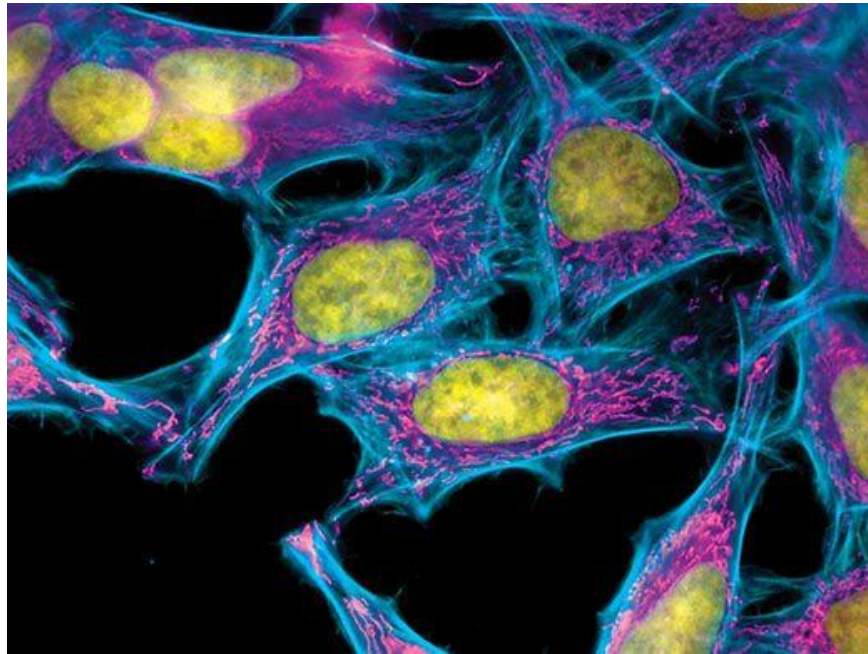


ENGL 1101: Biomedical Innovations and the Question of Ethics

Writing and Communication Program
School of Literature, Media, and Communication
Georgia Institute of Technology, Fall 2017

Section G1

MWF 12:20-1:10 in Clough 123



<http://www.cnn.com/2013/08/07/health/henrietta-lacks-genetic-destiny/index.html>

Courtney A. Hoffman, PhD

courtney.hoffman@lmc.gatech.edu / 009-15 Stephen A. Hall Bldg

Office hours: MWF 11:00-12:00 or by appointment

Class website: <http://blogs.iac.gatech.edu/hoffmanfall2017/>

NB: EMAIL IS MY PREFERRED METHOD OF COMMUNICATION

Subject Line: Please begin every subject line for your email message with “ENGL 1101:G1”

COURSE DESCRIPTION

Utilizing texts that question, challenge, and document changes in biomedicine and the ethical considerations of such innovation since the 1950s, students will hone their skills in rhetorical practices across multiple modes of communication. This class will seek to emphasize the importance of communication skills in the dissemination of information about these new and exciting technologies. These will include written projects, visual essay design, journal blog posts, presentations with visual components, and a group research project culminating in a podcast episode. Innovations in biomedicine seem to appear almost daily on the evening news, on radio broadcasts, across our newsfeeds, and in fictional narratives. From gene therapy to designer babies, therapeutic uses of blood doping to scandals in cycling, the effects of scientific

advancement and their engagements with existence as we know it permeate facets of our lives, some of which we might not even realize. As we consider what drives these developments and what are the underlying ethical implications of pushing the boundaries of the human, students will design, create, and communicate their ideas on the subject through various modes and media.

