LABOURÉ COLLEGE
Spring 2021 (1/11 – 2/28)
HUM 3010: Critical Analysis
Instructor: Liz W Faber
SCHEDULE AT A GLANCE

Date and Topic	Assignments	Due Dates
Week 1 **Date: 1/11 - 1/20** **Study Topic(s): Intro to Healthcare Technology + Academic Integrity**	• Read this syllabus, complete the syllabus quiz and info survey • Read/watch/listen to all posted materials • Complete the group activity • Write and submit Position Post 1	Group Activity: Mon. 1/18, noon Position Post: Wed. 1/20, noon
Week 2 **Date: 1/20 – 1/27** **Study Topic: Healthcare Tech in Nursing Education + Reading Scientific Articles**	• Read/watch/listen to all posted materials • Complete the group activity • Write and submit Position Post 2	Group Activity: Mon. 1/25, noon Position Post: Wed., 1/27, noon
Week 3 **Date: 1/27 – 2/3** **Study Topic: Point-of-Care Diagnostic Tech + Essay Organization**	• Read/watch/listen to all posted materials • Complete the group activity • Write and submit Position Post 3	Group Activity: Mon. 2/1, noon Position Post: Wed., 2/3, noon
Week 4 **Date: 2/3 – 2/10** **Study Topic(s): Robot Caregivers + Simplifying Sentences**	• Read/watch/listen to all posted materials • Complete the group activity • Write and submit Position Post 4	Group Activity: Mon. 2/8, noon Position Post: Wed. 2/10, noon
Week 5 **Date: 2/10 – 2/17** **Study Topic(s): Prosthesis & Implants + Formal Language**	• Read/watch/listen to all posted materials • Complete the group activity • Write and submit Position Post 5	Group Activity: Mon. 2/15, noon Position Post: Wed. 2/17, noon
Week 6 **Date: 2/17 – 2/24** **Study Topic(s): Final Essay**	• Write rough draft of final essay • Meet individually with instructor to discuss draft	Draft: Complete and submit before draft appointment
Week 7 **Date: 2/24 – 2/26** **Study Topic(s): Final Essay**	• Revise final essay • Submit final draft of final essay	Final Essay: Fri., 2/28, noon (no late submission, sorry)

Spring 2021: January 11- February 28
HUM 3010: Critical Analysis
SYLLABUS

I. PROFESSOR
- Liz W Faber, PhD (she/her/hers)
- E-Mail: Liz_Faber@laboure.edu
- Phone: 617-322-3549
- Office Hours: Available for individual Zoom meetings every weekday, by appointment only. CLICK HERE to make an appointment.

II. COURSE OVERVIEW
This course focuses on the skills and concepts needed to develop reading and listening habits necessary for critical thinking. The course emphasizes thinking skills: comprehension, application, analysis, synthesis, and evaluation in order to develop inter-related questions, which serve as the direction toward better opinions and decisions. Current topics from a variety of sources will provide the basis for analysis and application of skills. Students synthesize learning to present their own positions and arguments. This is a 3 credit course. As the concepts and skills covered in this course are applicable to all disciplines, it should be taken at the beginning of the student's course of study.

Course Theme:
The theme of this course is *Health Technology and Human Dignity.* Throughout the semester, we will discuss a range of health technology practices, devices, and policies to determine whether they uphold or deny human dignity. We will explore real case studies through news accounts, documentaries, and podcasts as well as fictional ones through short stories, TV shows, and movies.

