

# Syllabus

## EN.500.130 Biomedical Engineering Innovation, Summer 2022

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### About the Course

#### Description

Biomedical Engineering Innovation introduces biomedical engineering to high school students by (1) modeling biological systems and designing experiments to test those models and (2) introducing engineering principles to solve design problems that are biological, physiological, and/or medical. Students are expected to use the informational content being taught in math, physics, and biology and to apply this knowledge to the solution of practical problems encountered in biomedical engineering.

#### Prerequisites

Prerequisites for this course are the following:

- High school algebra II and trigonometry
- High school physics
- As and Bs in high school math and science courses

#### Objectives

By the end of the course, you will be able to:

- Use mathematical and physics principles to model physiological systems
- Develop experiments to test mathematical models
- Analyze signal data gathered by analog sensors
- Undergo the design process of creation, synthesis and integration for mechanical project and evaluate the success of the design to meet the desired need
- Summarize the results of each project in a written and/or oral presentation

## Modules

- Module 1: Introduction to Modeling
- Module 2: Human Efficiency Model
- Module 3: Oxygen Transport
- Module 4: Cardiovascular System
- Module 5: Arduino Design Project
- Module 6: Transport Design Project
- Module 7: Final Project

## Textbook and Lab Kit

This course does not have a textbook. All course materials are found on the course Canvas site. You will have access to Canvas for two months following the last day of class.

A lab kit will be mailed to students early in the course. If you have issues receiving your lab kit, please contact the Engineering Innovation Office at [ei@jhu.edu](mailto:ei@jhu.edu).

## Teaching Team

The course is taught by an instructor with support from teaching assistants (TA) and/or graders. Teacher biographies and contact information can be found in Canvas under the Getting Started module.

While your teachers will not be “on call” for the course, they will make every effort to respond to your questions and reply in a timely fashion. Once the course begins, **please make every effort to contact your teachers through Microsoft Teams rather than email.**

## Schedule

While this course is largely self-paced, there are regular deadlines that you must meet. A calendar with exact dates for your course, including due dates, is available in Canvas. The calendar presents due dates, not the dates you are expected to work on an assignment. You are encouraged to start assignments at the beginning of the module so they can be complete by the deadline.

Expect to spend 14-20 hours a week on this course. We recommend that you set aside time each day to view the conversations occurring in Microsoft Teams, the communication platform for this course.

Unless otherwise noted, **all submissions are due by 11:59pm local Baltimore time**, which is in the Eastern time zone of the United States. This is true for all students regardless of their local time zone. Note that Maryland observes daylight savings time, so there is a time change in March and November each year.

Study sessions will be held on a regular basis using video calls in Microsoft Teams. The study session schedule will be set during the first week of the course to best accommodate the schedules of participating students.

## Access

### Required Software

You will need access to a computer with the following capabilities:

- Access to a spreadsheet application which will allow them to analyze data\*
- Access to a word processing program that can be used to write their course lab reports\*

- Access to a presentation program so they can create a presentation for their final project\*
- Ability to install free Arduino IDE software on the computer
- Ability to upload videos to the internet
- USB port to communicate with the Arduino
- Reliable internet access

\*All students are granted a Microsoft Office 365 license during the program.

## Johns Hopkins Online Account

The Johns Hopkins Enterprise Directory (JHED) system is an online, comprehensive source of contact information for Johns Hopkins University faculty, staff, and students that grants access to the following resources:

- [Canvas](#) – access the course files (lecture videos, assignments, etc.)
- [Microsoft Teams](#) – communicate with the class
- [Microsoft Office 365](#) – access Word, Excel, PowerPoint, OneDrive, etc.
- [myJHU](#) – view and update your student profile
- [SIS](#) – view your final grade at the end of the course
- [Library](#) – access online reference materials

Sign into these applications using JHEDID@jh.edu (**NOT @jhu.edu**) and your password.



### Sign in

jhedid@jh.edu

[Can't access your account?](#)

[Sign-in options](#)

Back

Next



← kborgsm1@jh.edu

### Enter password

Password

[Forgot my password](#)

Sign in

New students should receive an email from the registrar containing their JHED ID shortly after enrollment. Instructions for activating the account are provided in the Online Account Activation Instructions Form during course enrollment. Contact [webregistration@jhu.edu](mailto:webregistration@jhu.edu) or call 410-516-8080 for assistance, if needed.

