Genetic Disorder Project Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This project involves three separate sections each worth a test grade. Selection of topics will be by lottery.

Genetic Disorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Three page paper - see requirements below. Due date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Oral presentation on the disorder - see requirements below. Due Date\_\_\_\_\_\_\_\_\_

C. Visual project - see requirements below. Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paper**

The paper should be clear, well organized, thorough. All work must be the students unless cited. Students must use the proper spelling, punctuation and sentence structure.

The body of the paper must be a minimum of three pages typed, double spaced, with 1.25" margins and size 12 or 14 font. The paper must include a cover page.

The paper must include a bibliography page which includes at least **three** sources; one **must** be an internet site dedicated to the disorder, one **must** be a magazine or book. If you use an internet encyclopedia then you must still find an internet site on the specific genetic disorder.

The paper must include these items:

Description of the disorder [what it is and what are its symptoms]

When does it show up during an individual’s lifetime?

What is the life expectancy with this disorder?

What is the chromosomal affect?

Is it dominant or recessive?

What group is most at risk with or likely to contract this disorder?

Is it preventable or curable?

How early can it be diagnosed?

What are the new treatments and diagnoses [must have occurred within the last 5 years]?

**Oral Presentation**

You are to treat this as a presentation to a major medical conference. Your presentation should last 5 minutes. Use the items you included in your paper as a guide for what you should be covering. You are **not** to read to the class! You will be allowed to use 3x5 cards to prompt you about your topic. The 3x5 cards will be handed in after your oral presentation.

**Visual**

You will create a 3 fold poster to display the information that you learned during your research. The visual is due on the day you present. You may use the visual during the course of your presentation.

**Paper Rubric**

\_\_\_\_\_ 1. [5] **correct length**

\_\_\_\_\_ 2. [5] **correct kind and number of references**

\_\_\_\_\_ 3. [5] **bibliography**

\_\_\_\_\_ 4. [5] **Internet site**

\_\_\_\_\_ 5. [5] **proper format [margins, font, spacing]**

\_\_\_\_\_ 6. [10] **addressed all required items**

\_\_\_Description of the disorder [what it is

\_\_\_What are its symptoms]

\_\_\_When does it show up during an individual’s lifetime?

\_\_\_\_What is the life expectancy with this disorder?

\_\_\_What is the chromosomal affect?

\_\_\_ Is it dominant or recessive?

\_\_\_What group is most at risk with or likely to contract this disorder?

\_\_\_ Is it preventable or curable?

\_\_\_How early can it be diagnosed?

\_\_\_What are the new treatments and diagnoses [must have occurred within the last 5 years]?

　 \_\_\_\_\_7. [10] **used medical/scientific terms**

\_\_\_\_\_ 8. [20] **grammar/punctuation**

a. \_\_\_\_\_ [5] **correct spelling**

b. \_\_\_\_\_ [5] **sentence structure**

c. \_\_\_\_\_ [5] **proof-read**

d. \_\_\_\_\_ [5] **neatly typed and organized**

\_\_\_\_\_\_\_\_\_\_ Total points \_\_\_\_\_\_\_\_\_\_Grade for paper

**Oral Presentation Rubric Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **3** | **2** | **1** | **0** |
| Time-Limit | Presentation is more than 5 minutes long. | Presentation is 5 minutes long. | Presentation is less than 3 minutes long. | Presentation is less than 1 minute. |
| Content | Shows a full understanding of the topic. Completely addresses all required topics. | Shows a good understanding of the topic. Addresses only 8 of the required topics. | Shows a good understanding of parts of the topic. Addresses only 6 of the required topics. | Does not seem to understand the topic very well. Addresses 5 or less of the required topics. |
| Stays on Topic | Stays on topic all (100%) of the time. | Stays on topic most of the time. | Stays on topic some of the time. Discusses topics not important to the presentation | It was hard to tell what the topic was. |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |
| Preparedness | Student is completely prepared and has obviously rehearsed. Student has note cards to assist in their presentation and uses them. | Student seems pretty prepared but might have needed a couple more rehearsals. Student has note cards that cover each of the required topics. | The student is somewhat prepared, but it is clear that rehearsal was lacking. Student reads off the note cards most of the time. | Student does not seem at all prepared to present. Student reads off the notecards for their entire presentation. |
| Props | Student uses several props that show considerable work/creativity and which make the presentation better. | Student uses 2 props that which makes the presentation better. | Student uses 1 prop which makes the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
| Posture and Eye Contact | Stands up straight, looks relaxed and confidant. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| Volume | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |

