# BMED 4000 – The Art of Telling Your Story
## Spring 2021 - Syllabus

**Meetings:** Wednesdays, 12:30 – 2:25 pm
**Location:**
https://us02web.zoom.us/j/87185093234pwd=VzM4Y1NvZ0ZRdnpMRlVkYVJHdnhVZz09
Meeting ID: 871 8509 3234
Passcode: 201739

**Instructors:** (all office hours will be held by appointment)
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**Teaching Assistant:**
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Why are stories and narratives important for engineers? Because great engineers are great storytellers. They capture and tell the stories of the people they care about, the people they are designing for. Through stories, engineers identify the problems that need solving, helping ensure their work truly makes a difference. And through stories, engineers inspire others to join their efforts, helping them write a new and better story for the future. So, it is a leadership skill. And one more thing: by learning to tell your stories, you learn more about yourself.  In this course you will learn to tell your stories in a variety of ways for different audiences.

**Learning Objectives:**
At the end of the course students should be able to:
1. Identify moments in their journey that tell a specific story.
2. Use the basic structure of stories to create, iterate, and refine stories from their journey.
3. Deliver a story with commitment and energy.
4. Provide constructive feedback in a peer review process.
5. Integrate constructive peer feedback in order to iterate and refine stories.
6. Reflect on integrative connections across their experiences both inside and outside the classroom.
7. Have a collection of stories that shows you have an entrepreneurial mindset – meaning, you are someone who is curious about the rapidly changing world, you make connections among different things you know about, and most important of all, you seek to use your skills to make the world a better place, to create value for yourself, others, and society.

## Grading:

Your final grade will be based on the number of points you earn. You will be assigned a letter grade according to the following scale:

>= 95 points:          A
>= 85 points:          B
>= 74 points:          C
>= 64 points:          D
 < 64 points:          F

*Here is how you earn points:*

| | |
|---|---|
| Weekly Assignments on Canvas*: | 55 points (11 assignments x 5 points each) |
| In-Class "Story Lab" Stories: | 10 points (2 stories in class x 5 points each) |
| Participation**: | 21 points (11 comments x 1 pt per two comments) |
| Your *About Me* Story: | 20 points (rubric to be shared) |

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|---|---|
| TOTAL: | 106 points |

*Posting on Canvas will be <u>due by 12:00pm on the Sunday following the session</u> in which an assignment was made.

**Participation is about contributing to the community both in class and online. You will receive 1 point for each assignment when you post a thoughtful comment to <u>two </u>other people's work for that assignment. You will also receive up to 10 points for active participation in class sessions. <u>Comments on others' Canvas posts will be due by 12:00pm on the Wednesday</u> following the session in which an assignment was made.

## Course Modality:

This course will be taught 100% remotely using Zoom.  We are using Zoom because it better supports our needs for this course than Bluejeans.

## Web Resources:

Canvas: ([https://gatech.instructure.com/](https://gatech.instructure.com/))The individual sections have been combined into one Canvas course page. Look for **Spring 2021 The Art of Telling Your Story** under Courses. We will use Canvas extensively in this course.

## Group Share:

We would like you to share your work with the class. We also expect you to read and comment on (in an appreciative way!) at least two other students' work for each week there are assignments due on Canvas. And please comment on different students work each week.  We will do this via Canvas' "Discussions" feature. Each assignment will be a "discussion" that you will post your assignment to. Then, you can reply to other people's postings to give them your feedback. If it turns out you want to write a story that you'd rather share only with the instructors, that's fine too, just let us know. However, ideally most of your stories will be shared with others since sharing is a great way to build community as well as to improve your story writing skills.

## Attendance Expectations:
We expect you to fully engage with the work of this course. With the exception of illness or a personal emergency, please attend all class sessions, arrive on time, and do not leave class until the end of the period. Please keep your video stream on the whole time unless we ask you to do otherwise for the purposes of a specific exercise.  Please mute your audio unless you are sharing.