REQUIRED MATERIALS

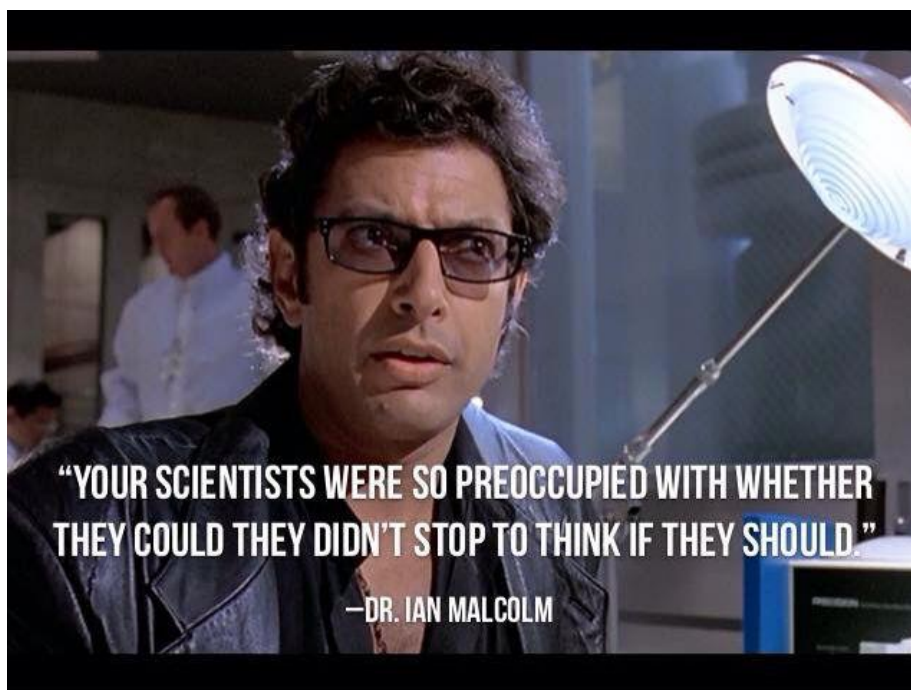
Georgia Tech WOVENText. Eds. Amy Brazillier, Elizabeth Kleinfeld. eISBN: 9781319129439 (Access codes are available to purchase through the bookstore).

Beyond Therapy: Biotechnology and the Pursuit of Happiness. The President's Council on Bioethics. ISBN: 0060734906.

The Immortal Life of Henrietta Lacks. Rebecca Skloot. ISBN: 9781400052189.

Required readings available on T-Square.

***You may use digital copies of the texts we will be reading in class, if they are available. Just be sure you are able to take notes on what you have read – you should note anything interesting, confusing, or intriguing that you may wish to discuss in class.



- *Jurassic Park*. Dir. Stephen Spielberg. Universal Pictures, 1993.

COURSE GOALS – WOVEN Communication

In this course, you will learn how to think critically about and create multimodal artifacts that integrate a WOVEN (written, oral, visual, electronic, nonverbal) approach to communication this means by the end of the semester, you will be able to:

- analyze written texts and produce thesis-driven writing that effectively conveys its purpose to the reader, is effectively structured, and is based on textual evidence;
- deliver oral performances using effective vocal emphasis and expression and effective pacing, and present research orally using voice mechanics to effectively convey your purpose to an audience, highlight main lines of argument and key pieces of supporting

evidence, and structure your presentation so that it is easy to follow and engages your audience;

- analyze and interpret visual rhetoric, create artifacts that effectively employ visual rhetoric to tell a story and engage an audience, and design effective visual presentation aids for your electronic communications;
- create electronic presentations and artifacts that effectively use medium-specific affordances to tell a story and establish your ethos as a researcher;
- and expressively use nonverbal communication, including eye contact, facial expressions, body language, and gestures to engage an audience during oral performances.