## Canvas – Course Materials

All course materials will be provided through [Canvas \(canvas.jhu.edu\)](https://canvas.jhu.edu). Sign into Canvas using your JHEDID@jh.edu (**NOT @jhu.edu**) username and password.

The course materials are divided into modules, which can be accessed by clicking Modules on the Canvas course menu. A module will have several sections including the overview, lecture videos, discussions, and assignments.

## Microsoft Teams – Communication

This course will use Microsoft Teams for communication. This is [a platform that works in your browser, on your desktop, and has an app for tablet and phone \(iOS and Android\)](#), so you can participate from whatever device you are most comfortable. To access Teams in a browser, navigate to <https://teams.microsoft.com>.

Sign in with your JHU email using @jh.edu (**NOT @jhu.edu**) and JHU password. Your course Team will not be visible until the Saturday before the first day of class.

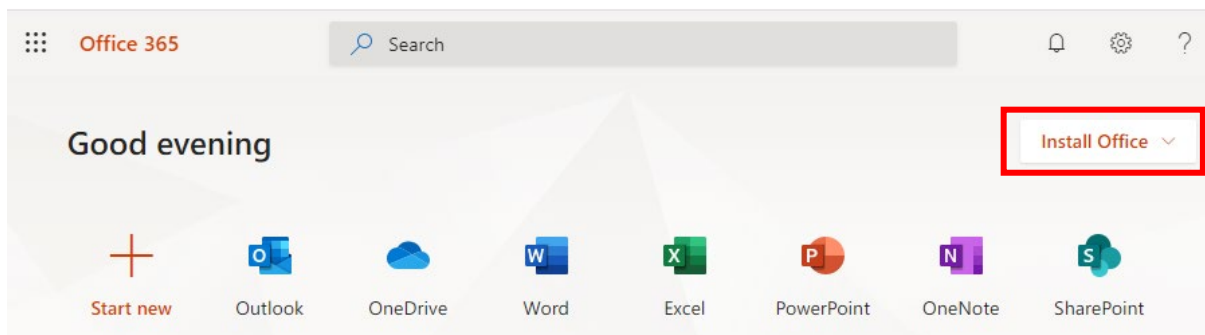
There are various channels to organize discussion by topic. To customize your channel notifications, click the dots next to the channel name and select Channel notifications. You can also customize your notifications by going to Settings > Notifications (in desktop/browser, click your initials in the upper right-hand corner to find the Settings menu). Teams has many different notifications on its different platforms so [make sure you have them configured](#) so you get the communications you need.

For more information, check out the [Microsoft Support information](#) for getting started with Microsoft Teams. If you have difficulty logging in or accessing Microsoft Teams, please contact the Help Desk at [cldtsupport@jhu.edu](mailto:cldtsupport@jhu.edu).

## Microsoft Office 365 Software

While you are enrolled in BMEI, you will have access to the software included in the Microsoft Office 365 Suite such as Microsoft Word, PowerPoint, and Excel. You will need your JHED to download the software to your device.

- Go to <https://www.office.com/> and click Sign In.
- Sign in using JHEDID@jh.edu (**NOT @jhu.edu**) and your password.
- When you land on the Office.com home screen, you can click Install Office in the upper right corner.



## Communication

### Course Announcements

Important announcements will be posted to Microsoft Teams in the General channel. They may also be cross posted in the relevant Module channel. You should check for new announcements each day.

### Public Questions via Teams Channels

The quickest way to get an answer to your question is to post in the Microsoft Teams channels for the course. While your teachers will not be “on call” for the course, they will make every effort to respond to your questions and reply in a timely fashion. Please refrain from sending private messages to your teachers—instead, ask questions in Microsoft Teams channels as much as possible so that the entire

class can benefit from reading the answer. Your classmates might even know the answer to your question and respond to you before an instructor or TA does!

Students can post replies to questions from their peers, and this behavior is encouraged! In addition to written replies, it's also helpful to "like" posts by clicking on a post then selecting the thumbs-up icon.

## **Personal Questions via Teams Chat**

Direct chat messaging should generally be reserved for conversations about late assignments or Final Projects, which are specific to you and are not relevant to the whole class. To start a chat messaging group, select Chat on the left-hand menu of Teams and click the New Chat icon above the chat list pane. Type in the name of your instructor on the search bar and click on their name when it appears below the search bar. Repeat this process for your TAs. You should include all your teachers in the group chat; do not directly message one teacher.