## Accommodations:
If you need teaching or learning accommodations in order to do well in this course, please contact the Office of Disability Services. Registering with ODS is a 3-step process that includes completing an application, uploading documentation related to the accommodation request, and scheduling an appointment for an intake meeting (either in person or via phone or video conference) with a disability coordinator. Students who work should also complete the Georgia Tech Covid-19 Higher Risk Alternative Work Arrangement Request Form. Here is the ODS contact information: disabilityservices.gatech.edu, 353 Ferst Drive, Suite 221, Smithgall Student Services Building, Atlanta, GA 30332-0285. Phone: 404-894-2563. Fax: 404-385-5429. email: dsinfo@gatech.edu.

## Honor Code:
You are expected to abide by the GT Honor Code (www.honor.gatech.edu). The objective of the honor code is "to prevent any students from gaining an unfair advantage over other students through academic misconduct". Any potential violations of the honor code will be immediately reported to the Dean of Students to be reviewed. For any questions involving Academic Honor Code issues, please consult the instructors or visit www.honor.gatech.edu.

## Student – Faculty Expectations:
We want you to come away from this course with clarity and confidence, with stories ready to share that will allow you to speak to your experience, share your expertise and be known by your community. To make that happen, we need to create a safe environment where sharing freely is supported and respected. Georgia Tech believes that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between instructor and student. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectations that you can have of us and that we have of you. In the end, simple respect for each other, hard work, and generous interactions will help build the environment to support our best work.

## Educational Research Study
You may be asked to participate in educational research while enrolled in this course in the form of interviews, observations, questionnaires, surveys, as well as submission of class assignments and ePortfolios.  The purpose of this study is to help the biomedical engineering department gain a deeper understanding of and promote the use of ePortfolios, reflections, and stories in engineering curriculum. Participation in this project is completely voluntary, anonymous, and has no to minimum risk. Participation in this research will not affect your grade

in any way, and you may withdraw from the research at any point without penalty. If you agree to participate, please read, sign, and return the consent form to the member of the research team.

## Spring 2021 Schedule

### SESSION ONE – Jan. 20
In-class Topic: Introduction to story strategy, this course, and why stories matter.
In-class Story Assignment: Develop a story from your childhood

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Jan 24)
1. Write up and turn in on Canvas the story you developed in class. Offer two other students feedback on their stories.
2. Interview a family member about your childhood. What age do they remember you most clearly? What story would they tell about you?  What surprised you, delighted you, horrified you as a child!? Post your take-aways from this interview on Canvas.
3. Please respond thoughtfully to these two questions (800 words max, per response):
   - How would you respond to the following prompt if you were asked it in a daily conversation, a networking experience, or a professional interview: *Tell me about yourself?*
   - Would you describe yourself as someone who creates value for others? Please explain.

### SESSION TWO – Jan. 27
In-Class Topic: Peak experience (inside or outside the classroom/personally and professionally) might include moments that allowed you to:
   1. Exhibit an outstanding work ethic or personal ethics.
   2. Confront and overcome an obstacle
   3. Experience an "aha" moment
   4. Lead or be part of a powerful team

In-Class Story Assignment: Your Peak Academic Experience Georgia Tech

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Jan 31)
1. Write up and post on Canvas the story you developed in class. Offer two students feedback on their stories.
2. Interview someone in the class to find out their "story."  Think of Humans of New York as in your entry must be less than 150 words. Post this story along with a photo of that person.

## SESSION THREE – Feb. 3

In-Class Topic: Explore Success Outside the Classroom
In-Class Story Assignment: Write a new story about a success you had at Georgia Tech beyond your classroom experiences. This might involve extra-curriculars, playing in the marching band, serving as a TA, a Greek Life happening…

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Feb 7)
1.Write up and post on Canvas the story you developed in class. Offer feedback via Canvas on stories posted by two other students.
2. Respond to these questions on Canvas: What allowed you to be successful in your story? What strengths did you draw on?  What does this story say about you?

## SESSION FOUR – Feb. 10

In-Class Topic: STORY LAB ALL SHARE
In-Class Activity: Each student presents a story they have developed in the course. No reading of your story from a script. The story should roughly be 2:30 minutes and this story/delivery will be graded.