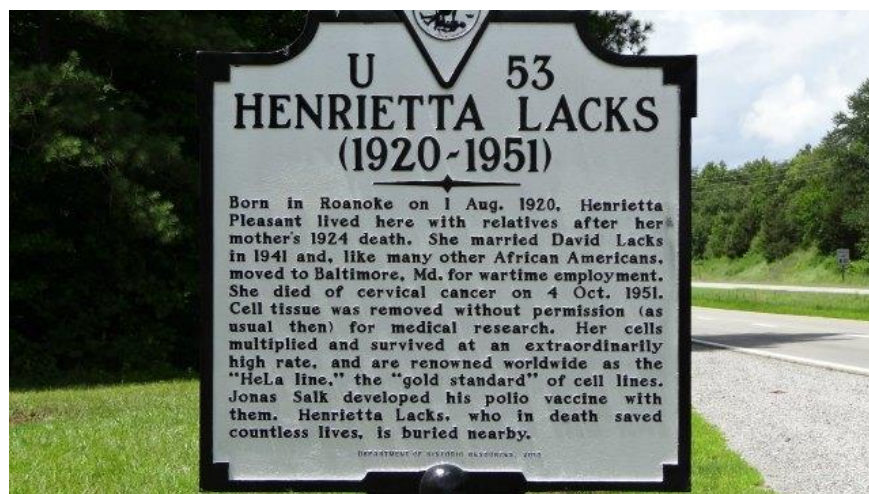
I have designed this course in such a way as to allow you, the student, to develop your strengths and improve upon what you may perceive to be areas of weakness (that generally only need to be explored and then practiced!), while attaining desired outcomes universal to the Writing and Communication Program. They are:

PRIMARY LEARNING GOAL

- **Learning Goal A1:** Communication. Student will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language.

SECONDARY LEARNING GOALS

- **Learning Goal III:** Critical Thinking. Student will be able to judge factual claims and theories on the basis of evidence.
- **Learning Goal C:** Humanities, Fine Arts, And Ethics. Student will be able to describe relationships among languages, philosophies, cultures, literature, ethics, or the arts.



[http://www.the-scientist.com/?articles.view/articleNo/48492/title/Henrietta-Lacks-s-Family-
Seeks-Compensation/](http://www.the-scientist.com/?articles.view/articleNo/48492/title/Henrietta-Lacks-s-Family-Seeks-Compensation/)

TECHNOLOGY

You are encouraged to bring your laptops or tablets to class, as long as you stay on task and refrain from online distractions (no Facebooking or shoe shopping!). You may purchase your

copies of our course texts through an ebook platform (i.e. iTunes, Kindle, etc), if you wish. I will divide the readings by chapters where possible.

COURSE COSTS

Aside from the cost of your textbooks, you may expect to pay for printing when creating posters for your projects, or if you choose to distribute handouts when you lead class discussion or when your group presents your research project to the class.

COURSE REQUIREMENTS

Over the course of the semester, you will be required to be an active participant in class discussion, be an effective communicator within small groups (for example, when engaging in peer-review exercises), and participate in oral performances (i.e. presentations). You will produce an analytical video essay; design a poster or magazine cover; engage in research on a particular subject in biomedicine (which will be determined by group consensus), produce a group podcast about that subject incorporating contributions by each group member, and present your work to the class; and compile a reflective portfolio comprised of those artifacts created throughout the semester.

For each assignment, I'll provide you with a detailed assignment sheet that includes assessment criteria well in advance. Unless I indicate otherwise, please submit assignments electronically via T-Square. Please format your written assignments according to MLA style guidelines (use in-text citations and a Works Cited page). Be sure to maintain a cumulative file (hard copy as well as computer file – just in case!) that includes all stages of your assignments in both draft and final versions. You'll compile your best work and examples that demonstrate improvement across drafts from these files for your reflective portfolio.

The information below gives you details regarding the assignments and artifacts on which you'll be graded, and how those grades break down.

