After successful completion of this assignment, students will have shown competency in addressing the following Course Learning Outcome(s):

• **Identify, explore** and **practice** perspectives of chemistry from a variety of humanities related disciplines in inter/trans-disciplinary modes.

**ALIGNMENT**

There are reasons chemistry is considered the fundamental science as its study implicates all of the matter in the universe and us. But what is the direct impact of chemistry and the wider understanding in other disciplines and perspectives?

In the discussion this week, you will assume the roles (in true roleplaying fashion) of a variety of people and talk about their views of chemistry. This interdisciplinary thinking will help us as we further begin to examine the importance of those other perspectives and the humanities in the practice of chemistry.

Roleplaying is hard work though, it forces us to learn and think outside our own modes of thought. This is useful for encouraging metacognitive thought and forays into other fields. However, it can also devolve into unhealthy stereotypes or lack any real depth of how a real person from those perspectives would react and interact. This assignment will attempt to overcome these issues and foster that deeper understanding through peer-reviewed roleplayed discussions.

**PROCESS**

In order to help moderate that perspective, this discussion will take several stages. This discussion project will comprise two-weeks of online discussion board assignments (Please see the Discussion Schedule below):

**Group Sorting Email:** Groups of students will be randomly assigned on Canvas and collected according to class balance by the instructor. Watch for a Canvas message concerning your group assignment and link to your group’s discussion board.

**Select Role:** First, students will self-assign a role from the **Role List** below that they will role-play for the duration of this online discussion assignment. Each student should respond to the first
discussion board established on Canvas securing their chosen role. They should then use the second identified discussion board for role-playing and the remainder of the assignment. If no role is selected by the Schedule below, one will be assigned, but points will be deducted for lack of participation.

Each student will have the brunt of the job of subsequent research and role-play crafting responding to the prompts and responses to peers on the Canvas discussions, detailed below. There is no set requirement for establishing your persona, but try to put yourself in their supposed shoes, look for media and communities online that would be similar, and, without plagiarizing, emulate their perspectives in relationship to the prompt. See Role-play Notes further below.

Each discussion board will be clarified by links in the Canvas group sorting email.

First Role-played Post: Second, each student will craft the initial response for their perspective role. Roles should be researched as much as necessary and address the question prompt on the Canvas discussion from that perspective. Include any relevant links or media to help defend and role-play your perspective.

Read & Respond In-character #1: Third, when statements have been submitted, each member of the group should read all initial posts from other group members (and their role-plays) and suggest revisions that help contribute to that role being more in character. This is intended to be helpful revision and ‘crowd-source’ the role-played perspective to be a more optimal perspective.

Each student should give at least two comments and helpful responses towards revision in the main discussion thread. However, these comments can be either student led or in-character. These should follow substantive discussion guidelines as outlined in the syllabus. Discussions will be threaded and these revision comments should be prefaced with brackets that describe their content (e.g. “[ student revision comment ]” or “[ in-character response ]”). This way, the threaded discussion can be followed both in-character and from your own personal perspective.

Edit & Revise Your Persona: Fourth, the original role-player can edit their original statement to incorporate or reflect comments that the rest of the group had made. It is not mandatory to incorporate every comment (indeed, debate may ensue, personalities are complex, and you may have good reason to ignore feedback), so the final edition is up to the role-player.

In-character Response Comment #2: Fifth, each role-player should comment, in-character, on one other post/perspective in the document. Remember to tag this post as well. This will be unmoderated and un-revised, but incorporate ideas from the revision process and keep in mind previous perspectival comments previously mentioned and made from other students.

Personal Student Comment: Sixth, students should then make one comment from their own personal (non-role-played) perspective on the comments in the document, denoting your personal perspective with a bracketed (e.g. “[IRL Jason]”) tag. This should still be addressing the other posts and role-played comments as 'real-people'.

Journal Reflection Post: Seventh, students will write in their weekly private online journal submission what they thought about this experience and follow the prompt there.
DISCUSSION SCHEDULE

Each of these steps will be separated into individual Canvas assignments.

This schedule is complex; please use the below schedule to guide your activity. This will
comprise two weeks of discussion board activity. Consult the assignment schedule and calendar on
Canvas carefully to help you. All posting deadlines are by 11:59pm that day.

[In full deployment, these would be fully dated and linked to Canvas assignments/calendar
inclusions]

Day 0: instructor group sorting email; see links to discussion boards
Day 1: select role, post claim on discussion board
Day 3: first role-played post in-character
Day 4: read and respond in-character #1, leave two comments for peers
Day 6: edit and revise your persona, incorporating feedback and comments
Day 8: in-character response comment #2, role-played comment on others’ posts
Day 10: personal student comment included
Day 12: personal journal reflection post and prompt completed

ROLES

Since we want a panoply of voices in this discussion, students can choose one that they may
have some further interest and experience in to begin with. However, roles will be claimed in a first-
come-first-claimed format on the Canvas discussion board. Then, those roles will be employed in the
full role-played discussion board. Not every role may be used, but groups will have few left over (this
is fine). [In full deployment and dependent on class-size, groups of about 10 students will be selected
from the class fairly randomly (assuming no extenuating circumstances). Further iterations may
allow for students to suggest their own perspectives, have a suggestion period, or otherwise voted
system of inclusion of which roles. These are the initial set of options.]