## **Study Sessions**

Study sessions will be held multiple times a week as Microsoft Teams Meetings. Study sessions are a good opportunity for you to interact live with the teaching staff and with your peers. If there's content from the video lectures that you don't understand, send your questions to the teachers so they can prepare to cover that topic.

To join an in-progress meeting or view upcoming meetings, go to the Study Sessions channel in Microsoft Teams. If you need additional assistance, you can make an appointment with an instructor or TA.

## **Interacting with your Peers**

You are encouraged to discuss the course content with your peers. In addition to posting and replying to messages in the public Microsoft Teams channels, you can also use Microsoft Teams to chat with individual students or groups of students. Select Chat on the left-hand menu of Teams and click the New Chat icon above the chat list pane. Then type in the name of the student(s) you would like to send a message to. Within a chat you also can share files, make video or audio calls, and share your screen.

Be respectful and reach out to a teacher if you believe someone is behaving inappropriately. Recall that you are bound by the Academic Integrity policy for the duration of this course.

## **Grading**

### **Submission Format**

Documents should be submitted in PDF format. Videos should be created as .mp4 or .mov format, uploaded to [Microsoft Stream](#), and shared via a link to the video.

Typed submissions are preferred, but handwritten work can be scanned or photographed and included within a Word document. One option is to use a program like [CamScanner](#) to digitize handwritten work. Please take the time to ensure scans are not blurry, handwriting is legible, pictures are not sideways, and text and photos are not too small.

### **Late Policy**

Do not wait until the last minute to upload your work to Canvas or Microsoft Stream. Large video files may take an hour or more to upload.

Because this course moves at a fast pace, in general, late work will not be accepted. However, you will receive partial credit for the portion of the assignment you do submit. For this reason, submitting something on time is better than submitting nothing. There are a few exceptions to this rule:

- All students will be able to submit one assignment or activity late (up to 12 hours late) with no penalty.
- The second late assignment (up to 12 hours late) will be penalized at 50% credit
- Exceptions will be made for genuine hardships experienced during the course.

Please contact your teaching team as soon as possible to let them know why an assignment is late.

## Grade Questions and Regrade Policy

You may submit work to be regraded if you feel there is an error or if you have questions about how it was graded. You must do this within 48 hours of the grade being posted in Canvas. Send a Microsoft Teams chat to the teachers in which you clearly indicate what portion of the work you would like to have regraded and explain the rationale for your request. The new grade may be higher, the same, or lower than the original grade. Once work is regraded, it may not be submitted for another regrading analysis.

## Grade Calculation

Final grades will be determined by the following weighting:

Item	# Points	% of Grade
Final Project	210	21%
Assignments	160	16%
Human Efficiency Lab (Lab 1)	130	13%
Cardiovascular System Lab (Lab 2)	130	13%
Arduino Design Project	105	10.5%
Transport Design Project	105	10.5%
Discussions	60	6%
Quizzes	50	5%
Asking Questions	30	3%
Surveys	20	2%
TOTAL	1000	
Extra Credit (External Course Evaluation)	5	-

## Final Grade Letters

Your grading scheme—chosen at the time of enrollment—is either a Letter Grade or S/U Grade. The final grade letter or S/U is based on the final grade percentage according to the table below. To calculate the final grade percentage:

1. Determine the number of points you earned for each item in the Grade Calculation table by following the instructions given in the syllabus section titled Major Deliverables.
2. Add the number of points you earned for each item in the Grade Calculation table.

3. Divide by the total possible number of points (1000) and convert this value to a percentage.

Letter Grade	S/U Grade
93% ≤ A	Satisfactory (S): 70% and above
90% ≤ A- < 93%	
87% ≤ B+ < 90%	
83% ≤ B < 87%	
80% ≤ B- < 83%	
77% ≤ C+ < 80%	
73% ≤ C < 77%	
70% ≤ C- < 73%	
67% ≤ D+ < 70%	
63% ≤ D < 67%	
F < 63%	Unsatisfactory (U): Below 70%

Students who earn a final grade percentage of 70% or above will also receive a Certificate of Completion. Certificates will be sent by email from [ei@jhu.edu](mailto:ei@jhu.edu) approximately four weeks after the last day of class.