**Making A Poster Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 3 | 2 | 1 | 0 |
| Title | Title can be read from 6 ft. away and is quite creative. | Title can be read from 6 ft. away and describes content well. | Title can be read from 4 ft. away and describes the content well. | The title is too small and/or does not describe the content of the poster well. |
| Labels | All items of importance on the poster are mounted and clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are mounted and clearly labeled with labels that can be read from at least 3 ft. away. | Less than half items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are not mounted OR are too small to view OR no important items were labeled. |
| Graphics - Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Graphics -Clarity | Graphics are all in focus and the content easily viewed and identified from 6 ft. away. They are all mounted then placed on poster. | Most graphics are in focus and the content easily viewed and identified from 6 ft. away. Most are mounted. | Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.  Few are mounted. | Many graphics are not clear or are too small.  Graphics are not mounted or words are written directly on the poster. |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| Content - Accuracy | More than 10 accurate facts are displayed on the poster. | 10 accurate facts are displayed on the poster. | 8 accurate facts are displayed on the poster. | Less than 5 accurate facts are displayed on the poster. |
| Mechanics | Capitalization and punctuation are correct throughout the poster. | There is 1 error in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There are more than 2 errors in capitalization or punctuation. |
| Grammar | There are no grammatical mistakes on the poster. | There is 1 grammatical mistake on the poster. | There are 2 grammatical mistakes on the poster. | There are more than 2 grammatical mistakes on the poster. |
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |

Student score \_\_\_\_\_\_\_\_\_\_\_

**SAMPLE BIBLIOGRAPHY ENTRIES (Based on MLA Standards)**

**A bibliography is an alphabetical list of all the sources used in your research.**

**Sources are alphabetized by author or, if no author is given, by title and second or third lines are indented.**

**BOOKS:**   
**One Author:**   
Hoving, Thomas. Tutankhamun. New York: Simon and Schuster, 1978.

**More than One Author :**   
Cooper, Robert K. and Leslie L. Cooper. Low-Fat Living. Emmaus, PA: Rodale Press, 1996.

**No Author Given:**   
The Amazing Universe. Washington, DC: National Geographic Society, 1991.

**PERIODICALS:**   
Begley, Sharon. "A Healthy Dose of Laughter." Newsweek 4 Oct. 2004: 65.

"A Walk Across America: Part II." National Geographic August, 1979: 52.

**PERIODICALS ONLINE:**   
Barton, Horace. "Human Cloning?" Newsweek 28 December 2004. Infotrac, 18 March 2005   
<http://infotrac.galegroup.com> .  
  
**NEWSPAPER:**   
Collins, Glenn. "Single Father Survey." New York Times 21 November 2000: 20.

"Low Cholesterol Level Key." Providence Journal-Bulletin 24 November 2002: A6.

**ENCYCLOPEDIA ARTICLES: Print and Online:**   
"Animal Rights." World Book Encyclopedia. 2004 edition.

Stemple, James. "Solar Energy." Book of Popular Science. 2000.

"Wyoming." World Book. 24 May 2005. <http://www.worldbookonline>.

**PAMPHLET:** (Usually the same as book with no author given)   
Smoking and Your Lungs. Providence, Rhode Island: American Lung Association, 2002.

**TELEVISION PROGRAM:**   
"Legacy: India." WSBE, Channel 36, Providence, Rhode Island. August 22, 2003.

**INTERVIEW**:   
Patinkin, Mark. Telephone interview. April 26, 2003.  
  
**ONLINE SERVICES and the INTERNET:**   
Gordon, Daniel. "Acid Rain." 20 March 2001   
<http://www.evergreensources.com/pollution/rain.html>.

"Plant Extracts." 23 February 2004. <http://www.sciences.com/scidata/edu.html>.