III. LEARNING OUTCOMES

Course Goal	Broad Learning Outcome	Skill(s)	High Impact Practice(s)	Assignment/Assessment Measure
Understand, define, and critically analyze the connections between health technology and human dignity.	Knowledge of the social, and aesthetic worlds (BL1) Knowledge of self (BL2) Historical consciousness (BL3) Appreciation for diversity (BL4)	Think (SK1) Cooperate (SK2) Communicate (SK3) Act (SK4) Value (SK5)	Writing intensive course Diversity/global learning Common intellectual experiences Undergraduate research	Small Group Activities Discussion Posts Final Essay
Effectively read/watch/hear,	Knowledge of the social, and	Think (SK1)	Writing intensive course	Small Group Activities

analyze, and discuss a range of types of sources	aesthetic worlds (BL1) Knowledge of self (BL2) Historical consciousness (BL3) Appreciation for diversity (BL4)	Cooperate (SK2) Communicate (SK3) Act (SK4) Value (SK5)	Diversity/global learning Common intellectual experiences Undergraduate research	Discussion Posts Final Essay
Demonstrate sufficient information literacy to perform basic research and support engaged citizenship	Knowledge of the social, and aesthetic worlds (BL1) Knowledge of self (BL2) Historical consciousness (BL3) Appreciation for diversity (BL4)	Think (SK1) Cooperate (SK2) Communicate (SK3) Act (SK4) Value (SK5)	Writing intensive course Diversity/global learning Common intellectual experiences Undergraduate research	Small Group Activities Discussion Posts Final Essay
Articulate clear, well-organized, persuasive ideas about health technology and human dignity, in multiple modalities (writing, discussion, image-production, etc.)	Knowledge of the social, and aesthetic worlds (BL1) Knowledge of self (BL2) Historical consciousness (BL3) Appreciation for diversity (BL4)	Think (SK1) Cooperate (SK2) Communicate (SK3) Act (SK4) Value (SK5)	Writing intensive course Diversity/global learning Common intellectual experiences Undergraduate research	Small Group Activities Discussion Posts Final Essay

The Educated Person
The College is committed to graduating an educated person. The educated graduate of Labouré College possesses the basis for life-long learning and civic engagement and is prepared to deliver patient-centered care as a member of an interdisciplinary team.

To this end, the General Education courses promote learning in broad areas of human knowledge leading to an understanding of historical, social, mathematical, philosophical, and scientific phenomena as well as ethical perspectives. The professionally oriented courses promote learning that emphasizes evidence-based practice, including the latest research and clinical expertise of practitioners, quality improvement approaches, and the use of information technology.

Liberal education concepts and theories found in General Education courses, along with professionally oriented courses in a student's major, support and facilitate the development of skills necessary for student to function competently in life and work. These skills include information literacy, critical and creative thinking, oral, written, and interpersonal communication, and team building.

Information literacy skills are introduced and reinforced through
- Small group activities
- Discussion posts
- Final essay

Critical thinking skills are introduced and reinforced through
- Small group activities
- Discussion posts
- Final essay

IV. TEXTS AND REQUIRED RESOURCES
Required Texts
- There are no required texts for this course. All stories, essays, audio recordings, and videos will be provided electronically on eLearning.

Online Platforms
- Brightspace
- Zoom

Required Materials and Software
- Desktop computer, laptop, or tablet
- Consistent internet access
- Microsoft Office 365 Suite (**available free** from office.com with your Labouré e-mail address and password)
  - Word
    - Yes, you MUST use Word. No, you MAY NOT use Google Docs, Pages, or any other word processing program. Many of our activities are designed around sharing and editing files; Word files are definitely openable, readable, and sharable for everyone at our College. Sorry, no exceptions.
  - Powerpoint
  - Labouré e-mail account

V. CLASS FORMAT
Expectations for Online Learning
This is an online course. All required lessons, activities, and assignments will be completed asynchronously using Brightspace and Microsoft Word online. The course will be divided up into weekly modules. All materials in a module must be completed by the module deadline, which is listed on the course schedule. Please plan to spend at least 5-6 hours on each lesson module (including reading, watching, thinking, and writing). Note: this is the equivalent of spending 3 hours in a traditional classroom and 2-3 hours doing homework per week. Most modules and materials will be labeled with approximate completion times to help you manage

your schedule. Please also note that these are *approximations*, not recommendations. It's okay to take much more or much less time as needed.