## SESSION FIVE – Feb. 17

In-Class Topic: Theme - Confronting/Responding to "Failure."
In-Class Story Assignment: Develop a story about when you experienced failure.

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Feb 21)
1. Write up and turn in on Canvas the story you developed in class.  Offer two students feedback on their stories.
2.  Track your inner voice. Become intentionally aware of the stories you tell yourself internally all day.  Perhaps set a timer every day this week to go off when you are not in class, and in that moment, check in on what's happening with your internal dialogue. Write a paragraph about what you are thinking in that moment. Share two examples on Canvas and also provide a little context so we have some idea of what was going on when you had these thoughts.

## SESSION SIX – Feb. 24

In-Class Topic: Excavate to find Moments of Leadership
In-Class Activity Assignment: Develop a story that speaks to you as a leader

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Feb 28)
1. Write up and turn in on Canvas the story you developed in class.
2. Offer two students feedback on their stories.

## SESSION SEVEN – March 3

In-Class Topic: Story Lab All Share
In-Class Activity Assignment: Everyone delivers a story

## SESSION EIGHT – March 10

In-Class Topic: Using Story to Get Buy-in or Storytelling as a Tool.
In-Class Activity Assignment:   Craft a story that you will use to excite others about your project or idea.

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Mar 14)
1. Post your new story on Canvas.
2. Offer feedback to two other students.

## SESSION NINE – March 17

In-Class Topic:  Stories We Share with the World… Starting with LinkedIn
In-Class Activity Assignment:  Develop a six-word headline for your LinkedIn Profile

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Mar 21)
1. Develop an *About Me* entry for your LinkedIn profile.  Share on Canvas.
2. Offer feedback to two other students.

## March 24 – NO CLASS

## SESSION TEN – March 31

In-Class Topic:  What's your Wow?
In-Class Activity Assignment:  Develop a response to "Tell Me About Yourself"

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Apr 4)
Interview your closest friend about how they see you.  Ask them questions like:  What are your best traits? What do they admire about you? What should you work on?  What was the best time you've ever had together?  Why do you think you are friends?

## SESSION ELEVEN – April 7

In-Class Topic:  Envisioning how you will create impact
In-Class Activity Assignment:  24 Toasts to Creating Value

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Apr 11)
1. Respond to the following questions on Canvas: Has your thinking about creating value changed after hearing your fellow students share and if so how?  Whose toasts were most meaningful to you and why? What does it feel like to be part of community of intentional change-makers?
2. Start to envision your *About Me* presentation. What artifacts could you include? What do you want to say?

## SESSION TWELVE – April 14

In-Class Topic: Working backwards – if you know where you are going, how do you get there?
In-Class Story Assignment: My Future Perfect

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Apr 18)
1. Write for 10 minutes every day.  Don't stop.  Don't lift your pen from your paper or your fingers from the keyboard and each day outline a new possibility for your future. Be sure to include details.
2. Share entries from two days on Canvas.
3. Continue to refine your About Me presentation.

## SESSION THIRTEEN – April 21

In-Class Topic: Five-Minute *About Me* Talks
In-Class Story Assignment: Develop your talk and work with peers in small groups to improve your five-minute presentation about you, your goals and how/why you can make it happen.

Homework Assignment: (Posting on Canvas is due by 12:00pm on Sunday, Apr 25)
1. Continue to improve on your *About Me* presentation.  Be sure to include photos and other archival material to enrich the experience.  Practice makes perfect but be sure to stay REAL.
2. Please respond thoughtfully to these two questions (800 words max, per response):
How would you respond to the following prompt if you were asked it in a daily conversation, a networking experience, or a professional interview: *Tell me about yourself?*
Would you describe yourself as someone who creates value for others? Please explain.


## FINAL "EXAM" - FRIDAY, April 30 11:20 am – 2:10 pm

**Present Your About Me Presentation to the group**

Join Zoom Meeting
https://us02web.zoom.us/j/85697755486