

# Genetic Disorder Research

Name: \_\_\_\_\_ Period: \_\_\_\_\_

**Objective:** Practice presentation skills and demonstrated knowledge of genetic disorders by educating the class on a specific genetic disorder. **MAKE SURE YOU SIGN UP FOR YOUR DISORDER ON THE FRONT DESK.**

Your group is a research team specializing in a genetic disorder of your choice. Together you are applying for a grant to fund your research of a specific genetic disorder. In order to win the grant you must create a presentation that educates the grant committee on the disorder, and convinces them that your research is deserving of the grant.

**Genetic Disorder:** \_\_\_\_\_

**Group member #1:** \_\_\_\_\_

1) Title

- a. Give the name of your genetic disorder.
- b. Are there any alternative names for the disorder?

2) Introduction

- a. What is the pattern of inheritance of this disorder?
- b. Include a Punnett square, karyotype or pedigree of the disorder.

3) Cause

- a. What is the specific genetic mutation or chromosome malfunction that causes this disorder? (If the cause is unknown say so)

**Group member #2:** \_\_\_\_\_

4) Incidence

- a. What is the rate of incidence of this disorder?
- b. Are there any populations that have a higher frequency of this disorder? Is there a higher incidence in a certain country or a certain group of people?

5) Diagnosis

- a. What are the symptoms?
- b. At what age do symptoms first appear in the patient?

**Group member #3:** \_\_\_\_\_

6) Treatment

- a. Are there any treatments for this disorder? What are the current treatments for this disorder?
- b. How do the treatments work?

7) Support

- a. Are there any support groups for this disorder (i.e. research foundations or patient support groups)? What are the names of these support groups?

**Group member #4:** \_\_\_\_\_

8) Future

- a. Based on what you know of genetics, what current research or future treatments do you find to be the most promising?

9) Grant

- a. Why does this disorder deserve a research grant?

**Whole group:**

10) Thoughts

- a. What are your personal thoughts about this disorder? Include the thoughts of every group member.

11) Sources

- a. Cite your sources using APA format. Include every group member's sources.

# Grading Rubric:

Period #: \_\_\_\_\_ Group #: \_\_\_\_\_ Name: \_\_\_\_\_ Slide #s: \_\_\_\_\_

	<b>No Effort - 0</b>	<b>Minimal - 1</b>	<b>Beginning - 2</b>	<b>Proficient - 3</b>	<b>Excellent - 4</b>
<b>Information</b>	Work is incomplete.	Very little information is included, and is mostly inaccurate.	Half of the questions are answered, some information is inaccurate.	Includes answers to most questions, and all information is accurate.	All information is included, detailed, and accurate. New words are defined.
	Apathetic.	Tone is apathetic.	Tone is somewhat empathetic.	Tone is mostly empathetic.	An empathetic tone is maintained throughout.
	No sources to cite.	No sources are cited.	At least one source is cited.	Multiple sources are cited.	Multiple sources are cited.
	<b>Category Total:</b>				
<b>Presentation</b>	Did not complete slides.	Slides are unclear.	Slides are somewhat neat.	All slides are neatly arranged.	All slides are neatly arranged, and aesthetically pleasing.
	No slides to include information.	Information is unclear, multiple grammatical or spelling errors.	Information is unclear, with some incorrect grammar or spelling.	Information is clear, few grammatical or spelling errors.	Information is clear, with no grammatical or spelling errors.
	No slides to include images on.	No images are included.	At least one image is included.	At least two images are included.	Multiple images are included.
	Does not speak.	Speech is somewhat clear, but is inaudible.	Speech is somewhat clear, and somewhat audible.	Speech is clear, but somewhat inaudible.	Speech is clear and audible.
	Does not attempt to present.	Presence is weak.	Presence is strong, but not practiced.	Presence is strong, and somewhat practiced.	Presence is interesting and well-practiced.
	<b>Category Total:</b>				
<b>Group Skills</b>	Did not attempt to work with group at all.	Cooperation and communication with group was not effective.	Cooperation and communication with group was rarely effective.	Most cooperation and communication with group was somewhat effective.	Cooperated and communicated effectively with group members.
	Did not attempt to complete responsibilities.	Responsibilities show no signs of effort, and are not complete.	Responsibilities show signs of effort, and are not complete.	Responsibilities show effort and are complete, but not in a timely fashion.	Completed responsibilities with great effort in a timely fashion.
	<b>Category Total:</b>				
<b>TOTAL</b>					