COURSE ASSIGNMENTS

Assignments	Deadline	Percentage
Blog Posts	Varies	10%
In-Class Participation	Varies	5%
Instigation/Lead Class Discussion (in groups)	Varies	5%
Artifact 0: Common First Week Diagnostic Video	Aug. 28	5%
Artifact 1: Poster Design/Visual Essay with Artist's Statement	Sept. 22	15%
Artifact 2: Op-Ed Video Essay	Oct. 23	15%
Artifact 3: Group Research Project and Podcast	Nov. 20	25%
Reflective Portfolio	Dec. 11	20%
Total		100%

*** *You must submit every part of every assignment as directed in order to pass this course.* ***

Blog Posts (10%) – W, (O, V) E

I want you to be able to start developing your own ideas about the text I assign for you to read, as well as connect those ideas to the world around us. To help with this task, you must compose a **journal entry of approximately 250 words for the readings assigned, due at 9 pm the night before our class meeting.** You may write about one or all of the works assigned on any particular day if there are multiple readings; you are NOT required to write a complete entry for EACH of the texts. If I do not assign a specific topic for that particular journal entry, you may write about any aspect of the text that you wish, but you MUST write about the text in some way. You will not be graded on each journal entry individually; however, you will be graded on whether or not you have completed them punctually and appropriately. *You may choose to create a short video or a recording of your journal entry (a vlog or mini-podcast instead of a blog). I encourage you to think of ways to make this type of thinking and composing fun, and not a chore.

In-Class Participation (5%) – W, O, E, N

You should expect to attend every class, and you should be prepared for that class meeting by reading the texts which will be discussed that day and completing any composition exercise that is due. The Writing and Communication Program has a program-wide participation policy. Active participation and engagement in class are required. If you have not done the reading and/or if you do not actively participate during the class period, you may be penalized for lack of participation. I define excellent participation as a student who comes to class prepared to engage in the conversation on a regular basis. Such preparation could include notations on the text to be discussed, such as a list of questions or concerns about the reading, or perhaps a matter of inquiry that is related to the reading. I suggest you use your journal entry to aid in this preparation, as a place to begin working out thoughts you had about the reading, which we can then explore further in the classroom. Don't forget that participation is part of your final grade in this class!

Instigation/Lead Class Discussion (5%) – W, O, V, E, N

As part of your group project, you'll complete an annotated bibliography of resources on a particular topic relevant to current biomedical research. We will then use some of the texts you find as readings for the whole class during the third unit of the semester. With a partner, you will come up with questions to begin class engagement with those texts, and help me in leading discussion. If you wish, you may use such presentation aids as Prezi or PowerPoint to aid in establishing a line of critical thinking for the class to investigate further.

Artifact 0: Common First Week Diagnostic Video (5%) – W, O, V, E, N

You will produce a brief (60-90 second) video in which you identify yourself, and then identify a particular section of the WOVEN (written, oral, visual, electronic, or nonverbal) philosophy with which you have had issues/concerns in the past, and how you believe you will be address those concerns throughout the semester.

Artifact 1: Design a Poster/Visual Essay with a brief Artist's Statement (15%) – W, V, E, N

In this second project, you will pick something in *The Immortal Life of Henrietta Lacks* – a phrase or an image in Skloot's writing style, for example – and create a movie poster or a magazine/tabloid cover with accompanying visuals and language inspired by that phrase or

image. Remembering that each piece of the image you create should fit together and have a specific reason behind your choice of it, you'll then write a 500-750 word essay that reflects on why you choose what you did as you design your visual artifact. (The artist's statement will account for 20% of the total grade you earn for this project.)

Artifact 2: Op-Ed Video Essay (15%) – W, O, V, E, N

For your first major assignment, you'll need to consider the topics discussed in the text *Beyond Therapy: Biotechnology and the Promise of Happiness*. Choose an area of biomedicine that interests you and consider some of the ethical questions posed by the text's authors. You'll then compose a short video where you argue for or against the application of such technology, specifically considering the ethical implications of the project. Note: you should not simply summarize the information in the text; this is meant to be an artifact where you present your own thoughts, some of which might be influenced by the text, but you are not meant to be repeating the ideas in the text without engaging in your own critical thinking.