Communication
Your instructor is available throughout the week in the following modalities.
- E-mail: Please use only your school e-mail address for communication. Reasonable response time is 24-48 hours, so please do not expect an immediate response, especially in the middle of the night.
- Zoom: You instructor is available throughout the week for 30-minute appointments to answer questions, discuss concerns, or go over materials. Please make an appointment using the Calendly website: https://calendly.com/liz_faber/officehours

Netiquette
Our online course is our community space. You are expected to engage with your peers and instructor in a courteous, constructive, and compassionate manner. Please consider eLearning a "brave space": be brave enough to share your thoughts, respectful enough to listen to others, and mature enough to challenge your own beliefs in pursuit of knowledge.

For definitions and additional information on College policies related to Netiquette, please see the Student Rights and Responsibilities Handbook.

VI. ACADEMIC HONESTY

Academic integrity is the hallmark of Labouré College. Academic honesty is expected of all students, who have to complete their own work and submit or present their own original work unless specifically directed otherwise by the professor. Academic dishonesty constitutes academic misconduct, which includes the following:

- Acts of cheating, fabrication, plagiarism, or assisting another in the commission of such acts; and
- Any acts of misconduct occurring at a clinical facility during the clinical education component of any course.

Allegations of academic misconduct will be reported to the Vice President of Academic Affairs, who will review them.

For definitions and additional information on College policies related to Academic Integrity, please see the Student Rights and Responsibilities Handbook.

Assignments in this course that have been plagiarized or otherwise completed outside the boundaries of academic integrity will earn no credit and may not be revised.

If you're not sure whether you're acting with academic integrity, please stop by drop-in hours or make an appointment to discuss your concerns.

VII. DROPPING THE COURSE

In order to drop a course, you have more to do than to stop attending class or to inform your professor. In accordance with Labouré College policy, you have to drop a course, *in person or in writing*, during the published adjustment period. If you are thinking of dropping this course, please discuss with me and your academic advisor. Please see the Academic Calendar in the College Catalog for the dates of the adjustment period so that you will know will know last day to drop a class.

VIII. IMPORTANT INFORMATION

A. Please refer to the College Catalog/Handbook for information on all academic policies.

B. Office of Student Affairs

The Office of Student Affairs is dedicated to ensuring students are having a safe and enjoyable experience during your college career here at Labouré. The office oversees Student Rights & Responsibilities, Title IX, Health Compliance, Orientations (i.e. Accepted Student Day, Online Orientation, & the P.A.S.S. Program) and the Student Success Center (SSC). The SSC is home to Academic Advising, Career Services, Access & Accommodations and also collaborates with Student Retention (i.e. Tutoring, Mentoring, Success Workshops, and Course Reviews).

C. Access & Accommodations

Labouré College is committed to extending reasonable and appropriate accommodations to students whose learning differences are consistent with standards described in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be eligible, students seeking accommodations will provide documentation from a licensed medical or behavioral health professional that describes a legally recognized learning difference and that indicates the accommodations necessary to assure equal access to the College's programs and services. This documentation should be submitted at the time of enrollment to ensure proper accommodations can be made. This area is staffed within the Student Success Center. For any questions, please e-mail Access@laboure.edu or call 617-322-3579.

Download a copy of the Access & Accommodations Handbook from the online college catalog for all of the information and documentation you need before approval can be provided.

D. Statement on Attendance

The classroom is the heart of the educational experience at Labouré College because it provides a formal setting for the important exchanges among professors and students. Regular and punctual attendance at all classes, essential for maximum academic achievement, is a major responsibility of Labouré College students. Absence affects the contributions one can make to the class environment. Whether in online, hybrid or traditional courses, absence significantly and demonstrably reduces the quality of the educational experience for everyone in the class. As a result, absences almost always impact the quality of performance.

As part of its commitment to a quality educational experience for all members of the Labouré community, the College formally requires specific attendance policies to be developed by its professors and reviewed by the Division Chairpersons and Vice President of Academic Affairs

(VPAA). Any attendance policy used by an individual professor as a criterion for evaluation has to be specified in the course syllabus and presented to students during the first week of classes. These policies may include reasonable penalties for excessive absences.