Role List

• Anthropologist
• Biologist and Outdoors Enthusiast
• Elderly Professional Cook
• Fifth-grader that Likes Science Fiction
• Painter and Artist
• Poet and Writer of Literary Fiction
• Political Scientist
• Psychologist and Athlete
• Science Blogger & Amateur Journalist
• Senior High-school Student Planning to Major in Economics
• US Naval Officer
PROMPT

Respond to the prompts in your role-play perspective:

These will also be described on each Canvas discussion board. (keep in mind how your perspective might respond and in what formatting)

- What is your current view or understanding of chemistry?
- Why is chemistry important?
- What role has chemistry played in your life?
- How is chemistry problematic or complicated in your life?

ROLE-PLAY NOTES

- While expectations of disciplinary knowledge or ‘perfection’ of the role is not expected, some research and thought should be employed to accomplish an effective attempt at being that perspective role. (This is also why we have a peer commenting section.)
- Think about word choice, idiosyncrasies, and diction of how your role would write.
- Think beyond of stereotypes as much as possible. The cognitive leaps role-playing tries are difficult already and we might tend to rely on stereotypes to lead that perspective. Be sure to examine for demonstratively inaccurate stereotypes or assumptions you have about that role.
- If the description of each role is too vague for your use, you may include more specific insights and perspectives and fill-in those gaps if not stated. If your role feels too specific, you may show how the role may include other perspectives and thoughts and/or simplify the prompt—so long as it makes logical sense. Keep in mind, even a person that could qualify as their role would be complex and might speak about a tangential topic to bring out a more general point to answer the prompt.
- Keep in mind to observe standard discussion board etiquette and give a benefit-of-doubt as noted in the syllabus and netiquette guidelines.
[a more holistic rubric; participation and effort is far more key]

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Meeting Expectations</th>
<th>Not Meeting Expectations</th>
<th>Not-present</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Role</td>
<td>On-time</td>
<td>One Day late</td>
<td>Role assigned to you. Post not made in time to be useful to group work.</td>
<td>5</td>
</tr>
<tr>
<td>First role-played post</td>
<td>On-time</td>
<td>One Day late</td>
<td>Post not made in time to be useful to group work.</td>
<td>5</td>
</tr>
<tr>
<td>Read and Respond In-character #1</td>
<td>On-time</td>
<td>One Day late Only one comment or less than substantive comments given. Tags unhelpful or missing.</td>
<td>Post not made in time to be useful to group work. Comments not substantive. No tags.</td>
<td>10</td>
</tr>
<tr>
<td>Comments and feedback</td>
<td>Evidence of participation and revision of role-play notes.</td>
<td>N/A</td>
<td>No evidence of participation.</td>
<td>5</td>
</tr>
<tr>
<td>Edit and Revise Your Persona</td>
<td>Shows effort, research, logic and useful perspective of the role chosen. Contributes to the discussion of chemistry from that perspective.</td>
<td>Large gaps in reasoning and logic that were made in comments not incorporated into final post. Little evidence of research or attempt to gain perspectival experience observed.</td>
<td>Little to no effort in describing the effects of chemistry from perspective chosen.</td>
<td>10</td>
</tr>
<tr>
<td>In-character Response Comment #2</td>
<td>On-time. At least one substantive comment made. Comment(s) had tags on them to describe perspective source.</td>
<td>One Day late Comment less than substantive. Tags unhelpful or missing.</td>
<td>Post not made in time to be useful to group work. Comment(s) not substantive. No tags.</td>
<td>5</td>
</tr>
<tr>
<td>Personal Student Comment</td>
<td>On-time. At least one substantive comment made. Comment(s) had tags on them to describe perspective source.</td>
<td>One Day late. Comment less than substantive. Tags unhelpful or missing.</td>
<td>Post not made in time to be useful to group work. Comment(s) not substantive. No tags.</td>
<td>5</td>
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<tr>
<td></td>
<td>Meeting Expectations</td>
<td>Not Meeting Expectations</td>
<td>Not-present</td>
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<td>Journal Reflection Post</td>
<td>Thoughtful, substantive, and/or critical commentary on role-played posts.</td>
<td>Comment present, but lacks substantive or engaging content, or is too vague about role-played discussion.</td>
<td>Not present.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
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<td>/50</td>
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