Artifact 3: Group Research Project and Podcast (25%) – W, O, V, E, N

For this semester-long project, you'll be put into groups, and together you will make the decision about what topic in biomedicine to research. The final artifact will be a podcast episode that incorporates a brief history of your topic, information from an interview with an expert in the field (someone who is making the innovations you've read about), context about those innovations, and a consideration of the ethics implications of that innovation. This project will be completed over the course of the semester as you hit certain milestones with deadlines I assign you, and will include an annotated bibliography, which will provide the sources for your instigation assignment above. You will present to the class a narrative of your research process and the final project. It should include some visual element, and can utilize Prezi, PowerPoint, or a Pecha Kucha style. You will designate a leader and a recorder, decide how often, when, and where to meet to discuss your progress. Your group's success will depend on each member doing their part and meeting the deadlines you set yourselves, and you will have a part in grading each other's work as a group. I will explain in greater depth what is expected of you for this project a week or two into the semester, so you will have plenty of time to produce a well-researched, interesting, thought-provoking, and thoughtful project that informs your audience about some aspect of current research in biomedicine.

Reflective Portfolio (20%) – W, O, V, E, N

In lieu of a final exam, English 1101 requires that you complete a final reflective portfolio due during your section's scheduled final exam time (see course calendar below). The portfolio will include examples of your WOVEN work products, a substantial reflective essay, and brief introductions to each artifact. You will develop your portfolio throughout the semester and complete it during the Reading Period. I have scheduled time for you to work on the portfolio during class at the end of the term, and you should feel free to ask me questions or peer-review each other's work during that time.

COURSE POLICIES

Please read through the Writing and Communication Program's policies for all sections of ENGL 1101 [here](#). Below are summaries of these policies and additions to these policies that are specific to this section of ENGL 1101:

Learning Outcomes and Evaluation Rubrics

Click on the following link, [Common Policies](#), to access the policies regarding Learning Outcomes and Evaluation Rubrics.

Attendance

The Writing and Communication Program has a Program-wide attendance policy which allows a specific number of absences without penalty, regardless of reason. After that, penalties accrue. **Students may miss a total of three (3) days for T/Th, four (4) days for M/W/F classes, or two (2) days for M classes over the course of the semester without penalty.** The attendance policy does not make any distinction about the reasons for your absences. **Each additional absence after the allotted number deducts 5 points from the student's final grade.** Missing six (6) days of a T/Th course, eight (8) days for a M/W/F course, or three (3) classes in a M course results in automatic failure of the class. Students are expected to keep up with their own attendance record.

Classroom Matters

You should arrive on time to class. **For every three tardies, I will deduct 5 points from the student's final participation grade.** Please turn off your ringers and do not have your phones out (unless you need them to access the texts for the day – though I highly recommend different device for that). If you are sleeping in class, I will allow your classmates to determine a fitting way to awaken you. Please do not have food in the classroom, though you may have drinks with lids.

Late Work and Makeup Policy

Because many of the writing assignments in this class are meant to be shared and edited during class periods, it is essential that you complete drafts on time. If you miss a class period for whatever reason, it is up to you to find out what you missed that day (I suggest you ask a classmate) and complete the work assigned. However, should you have extenuating circumstances, I am prepared to grant reasonable extensions on final due dates for assignments (excluding the portfolio) **as long as you speak with me in advance.** If you have not cleared an extension with me (meaning I've responded to you), do NOT assume it has been granted. To make everything simple for us all, just stick to the original due dates. **I will subtract 5 points from your final paper grade per day late.**

Non-Discrimination Policy

This class does not discriminate on the basis of race, color, class, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside of it will not be tolerated. **Be aware of your audience!** We will be discussing a range of issues, hopefully generated from your own ideas and opinions. Not everyone will agree with everything you may say; **politeness, respect for others, and general good manners are absolutely required.**