In the event of prolonged illness, accident, or similar emergency, it is the responsibility of the student to notify the professor and to make up the work he/she may have missed during an absence from class. Students are directed to confer with their professors when their absences jeopardize satisfactory progress.

Whenever a professor is absent without notification, students are expected to wait fifteen minutes before leaving (or signing off) and to sign an attendance list, which a class member delivers to the Registrar's Office.

All Labouré College students are expected to attend and participate in enrolled courses. While absences are discouraged, the College understands that students may occasionally have a legitimate reason to miss a class. Legitimate reasons for missing class may include medical, family illness or death, and unforeseen circumstances such as a car accident. Students will assume full responsibility for submitting any missed assignments due to an absence, at the discretion of the professor.

Professors are required to record and submit attendance. Official attendance will be taken by the professor and reported to the Registrar's Office three times each semester. The first report will be the first day of class during the second week of class after the add/drop (adjustment) period - this will also become the census data for the course. The second report will be the second week of class. The third report will be at or before the 50% mark of the semester - for 15-week courses, this will be Week 7, and for 7-week courses, this will be Week 3. Hybrid and online courses must be able to verify attendance through an early assignment, and/or participation post. It may become necessary for a professor to confirm a last date of attendance at any point in the semester.

It will be at the professor's discretion how attendance and academic participation are tracked during non-attendance reporting weeks. Professors may opt to continue to take attendance, use submitted assignments, or use other ways of tracking student participation in a course. Academic participation does not have to be reported during non-attendance-reporting weeks but may be used to calculate a student's last day of attendance if he/she withdraws.

Academic participation and/or attendance requirements for students should be clearly defined in the syllabus for students to read. If a professor notices that a student has not participated in class (in any way the instructor defines) for two or more weeks, then it is the professor's responsibility to create an Early Alert for the Student Success Center and the Registrar's Office. An academic advisor should then reach out to the student to ascertain whether the student will be returning to class - if the professor allows - or withdrawing from the course. This is also an opportunity to reach out to the student to see if other services are needed by the student. If a student does not respond back to the academic advisor within one week, the student will be withdrawn from the course.

Students must notify the Registrar's Office in writing of their intention to drop any course(s) prior to the published last day to withdraw from courses to avoid a failing grade for the course.

Tuition refunds depend on the refund policy, not the withdrawal deadline. The last day to withdraw for each semester is published in the Academic Calendar (p.4). Withdrawal requests can be emailed to registrar@laboure.edu.

Financial Aid Implication

When a student withdraws from a course, the Department of Financial Aid is responsible for completing a calculation (called a Return to Title IV or R2T4). The calculation determines how much federal aid (including grants and loans) the student may keep. The percentage of the semester completed drives the calculation, so a correct last day of attendance is important. If a student completes 10% of the course, then they keep 10% of their federal aid; if they complete 50%, then they keep 50% of their aid. Once a student has completed at least 60% of the scheduled semester, they keep 100% of their federal aid.

To be compliant with federal guidelines, the calculation must be completed within 30 days of the date the school determines the student last attended. It is important that instructors create - and academic advisors follow up on - Early Alerts in a timely manner if a student is not attending class or submitting required assignments.

Habitual Non-Attendance Policy

Habitual non-attendance is defined as an absence in any course (for any reason whatsoever) equating to two consecutive full weeks of missed class sessions (2 absences for a course meeting once a week, 4 absences for a course meeting twice a week, 6 absences for a course meeting three times a week). Professors will reach out to students who are in danger of falling into habitual non-attendance. He or she will submit an Early Alert Status Report (EASTR) to the Student Success Center and notify the Registrar's Office.

When a student has reached the habitual non-attendance criteria for his or her course(s), the professor will send email notification to the Registrar's Office and academic advisor. The Associate Registrar will send a habitual non-attendance warning to the student. The academic advisor will then reach out to the student to try to resolve the issue within a week. The academic advisor will keep the faculty member and the Associate Registrar informed on any communication.

