Winter 2016
BIMM116 BioClock Studio: Learning Objectives

Communication Skills
Learning to communicate complex concepts clearly and concisely in print-based and other media
Developing effective oral presentation skills
Learning to integrate more than one communication mode in a particular text

Critical Thinking Skills
Learning to analyze and evaluate information
Understanding the ways in which texts (print and other media) are constructed

Rhetorical Understanding
Recognizing the difficulties inherent in communicating complex concepts
Understanding the importance of audience awareness
Learning to adjust communication style, substance, and structure for different audiences

Broader Understanding
Learning how to collaborate effectively
Understanding the value of collaboration
Recognizing the connection between scientific research projects and their applications
Understanding the interaction between research and society

BioClock Studio – Assignments, Winter 2016

All assignments (except journal) are due before the 5 p.m. class period on the date indicated. Submit 1-4 through TritonEd.

1. **Weekly Journal** – due Friday of each week: Answer the weekly question with a brief response of no more than 250 words.

2. **Your Selfie – due 1/14/16:** Using the "Meet the Instructors/TAs" listings on the CCB website as a guide (http://ccb.ucsd.edu/activities-and-events/courses.html), upload a selfie and personal description suitable for a new BioClock Studio website.

3. **EnCYCLEopedia Entry – due 1/19/16:** Read the assigned article "The Clocks That Time Us" Chapter 1. Then pick **one** of the terms/concepts that will be provided to you (through a Doodle poll and on TritonEd) and write an entry of no more than 250 words for a proposed BioClocks "enCYCLEopedia." Provide a clear, concise, and interesting explanation of the term or concept that can readily be understood by an educated (but not expert) audience. Underline any words in your entry that could be hyperlinked, and note any spots where a figure or other visual aid might be appropriate (describe or attach a draft drawing of proposed figures).

4. **Research Profile – due 2/2/16:** Choose **one** of the interview subjects from a designated list. Arrange a face-to-face interview with the subject, lasting approximately 30 minutes. Using material gleaned from the interview, write a profile of the subject of approximately 500-600 words. Provide a clear picture of the subject's research as well as some indication of the subject's background and character. Your goal should be to make the subject's work and personality come alive for an educated (but not expert) audience.

5. **Project #1: Circadian Class – assigned 1/14/16, progress report due 2/4/16, final draft due 2/18/16:** Working individually or in teams (as assigned), you will develop teaching materials addressing a specific topic from the BIMM 116 Circadian Rhythms course. Possible topics include: two-process sleep, comparison of clocks from different model systems, vertebrate photoreceptors, *Drosophila* clock, sample problems on ZT and CT time, and cyanobacterial clock animation. Potential teaching materials include: slide-based tutorials, modification of existing animations, interactive games, etc. Depending on your project, you will have interim deadlines and requirements.

6. **Project #2: Circadian Community – assigned 1/14/16, progress report due 2/23/16, final draft due 3/11/16:** Working individually or in teams (as assigned), you will complete an outreach project for the broader circadian-rhythms community chosen from the following options: (a) video interview with a participant in the CCB symposium; (b) poster and presentation for the CCB symposium plus a follow-up assignment; (c) website article covering the CCB symposium – photos and text; (d) pitches for three bioclocks-related topics suitable for future outreach efforts; (e) coordination of studio website. Depending on your project, you will have interim deadlines and requirements.

Evaluation

Individual assignments will be assessed on the basis of demonstrated engagement, effort/care, and quality of the final product; they will be judged as being excellent, satisfactory, or needing improvement. Final course grades will involve a holistic assessment of class performance.

BioClock Studio – Weekly Schedule, Winter 2016

Week 1 – Jan 4
A Intro, first assignment given (enCYCLEopedia entry)
B Improv (advance discussion of topics + media)

Week 2 – Jan 11
A Branding // presentation of project options (both the class and community projects)
B Storyboard workshop // finalization of project assignments

Week 3 – Jan 18 (MLK Holiday Monday)
A EnCYCLEopedia assignment due, students given interview options for soft interviews // interview workshop
B Lab crawl

Week 4 – Jan 25
A Team meetings – Project #1 planning
B Team meetings – Project #1

Week 5 – Feb 1
A Team meetings – Project #1 // Interview write-ups due
B Team meetings – Progress reports for Project #1

Week 6 – Feb 8
A Team meetings – Progress reports for Project #1
B Team meetings – Project #2 planning

Week 7 – Feb 15
A Team meetings – Project #2
B Project #1 due // Team meetings – Project #2

Week 8 – Feb 22
A Progress reports for Project #2
B Symposium

Week 9 – Feb 29
A Team meetings – Project #2
B Team meetings – Project #2

Week 10 – Mar 7
A Team meetings – Project #2
B Final wrap-up

Finals Week
Project #2 due