CommLab

Georgia Tech's Naugle CommLab is located in Clough Commons, Suite 447. It is an excellent resource for all students (graduate or undergraduate) who want help with a communication-

related project, from their multimodal assignments for ENGL 1101 and 1102 to graduate school applications, from engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes. They can also match students with profession tutors especially trained to assist non-native English speakers. For more information or to make an appointment, visit their website:

<http://www.communicationcenter.gatech.edu>

Accommodations

Georgia Tech supports students through the Office of Disability Services. Any student who may require an accommodation for a documented disability should inform me as soon as possible or as soon as you become aware of your disability. Anyone who anticipates difficulties with the content or format of the course due to a documented disability should arrange a meeting so that we can create a workable plan for your success in this course. The Office Disability Services serves any Georgia Tech student who has a documented, qualifying disability. Official documentation of the disability is required to determine eligibility for accommodations or adaptations that may be helpful for this course. Please make sure I receive a Faculty Accommodations Letter form verifying your disability and specifying the accommodation you need. The Office of Disability Studies operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For more information, see their website <http://disabilityservices.gatech.edu>

Academic Misconduct

One serious kind of misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which have engaged in the academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. I strongly urge you to be familiar with these Georgia Tech sites:

Honor Challenge: <http://www.honor.gatech.edu>

Office of Student Integrity: <http://www.osi.gatech.edu/index/php/>

Process for academic misconduct: <http://www.osi.gatech.edu/plugins/content/index.php?id=15>.

I am more than happy to help you in determining the proper way to cite your sources. Please set up a meeting with me to discuss citations – it's so much easier than being charged with plagiarism.

CALENDAR OF ASSIGNMENTS

***** This course syllabus is a general plan for the course; deviations announced to the class in advance by the instructor may be necessary.**

Date	Reading Due	Writing Due
WEEK ONE		
Monday, August 21	Course Introduction	
Wednesday, August 23	<i>WOVENText</i> (W) pp. 1-top of 14; 25-36; 39-44	Brief reflection on rhetorical elements of “How Eclipses Changed History” video
Friday, August 25	W pp. 52-61; 150-158. *Drop/Add Ends	Brainstorm and Draft your diagnostic video script to workshop in class
WEEK TWO		
Monday, August 28	<i>The Immortal Life of Henrietta Lacks</i> (IL) “Prologue,” “Deborah’s Voice,” and Ch. 1-3 *Introduce Artifact 1	Blog post due 9 pm 8.27 Diagnostic Video due 5 pm
Wednesday, August 30	IL Ch. 4-9 “Introduction to Ethics” *Link on T-Square	Blog
Friday, Sept. 1	IL Ch. 9-13	Blog
WEEK THREE		
Monday, Sept. 4	No Class – Labor Day Listen to Terry Gross’s <i>Fresh Air</i> interview of Rebecca Skloot and <i>RadioLab</i> segment “Famous Tumors” (Links for both on T-Square) W. 119-130	Blog
Wednesday, Sept. 6	IL Ch. 14-17 W pp. 162-175 *Introduce Artifact 3	Blog
Friday, Sept. 8	IL Ch. 18-21	Blog
WEEK FOUR		
Monday, Sept. 11	IL Ch. 20-25	Blog First Group Report due 9 pm
Wednesday, Sept. 13	IL Ch. 26-32 W pp. 515-531	Blog
Friday, Sept. 15	IL Ch. 33-38 W. 501-514	Blog

