

## **Should I...? Project**

Use the following materials to adopt the Should I...? project into your own courses.

Feel free to use the materials as you wish and please reach out if you have any questions.  
Thanks!

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Check out the other materials I have available on my website!

[www.recombinanteducation.com](http://www.recombinanteducation.com)

## **Syllabus description**

Should I...? Project: Oftentimes you will be faced with making a health decision for yourself or a family member or friend that could be minor but could also be consequential. Being able to not only apply your A&P knowledge and skills but also evaluate literature, news stories, and health recommendations will go a long way towards making smart decisions for yourself and others. In this assignment, you will work with a group to write a short paper and make a presentation to the class to help [INSTRUCTOR NAME] make a medical decision about their own health.

## **Overall project description (posted on course website)**

Oftentimes you will be faced with making a health decision for yourself or a family member or friend that could be minor but could also be consequential. Being able to not only apply your A&P knowledge and skills but also evaluate literature, news stories, and health recommendations will go a long way towards making smart decisions for yourself and others. In this assignment, you will work with a group of three or four students to write a short paper and make a presentation to the class to help [INSTRUCTOR NAME] make a medical decision about their own health.

This project is worth 10% of your total course grade.

### **Project deliverables**

There are two main deliverables for this project that you will complete in a group. The overall goal is to make a strong argument to [INSTRUCTOR NAME] and the class about whether or not he should make the medical decisions or health choices listed below.

#### **1. A paper to [INSTRUCTOR NAME] (5% of your course grade)**

- You will write a three-page paper to try to convince [INSTRUCTOR NAME] of your argument to whether or not he should make the medical decision about your topic. This paper should use information from our anatomy and physiology textbook, the medical and scientific literature, and other resources (podcasts, articles, websites, etc) that bolster your claim and make a convincing argument, but be aware of using medical references that are not based on facts (i.e. avoid "bro science"). Write the paper in a professional tone and include figures and graphics as necessary. The main body of the paper is limited to three pages but references and appendices do not contribute to the page count. Everyone in your group needs to contribute to the development and writing of the paper.

#### **2. A presentation to [INSTRUCTOR NAME] and the class (5% of your course grade)**

- You will give a five-minute presentation to the class and try to convince the class (and [INSTRUCTOR NAME]) of your argument. The presentation should convey the essential information from your paper including data, references, and medical advice, among others, and should be presented in an engaging and persuasive, yet professional, manner. Everyone in your group needs to contribute to the development and giving of the presentation. Think Shark Tank crossed with a scientific conference presentation!

#### **3. An interview with [INSTRUCTOR NAME] (required but not graded)**

- Your group needs to meet briefly with [INSTRUCTOR NAME] during office hours to ask him questions that will help give you information for your paper and presentation. You will need to reach out to [INSTRUCTOR NAME] to schedule a time to meet if you cannot make office hours work for your group.

## Topic selection

There are four topics to choose from for this project, all framed in the form of the "Should I...?" question. The topics are staggered throughout the semester and fall in line with the human body systems that we are learning about. The four topics (and presentation dates) are listed below. The paper and presentation are due at 1pm on the dates listed below. Once you have your group of four in place, sign up for your topic here! There is a maximum of five groups per topic.

1. Should [INSTRUCTOR NAME] ...? (due date)
1. Should [INSTRUCTOR NAME] ...? (due date)
1. Should [INSTRUCTOR NAME] ...? (due date)
4. *and beyond, include however many you want*

## Paper rubric (10 points total)

- ⋮ **1. Quality of argument** 2 pts ⋮ ✎ 🗑️ 📄

How strong is your argument to convince Dr. Shaffer whether he should or shouldn't do your topic?

> Rating Scale: 3

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- ⋮ **2. Use of evidence** 2 pts ⋮ ✎ 🗑️ 📄

How well did you use evidence (of many diverse types) to convince Dr. Shaffer whether he should or shouldn't do your topic?

> Rating Scale: 3

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- ⋮ **3. Use of Dr. Shaffer interview info** 2 pts ⋮ ✎ 🗑️ 📄

How well did you incorporate what you learned from Dr. Shaffer during your interview to help make your argument?

> Rating Scale: 3

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- ⋮ **4. Tie-in to A&P** 2 pts ⋮ ✎ 🗑️ 📄

How well did you tie your argument into what we are learning about in A&P?

> Rating Scale: 3

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- ⋮ **5. Writing quality** 2 pts ⋮ ✎ 🗑️ 📄

How well did you write your paper in terms of grammar, flow, transitions, citations, etc?

> Rating Scale: 3

## Presentation rubric (10 points total)

- ⋮ **1. Quality of argument** 2 pts ⋮ ✎ 🗑️ 📄

How strong is your argument to convince Dr. Shaffer whether he should or shouldn't do your topic?

> Rating Scale: 3

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- ⋮ **2. Use of evidence** 2 pts ⋮ ✎ 🗑️ 📄

How well did you use evidence (of many diverse types) to convince Dr. Shaffer whether he should or shouldn't do your topic?

> Rating Scale: 3

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- ⋮ **3. Use of Dr. Shaffer interview info** 2 pts ⋮ ✎ 🗑️ 📄

How well did you incorporate what you learned from Dr. Shaffer during your interview to help make your argument?

> Rating Scale: 3

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- ⋮ **4. Tie-in to A&P** 2 pts ⋮ ✎ 🗑️ 📄

How well did you tie your argument into what we are learning about in A&P?

> Rating Scale: 3

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- ⋮ **5. Presentation quality** 2 pts ⋮ ✎ 🗑️ 📄

How well did you deliver your presentation in terms of slides, visuals, enthusiasm, and flow?

> Rating Scale: 3