

**Grossmont College Project Success Learning Communities  
English 110/110R for Allied Health Majors  
Linked-Course Assignments and Activities**

<u>Linked Course Titles</u>	<u>Actual Weekly Class Hours</u>	<u>Credits and Numbers Credit</u>
<b>Principles of College Reading (110R)</b>	3.5	3 units Associate Degree Credit
<b>College Composition (110W)</b>	3	3 units Associate Degree Credit

**Description of Student Level**

Students in 110/110R have a reading level between 7<sup>th</sup> and 13<sup>th</sup> grade level. Some of the students test into the course, and others enroll in the course after taking English 98/98R. As a result, skill levels can vary. Typically, students are strong literal readers, but are less able to analyze what they are reading and think critically about the ideas and concepts presented.

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**Linked Assignments**

**Resources**

- The Immortal Life of Henrietta Lacks* by Rebecca Skloot (2010).  
 “Guidelines for the Conduct of Research Involving Human Subjects” National Institute of Health’s Office of Human Subjects Research  
 (<http://ohsr.od.nih.gov/guidelines/index.html>)  
*Ethics in Medicine: Informed Consent* by University of Washington School of Medicine  
 (<http://depts.washington.edu/bioethx/topics/consent.html>)  
*What was Jim Crow?* Museum of Racist Memorabilia, Ferris State University, Michigan  
 (<http://www.ferris.edu/jimcrow/what.htm>)  
 “Indian Tribe Wins Fight to Limit Research of Its DNA,” by Amy Harmon, *New York Times*, April 21, 2010  
*Bad Blood: The Tuskegee Syphilis Experiment*, by James H. Jones (1993)  
 “Case Study 3: The Tuskegee Syphilis Study.” *Online Ethics Center for Engineering and Research* (<http://www.onlineethics.org/Education/precollege/scienceclass/sectone/cs3.aspx>)  
 “A Framework for Thinking Ethically” by Santa Clara University’s Markkula Center for Ethics  
 (<http://www.scu.edu/ethics/practicing/decision/framework.html>)  
 “What Deprived Children Tell Us About Human Nature” by James Henslin  
 UW Madison Common Book Discussion Questions (<http://www.gobigread.wisc.edu/Discussion-Toolkit/Questions2011.pdf>)  
 Random House Teacher’s Guide for *The Immortal Life of Henrietta Lacks* (contains extensive discussion questions with some categorized by discipline) (<http://rebeccaskloot.com/wp-content/uploads/2011/03/RHsklootTeachersGuideLORES.pdf>)  
*Miss Evers’ Boys* (1997) starring Alfre Woodard and Lawrence Fishburne; directed by Joseph Sargent for HBO Home Video  
 “US Apologizes for Syphilis Tests in Guatamala,” by Donald G. McNeil, Jr. *New York Times*, October 1, 2010

## Student Learning Outcomes

After completing the assignment, students will be able to:

1. Read critically, identifying the theses/claims and key supporting details in a variety of works, emphasizing non-fiction texts.
2. Understand and use the writing process to develop clear, coherent essays controlled by thesis statements, supported with adequate details, and completed with appropriate conclusions.
3. Conduct research in response to a question, problem, or issue and be able to synthesize information, draw conclusions, and incorporate evidence into assignments, documenting such evidence according to current MLA standards (with a Works Cited page and in-text parenthetical citations).

## Description

**In the Reading Class**, students are assigned:

1. *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot-- The students research and present information on the HeLa cell in preparation for Biology Professor's presentation in the composition class. After the guest's presentation explaining HeLa cells and their importance to the scientific community, students will collaborate with students in the Biology class, sharing what they have learned from *The Immortal Life of Henrietta Lacks*. Students will also read Henslin's "What Deprived Children Tell Us About Human Nature," for the purpose of both developing strategies for previewing texts, and looking at the psychology/sociology of human behavior when we as a society relate or fail to relate to people with differences. In discussions, we will compare and contrast interactions seen in the article with those represented in Jones's *Bad Blood: The Tuskegee Syphilis Experiment*. They are required to respond to literal and inferential questions about the readings. Prior to the first journal assignments, students are shown models of how to respond to inferential questions. Responses must have topic sentences and well developed supporting points that include secondary and tertiary information. Their interpretations must cite information from the text that they in turn interpret to support the topic sentence. As a class, students prepare a response to one of the questions to reinforce the process and the format of the response. These questions are designed to help promote critical thinking and prepare students for the essay they will be writing in the composition course.

**In the Writing Class**, students will select a writing topic from the following:

1. Read the National Institute of Health's Office of Human Subjects and Research handout detailing the progression of guidelines for human research: The Nuremberg Code (1949), Declaration of Helsinki (1964), and The Belmont Report (1979). After reading about the case of Henrietta Lacks and the Tuskegee Syphilis Study, discuss why such ethical codes are necessary. If informed consent had been obtained by the subjects in these studies, would this remove all questions about whether these studies were ethical? Explain your position using logical reasons, examples, and details.
2. Using your own words, explain the point of Elie Wiesel's words of caution in the epigraph of *The Immortal Life of Henrietta Lacks*. Discuss how his words are particularly appropriate as a prelude to Deborah's story and her quest to learn as much as she can

about her mother and sister. Is Deborah's story triumphant? Explain your response using examples and details from the book.

3. Discuss the relationship between the author and Deborah. In what ways do the two women help and/or hinder each other. Do the two women share the same goals? In what ways is Skloot's attempt to write the book different than previous authors?
4. Briefly discuss the ways in which Deborah seems to carry the weight of the history of the South on her shoulders. In what ways is the demise of Clover a metaphor for the Lacks's story?
5. Describe the precedent recently set by the Havasupai court case. Argue whether you believe the living descendants of Henrietta Lacks should resume their fight to receive some kind of compensation for the use of her cells on similar grounds. If you agree that the family should be compensated, what form of compensation would be most appropriate for her family? Support your argument with logical reasons, examples, and details.