In the event the student does not respond to documented attempts to communicate within a week, he or she will be administratively dropped or withdrawn from the course(s). If the dropped/withdrawn student wishes to be re-enrolled in the course, he or she may request permission from the professor of the course(s). If a student falls into habitual non-attendance after the deadline to withdraw from courses, he/she will be awarded the grade earned for the course(s).

Attendance and Course Reconciliation

Students who have not attended a class in which they are registered and do not communicate intentions to remain in the course by the end of the Course Adjustment Period will be administratively dropped from that class. This includes all delivery formats including traditional, hybrid and online courses. The professor will reach out to students who are absent to inform

them about the importance of attendance. If the student does not respond, or wishes to drop the course, the professor will notify the Registrar's Office for the withdrawal.

In order to ensure that a student is not withdrawn mistakenly from a hybrid or online course, professors will require students to undertake academically related activities the first week of class, before the deadline to report attendance. Some examples of academically related activities include the following:
- Physically attending a class where there is an opportunity for direct interaction between the professor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted assignment
- Attending a study group that is assigned by the instructor
- Participating in an online, collaborative chat
- Participating in an online discussion about academic matters
- Initiating contact with a professor to ask a question about the academic subject studies in the course

Academically related activities in a hybrid or online course do not include activities where a student may be present but not academically engaged, such as the following:
- Reading the syllabus
- Logging into an online class without active participation
- Participating in academic counseling or advising

Note: *For the shortened semester sessions 1 and 2, the absences are halved: 1 absence for a course meeting once a week, 2 absences for a course meeting twice a week, 3 absences for a course meeting three times a week.*

IX.GRADING AND COURSE REQUIREMENTS
Grading & Late Work
Your instructor will assess, grade, and/or provide feedback on most assignments within a week of the submission deadline.

In general, late work is not acceptable; however, we all know that life can be unpredictable, especially in the middle of a global pandemic. If you find that you're struggling to meet the assignment deadlines for any reason, please e-mail your instructor to talk about your needs, time management, and the possibility of alternative deadlines.

Methods for assessment are listed in the course requirements below.

Grading System, Quality Points, and GPA

Grade	Quality Points	Grade Equivalencies
A	4.0	100-93
A-	3.7	92-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
C-	1.7	72-70
D+	1.3	69-67
D	1.0	66-63
D-	0.7	62-60
F	0	59 or below
W	Withdrawn: no grade	
WP	Withdrawn: passing	
WF	Withdrawn: failing	
I	Incomplete	

Small Group Activities (20%)
You will be placed into a group of 3-4 students at the start of the semester. For each of the first 5 modules, you will participate in an activity together that will help you demonstrate your understanding of the lessons.

Small group activities will be due each Monday by noon. The goal of the group activities is to foster collaboration and community, document learning, and provide space to practice the skills and concepts you're learning each week. Group activities will be graded holistically using a rubric.

Weekly Position Papers (50%)
Each week, you will draw on the materials in the module to write a 250-500 word essay about whether the health technology we're studying affirms or denies human dignity. Position Papers should be persuasive, well-organized, and incorporate evidence from the week's materials. Please be sure to cite all sources in APA format.

Position Papers will be due each Wednesday by noon. The goal of the Position Papers is to demonstrate understanding of the week's module, engage critically with the course materials, and to practice persuasive writing skills. These assignments will be graded holistically using a rubric.

Submitting your Position Paper on time each week will also count as weekly attendance.

Final Project (30%)
In the final essay, you will select one of your Position Papers and develop it into a 5-7 page research paper about whether a particular piece of healthcare technology affirms or denies human dignity. Please see the prompt sheet for further details.

The goal of the final project is to engage critically with the course materials and demonstrate mastery of critical analysis, writing, and information literacy skills. The project will be graded holistically using a rubric.

Extra Credit:
No extra credit will be offered in this course.

