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Class Meeting Format and Times

The class will be an online course with synchronous sessions from 1:15-2:30 PM (Eastern Time) on Tuesdays and Thursdays via Zoom. Accommodations will be made if you must miss a session, but please reserve this time slot on your weekly schedule.

Recordings will be available. If you anticipate routine problems with live sessions via Zoom for technology or other life reasons, please email me.

Professor Information and Office Hours

Dr. Kelly Hogan
(leek@email.unc.edu)

About me: I was a biology major in college and received by PhD in Pathology and Lab Medicine. My passion is inclusive teaching and equity in higher education, and I'm the Associate Dean of Instructional Innovation for the College of Arts and Sciences. You can learn more about my work in higher ed [here](#).

Belief: I and the Department of Biology value the perspectives of individuals from all backgrounds reflecting the diversity of our students.

We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom and this department an inclusive space for all students through both my course design, assignments, and facilitation of discussions. Please let me know if there is anything I can do to improve. I appreciate suggestions and you can do so anonymously [here](#) at any time in the semester.

My office hours: I will book by appointment via Sakai Sign-up and via Zoom, with some set times and also availability by appointment to fit your schedule.

Course Resources, Readings, Technology Tools

Do you need to purchase anything? No. You will not need to purchase any textbooks for this course.



Readings: All readings/sources will be assigned to you via Sakai "Lessons" or you will obtain them through UNC libraries subscriptions for your individual projects.

Technology: We will utilize a variety of technologies, some which will require an account and others that will not. I will do my best to make this as seamless as possible with Sakai when I can by linking to tools within each Lesson.

- Zoom: for synchronous online interactions with me and your peers. You can also use this to do video recordings of oral presentations. Please edit your profile at [Zoom.unc.edu](https://zoom.unc.edu) to add a photo, edit your name (spell phonetically if difficult) and list pronouns if you choose. See more about using Zoom as student [here](#).
- Google: We'll use a variety of tools within google for collaboration such as building your own portfolio, google docs, google jam boards, etc.
- Piazza: A discussion board (linked via Sakai) to hold asynchronous discussions with peers and me.
- Hypothesis: A tool linked via Sakai that allows us to annotate and mark up readings or websites together.
- Poll Everywhere: During synchronous sessions, we may utilize this tool for participation.
- Gradescope: A site in which you will turn in assignments.
- Flipgrid: A place we can build community asynchronously with very short videos.

Goals of the Course

- To practice describing diseases, using characteristics around the causes, systems affected, diagnosis, molecular basis, epidemiology and more.
- To broadly learn details about the molecular basis of 20+ diseases and deeply learn and teach others about one disease of your choosing, utilizing a variety of databases, primary literature, and secondary sources.
- To practice written and oral communication about your disease to a variety of audiences, improving each iteration through peer and professor feedback.
- To develop professional skills around giving feedback.
- To synthesize a portfolio of digital projects that will be published on the class website and include science summaries, scientist highlight and interviews, curriculum developed for a college-level classroom, a podcast style interview, and a pitch to a funder.

Final Grade Components

Your Disease Project (70%) (each part requires synthesis, revision, and publication of your finalized project to your portfolio). Guidelines and rubrics for evaluation will be provided.

- **Disease Card (5%):** This is a PowerPoint slide introducing your disease and its signature characteristics.
- **Science Summary (15%):** This is intended for a scientific audience and a chance for you to dive deeply into the molecular basis of your disease. You can either do a paper in a scientific review paper format or a professional talk. Primary literature required. Citations and a bibliography included. See project guidelines on Sakai for more details.
- **Project BioDiversify (5%):** This is a chance for us to develop and publish a short series of slides about a scientist who contributes to diversity in science with the external group ProjectBioDiversify.org. The scientist you highlight will relate to your disease. See project guidelines on Sakai for more details.
- **Curriculum Project (15%):** Using primary literature from your Project Diversify scientist, you will develop an active learning module that can be used in a college classroom. See project guidelines on Sakai for more details.
- **Podcast Interview (10%):** You will be paired with a classmate to do interviews for a podcast about disease to a public audience. In one round you will be the interviewer, and in the other round you will be the interviewee. You will be an expert explaining a molecular aspect of your disease to a non-science audience. See project guidelines on Sakai for more details.
- **Scientist Interview (10%):** Using the skills you develop as an interviewer, you will conduct a similar interview with a scientist, with either your Project Diversify scientist or another living scientist that studies your disease. See project guidelines on Sakai for more details.
- **Pitch to Funder (10%):** You will develop your own 3 minute pitch to a funder persuading them to spend money on research or treatment of your disease. These will be recorded and the class plus outside evaluators will choose the most persuasive and winning pitch. See project guidelines on Sakai for more details.

Professionalism (10%): Includes quality and timeliness of your peer feedback to others; your effort in your own revisions based on feedback from peers and me, and meeting deadlines and communicating about deadline extensions to peers and me.

Assignments (10%): Includes assignments related to case studies we do as a class, surveys, etc. These assignments will have deadlines that must be met. If you do not meet a deadline, you will receive half credit or less.

Participation (10%): Includes attending and being engaged during class and utilizing online tools during class such as google docs, poll everywhere, etc. If you miss class for any reason, an individual make up assignment will be given. We'll agree upon a make up date (usually within a week) and if this deadline is not met, then you will receive a zero for that day.

Grading

I'll expect that students who complete the assignments sufficiently and on time will be in the low B range. Putting in the extra effort for the A range includes providing thoughtful and effortful peer review, demonstrating critical self-reflection and responsiveness to peer reviews and my comments of your work, revising your work thoroughly, and showing that you are pushing yourself from where you started. I'm hoping to see growth from every single student, no matter where you start from with the scientific content and skills (science + communication) we'll focus on.