WEEK FIVE		
Monday, Sept. 18	Peer-Review in class	Draft 1 of Artifact 1
Wednesday, Sept. 20	Peer-Review in class	Draft 2 of Artifact 1
Friday, Sept. 22	In-class presentations of Artifact 1	Artifact 1 due 9 pm
WEEK SIX		
Monday, Sept. 25	<i>Beyond Therapy</i> (BT) Ch. 1 “Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies” *PDF on T-Square	Blog
Wednesday, Sept 27	BT Ch. 2.I – 2.II *Intro to Artifact 2	Blog
Friday, Sept. 29	BT Ch.2.III	Blog
WEEK SEVEN		
Monday, Oct. 2	BT Ch. 3 Intro to Interviews: Contacting and Scripts	Blog
Wednesday, Oct. 4	BT Ch. 4	Blog
Friday, Oct. 6	BT Ch. 5.I – 5.II	Blog
WEEK EIGHT		
Monday, Oct. 9	No Class – FALL BREAK W pp. 797-807	
Wednesday, Oct. 11	BT Ch. 5.III	Blog Second Group Report Due
Friday, Oct. 13	BT Ch. 6	Blog
WEEK NINE		
Monday, Oct. 16	Peer-Review	Draft 1 of Storyboard and Script
Wednesday, Oct. 18	Peer-Review	Draft video/rehearsal
Friday, Oct. 20	Peer-Review	Complete video ready to be reviewed
WEEK TEN		
Monday, Oct. 23	<i>StarTalk: Playing with Science</i> Podcast: “The Murky World of Doping in Sports” *Link on T-Square	Artifact 2 due 9 pm
Wednesday, Oct. 25	Workshop on Podcasting	
Friday, Oct. 27	Workshop on Podcasting	

WEEK ELEVEN		
October 28: Withdrawal Deadline		
Monday, Oct. 30	TBA – Student Contribution/Instigation	Annotated Bibliography for Artifact 3 due 9 pm
Wednesday, Nov. 1	TBA – Student Contribution/Instigation	
Friday, Nov. 3	TBA – Student Contribution/Instigation	
WEEK TWELVE		
Monday, Nov. 6	TBA – Student Contribution/Instigation	Third Group Report DUE
Wednesday, Nov. 8	TBA – Student Contribution/Instigation	
Friday, Nov. 10	TBA – Student Contribution/Instigation	
WEEK THIRTEEN		
Monday, Nov. 13	In-class Group Project Work Meet with me as needed	
Wednesday, Nov. 15	Presentations	Artifact 3 Presentations due IN-CLASS
Friday, Nov. 17	Presentations	Artifact 3 Presentations due IN-CLASS
WEEK FOURTEEN		
Monday, Nov. 20	Portfolio Introduction	Final Artifact 3 due 5 pm
Wednesday, Nov. 22	No Class - THANKSGIVING BREAK	
Friday, Nov. 24	No Class - THANKSGIVING BREAK	
WEEK FIFTEEN		
Monday, Nov. 27	Portfolio Work	
Wednesday, Nov. 29	Portfolio Work	
Friday, Dec. 1	Portfolio Work	
WEEK SIXTEEN		
Monday, Dec. 4	Portfolio Work Extra Credit Opportunity: Present your Portfolio to the class	
FINALS		
Wednesday, Dec. 13	Portfolio Due at 2:30 PM	

Statement of Understanding

Please read, sign, and return this statement to COURTNEY HOFFMAN by Wednesday, 8/23 (or the next class period after your first day in the course, if you add later).

I affirm that I have read the entire syllabus and Common Policies for English 1101 and understand the information and the responsibilities specified.

Print full name

Legible signature

Date

DIRECTIONS: Read carefully and check all that apply.

- I give my instructor, **COURTNEY HOFFMAN**, permission to use copies of the work I do for this course, **ENGL 1101**, as examples in presentations and in print and electronic publications.
- I do not want my work used as examples in any situations.

If you give permission for your work to be used, please indicate how you want to be acknowledged:

- Please acknowledge me by my full name
- Please use my work, but do not acknowledge me by name.

The following information enables me to contact you if your work is used.

Print full name

Legible signature

Print permanent home address

Print campus address

Cell and home phones

School and home email addresses

Date