Grade Distribution at a Glance:

Assignment	% Final Grade	Module Due
Small Group Activities	20%	1-5
Position Papers	50%	1-5
Final Essay	30%	6-7
Total	100%	N/A

X. DETAILED SCHEDULE
The schedule is subject to change at the discretion of the instructor.
All assignments must be submitted to Brightspace by the date and time listed below.

Module 1: Intro to Healthcare Technology + Academic Integrity (1/11 – 1/20)
Module Goals:
- Read and understand the syllabus
- Understand basic terminology for the course
- Understand and use the basics of APA style writing
- Understand the basics of Academic Integrity at Labouré College

Complete First:
- Syllabus Quiz (must be completed to access other course materials)
- Info Survey (must be completed to access other course materials)

Read/Watch/Listen
- Welcome video
- Read Module 1 Key Terminology
- Watch All Three APA Citation Videos
- Read the Academic Integrity policy in the Student Rights & Responsibilities Handbook

Due by Monday, January 18 at noon
- Complete the Syllabus Quiz
- Group activity:

- o Individually, answer the weekly attendance question
- o Together, answer the scenario questions on the Academic Integrity worksheet

Due by Wednesday January 20 at noon:
- Position Paper 1: Select one piece of health technology you've encountered in person—either as a clinician or a patient—and discuss whether you think that technology denies or contributes to human dignity. Do not do research; instead, use examples from your own experiences to support your points. Your post should be 250-500 words and submitted in APA format on Brightspace.

Module 2: Technology in Nursing Education + Reading Scientific Articles
Module Goals
- Understand and articulate some of the ways nursing school technology has changed over time
- Read and comprehend challenging scientific articles
- Articulate complex ideas about nursing education and human dignity

Read/Watch/Listen
- Watch the nursing school videos
- Watch the "Reading Scientific Articles" video
- Read "Computers & Undergraduate Nursing Education: a report on an experimental introductory course" by Judith Schneider Ronald"
- Read "Smartphones and mobile applications (apps) in clinical nursing education: a nursing student perspective" by Siobhan O'Connor & Tom Andrews

Due by Monday, January 25 at noon
- Group Activity:
- o Individually, answer the weekly attendance question
- o Together, use the discussion forum to answer the following questions: What are some of the main differences between the article by Judith Schneider Ronald and the article by Siobhan O'Connor & Tom Andrews? Be sure to consider format, tone, subheadings, and type of study. What was challenging or easy about reading these two articles? Which did you find more enjoyable and accessible as a reader? Why? Work together to come up with a unified set of answers.

Due by Wednesday, January 27 at noon
- Position Paper 2: How does the use of technology in nursing education deny or contribute to human dignity? Be sure to consider not only the humanity of patients, but also that of nurses and nursing students. Much of this module focuses on historical changes to technology in nursing education, so also be sure to address whether you think these changes are increasing or threatening human dignity in healthcare. Be sure to include relevant evidence from this week's materials to support your points, but do not use quotes so long they overpower your own words. You may look up additional information if you need. Your post should be 250-500 words and submitted in APA format on Brightspace.

Module 3: Point-of-Care Diagnostic Technology + Essay Organization
Goals
- Articulate ideas about the ethics and use of medical technology
- Use evidence from audio-only as well as audio-visual texts
- Effectively organize an argumentative essay
- Work collaboratively to explore source credibility

Read/Watch/Listen
- Watch the intro video
- Watch the video on essay organization
- Read Module 3 Key Terminology
- Watch the New Technologies video
- Listen to all 6 episodes of *The Dropout* podcast

Due by Monday, February 1 at noon
- Group Activity:
  - Individually, answer the attendance question
  - Together, answer the following questions: What does the story of Theranos teach us about research and identifying credible sources? Find the websites for the two companies discussed in the short video. What kind of information do they provide about their products? What kind of research has been done so far? What kinds of publications are available to support the use of the technology? After looking that info up, do you feel better or worse about the tech? Why? Work together to come up with a unified set of answers.