- **A:** Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
- **B:** Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
- **C:** A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
- **D:** A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

A = 93-100	C+ = 77 – 79.9
A- = 90-92.9	C = 73-76.9
B+ = 87- 89.9	C- = 70-72.9
B = 83-86.9	D = 60-69.9
B- = 80- 82.9	F 59.9 or less

Project Component Dates at a Glance:

Project Dates at a Glance:

**Subject to change if 2020 continues to bring disasters and I've made mistakes!*

Link to LIVE form [here](#) on our class google drive.

Disease Card

Aug 20: Draft 1 due before class our google drive.

Aug 25: Peer Feedback form for Disease Card due before class on Gradescope.

Aug 27: Draft 2 of Disease Card and Reflection of Peer Feedback due before class.

TBD based on my review of Draft 2: Final Disease card posted to your Google Portfolio page

Science Summary

*Sat Aug 29: Draft 1 of Science Summary due at 5PM and posted to our google drive.

Sept 1: Review two peers (assigned) before class. Submit a copy of Peer Feedback form to Gradescope and your classmates at end of class.

Sept 8: Draft 2 of Science Summary and Reflection on Peer Feedback due before class.

TBD based on my review of Draft 2: Final Science summary posted to your Google Portfolio page

Project BioDiversify

Sept 17: Draft 1 of slides due before class. Review 2 peers during class(assigned). Peer Feedback Form due by end of class to Gradescope and your classmates.

Sept 22: Draft 2 of slides and Reflection of Peer Review due before class

TBD based on my review of Draft 2: Final Project Diversify slides posted to your Google Portfolio page

Curriculum Project

Sept 22: Paper selection and summary due before class and uploaded to Gradescope

Sept 24: Draft 1 of Slides/worksheet for Curriculum Project due before class

Sept 29: Draft 2 of Slides/worksheet for Curriculum Project and Reflection on Peer Review of Draft 1 due before class

*Wednesday Sept 30 by 12PM: Draft 3 of slides/worksheet due on you Google Portfolio

Oct 1: Reflection of Peer Feedback on Draft 2 due to Gradescope before class

TBD based on my review of Draft 3: Final Curriculum Project posted to your Google Portfolio page

Podcast Interview

Oct 13: Preparing for Your Interview document due before class

Oct 13: Record your practice interviews in assigned pairs on Zoom during class. Upload link to recording to both Gradescope at end of class and to google drive.

Oct 15: Before class, review 2 peer's practice interviews (assigned) and submit Peer

Feedback form on Gradescope

Oct 20: Record final interviews during class time

Oct 27: Before class, post your final produced version to your Google Portfolio and your Reflection to Peer feedback on Gradescope.

Scientist Interview

Oct 22: Choose the scientist you want to interview (hopefully your Project Diversify scientist) and set a date for some time between Oct 22 and Nov 12.

Oct 22-Nov 12: Record interview

Nov 17: Before class, post your produced interview to your Google Portfolio site and submit your Reflection of Scientist Interview to Gradescope.

Pitch Project

Nov 3: Before class, submit pitch project draft slides/transcript to google drive

Nov 3: Post Peer Feedback Draft 1 form to Gradescope by the end of class.

*Saturday Nov 8: Draft 1 of recording due by 5PM and posted to google drive.

Nov 10: Upload Peer Feedback Draft 2 form before class.

Nov 17: Submit final pitch to your Google Portfolio before class and submit Reflection on Gradescope.

Final Exam period (Nov 18th; 12-3PM ET)

We will use this time to review our Google Portfolios and present them to each other.

Expectations (civility, honor code, accessibility, absences, mental wellness, technology etiquette, syllabus changes)

Civility: We will be doing a lot of peer review of each other's work this semester. Giving feedback and receiving feedback is a skill that needs practice. Not all feedback needs to be (nor should only be) positive, but please remember that receiving criticism on one's work can be emotionally difficult. Be sure your words reflect your comment on the work presented and not the person presenting them. Specific guidelines for giving feedback will be part of assignments on Sakai. If you are having difficulty working with an individual for whatever reason, please let me know and we can figure out a solution together.

Uphold the honor code. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system.

Accessibility. The University of North Carolina at Chapel Hill facilitates the implementation of reasonable

accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu. Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

Absences. This semester, COVID19, will likely challenge us in many unanticipated ways. I'll simply ask that you please communicate with me about absences *ahead of time* if you can. Please treat this professionally, as many of our class times rely on peers being assigned to work with other peers. If you simply do not show up without warning, you leave me and your peers without a plan. Recordings will be made available, and make up assignments will be required and given individually for both university-approved and other absences, so that you can stay on track and be successful.

Mental wellness. I take mental wellness seriously, because we can't learn if we can't get out of bed or perform daily activities. I've done my best to stay up to date and trained on mental wellness issues. I'm open to talking about wellness issues and please utilize <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Technology etiquette: During our synchronous live sessions, it is expected that you will log on a few minutes before or by class start time. Students with issues related to computer malfunction, absence, audio issues, shared space issues, or time zone woes should contact me by email to discuss. To build community, I'll ask that you leave cameras on if bandwidth allows. If there are times during the class that you don't need cameras on, I'll let you know that too so you can relax. I encourage you to use various virtual backgrounds, as we don't have to see what is in your space if you don't feel like showing us! It is a pandemic, so I suspect we'll all have some disturbances in our spaces, let's just do our best (and mute when our spaces get unexpectedly noisy).

Syllabus changes: As the professor, I reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Title IX Resources: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