Due by Wednesday, February 3 at noon:
- Submit your module notes
- Position Paper 3: Given what you learned in this module and your experience with diagnostic technology as both a patient and a healthcare worker, does point-of-care diagnostic technology uphold or deny human dignity? What specific, practical steps can you as a healthcare worker take to ensure the safety of new diagnostic technologies? Be as specific as you can and make sure to include relevant evidence from this week's materials to support your points, and make sure you organize your essay using the tools you've learned in this module. You may look up additional information if you need. Your post should be 250-500 words and submitted in APA format on Brightspace.

Module 4: Robot Caregivers + Simplifying Sentences
Goals
- Identify and revise wordiness in writing
- Understand and articulate ideas about robot caregivers
- Use a fictional case study in conjunction with real data to make effective claims about healthcare technology.

Read/Watch/Listen
- Watch the intro video

- Watch the simplifying sentences videos
- Read the Module 4 Key Terminology
- Read "Americans' Attitudes Toward Robot Caregivers" by Aaron Smith & Monica Anderson
- Read "Technology Is Transforming Caregiving" by Laura Petrecca
- Watch *Robot & Frank*

Due by Monday, February 8 at noon
- Group Activity:
  - Individually, answer the attendance question
  - Together, complete the Simplifying Sentences worksheet. Use the discussion board to work together and come up with a unified set of answers.

Due by Wednesday, February 10 at noon
- Position Paper 4: Given what you learned in this module, does the robot in *Robot & Frank* uphold or deny human dignity? Why or why not? Should real robots be used to provide care for people in nursing homes, hospitals, pediatric wards, psychiatric wards, veterans' facilities, etc? Why or why not? Be sure to include relevant evidence from this week's materials to support your points, but do not use quotes so long they overpower your own words. You may look up additional information if you need. Your post should be 250-500 words and submitted in APA format on Brightspace.

Module 5: Prosthesis and Implants + Formal Language
Goals
- Understand and explain key concepts in the science and philosophy of bionic prosthesis
- Articulate a moral stance based on real-life case studies
- Switch between formal and informal language

Read/Watch/Listen:
- Watch the intro video
- Watch the Formal Language video
- Read the Module 5 Key Terminology
- Read "History of the Prosthetic Leg"
- Read "The Most Famous Real-Life Cyborgs"
- Read "Controlling Cybernetic Machines with the Human Mind"
- Read "I, Cyborg" by Ronald Kotulak

Due by Monday, February 15 at noon
- Group Activity:
  - Individually, answer the attendance question
  - Together, pick a song you all like and revise the lyrics to be in formal language. Then find a formal paragraph from one of the scholarly articles we read in Module 2 and revise it to be in informal language. Use the discussion board to discuss and complete. Include the original lyrics and the revised version on the discussion board.

<u>Due by Wednesday, February 17 at noon</u>
- Position Paper 5: Select one of the real cyborgs we studied this week and discuss whether you think their prosthesis or implant contributes to or denies their human dignity. Be sure to include relevant evidence from this week's materials to support your points, but do not use quotes so long they overpower your own words. You may look up additional information if you need. Your post should be 250-500 words and submitted in APA format on Brightspace.
- Sign up for a paper draft appointment

Module 6: Final Paper Draft Conferences
<u>Goals</u>
- Develop a short essay into a longer, more substantive essay
- Participate in a critique session to accept constructive criticism
- Revise based on feedback

<u>Read/Watch/Listen:</u>
- Watch intro video
- Read Final Essay instruction sheet
- Read Final Essay rubric
- Read What to Expect in Your Paper Draft Appointment

<u>Due Prior to Paper Draft Appointment:</u>
- Rough Draft of Final Essay

Module 7: Final Essay
<u>Goals</u>
- Submit final essay

<u>Read/Watch/Listen</u>
- Final wrap-up video

<u>Due by Friday, February 28 at noon (sorry, no late submissions)</u>
- Final Essay
- End-of-semester survey