## Major Deliverables

### Final Project

The Final Project is a chance for you to investigate an area of biomedical engineering and design an experiment related to the topic of your choice. Your project may be a completely new idea, or it can be an extension of a previous project in the course. You will create a scientific poster summarizing the work you did for your Final Project and then record a video presentation of the poster.

Item	# Points	% of Grade
Final Project Research	20	2%
Design Review 1	10	1%
Final Project Proposal	20	2%
Design Review 2	10	1%
Final Project Draft	20	2%
Design Review 3	10	1%
Final Project Final Submission	100	10%
Final Project Peer Review	10	1%
Final Project Reflection	10	1%
TOTAL	210	21%

## Assignments

There are one or two assignments in each module to give you practice with the course content. Each of the following assignments is worth 20 points:

- Pre-Course Assignment
- Assignment 1-1
- Assignment 1-2
- Assignment 2
- Assignment 3
- Assignment 4
- Assignment 5-1
- Assignment 5-2
- Assignment 6
- Assignment 7

The lowest two Assignment grades will be dropped. So, the highest eight Assignment grades will count toward your final grade for a total of 160 possible points (16% of your final grade).

You can access the Assignments using the links provided in the Canvas modules. You are required to submit your answers to Canvas as a PDF file. All work must be shown and legible to earn full credit. Solutions without justification will not be considered complete and the grade will be adjusted down accordingly.

## Human Efficiency Lab (Lab 1) and Cardiovascular System Lab (Lab 2)

The labs are an opportunity for you to design and conduct your own experiment. Prior to conducting the lab, you will submit a lab plan that describes your hypothesis, your method, and the data you plan to collect.

Item	# Points	% of Grade
Lab Plan	10	1%
Lab Report	100	10%
Lab Peer Review	10	1%
Lab Reflection	10	1%
TOTAL (each lab)	130	13%

## Arduino Design Project

The Arduino Design Project is worth up to 105 points. For this project, you will design a prototype of a biomedical sensor using one of the sensors in your lab kits and an Arduino microcontroller. This introduces you to biomedical sensors, Arduino coding, and measuring uncertainty. Projects will include a 1-minute video demonstration of your sensor in action.

## Transport Design Project

The Transport Design Project is worth up to 105 points. For this project, you will design and build two ping-pong mover devices, using limited supplies, that move a ping-pong 1.5 meters in the horizontal direction and then 1.5 meters horizontally in another direction. This introduces you to the engineering design process in which you identify and define a need, determine constraints to the problem, brainstorm and implement a solution, and evaluate the success of the design to meet the desired need.



Projects will be presented and judged in two ways: a 1-minute video “elevator pitch” presentation and a 2-minute video demonstration of the ball moving.

## **Discussions**

In each module of the course, you will respond to a Discussion prompt in Canvas. This is an excellent opportunity to seek constructive feedback from your peers and to relate the BMEI coursework to your personal experiences. Each discussion is worth 10 points:

- Microsoft Teams Practice Meeting
- Module 1 Discussion
- Module 2 Discussion
- Module 3 Discussion
- Module 4 Discussion
- Module 5 Discussion
- Module 6 Discussion
- Module 7 Discussion

The lowest two Discussion grades will be dropped. So, the highest six Discussion grades will count toward your final grade for a total of 60 possible points (6% of your final grade).

## **Quizzes**

Each module includes a quiz composed of multiple choice and fill-in-the blank style questions. The quizzes are designed to test the concepts and skills covered in the module lectures, so you should plan to complete all lecture videos and readings before attempting the Quiz. Each of the following is worth 10 points:

- Module 1 Quiz
- Module 2 Quiz
- Module 3 Quiz
- Module 4 Quiz
- Module 5 Quiz
- Module 6 Quiz
- Module 7 Quiz

The lowest two Quiz grades will be dropped. So, the highest five Quiz grades will count toward your final grade for a total of 50 possible points (5% of your final grade).

Quizzes are untimed, and you will be allowed to attempt each quiz up to 2 times. Feedback on the quiz will be available after the quiz due date.

## **Asking Questions**

Due to the online nature of the course, it is difficult for the instructor to know whether students have questions about the material. Students should not hesitate to ask questions during Study Sessions or by posting to MS Teams. Other students likely have the same questions! If a question arises while completing your course work, please post a question to Microsoft Teams. We will respond to posting and other students can answer postings as well. If you correctly answer a question posed by a peer, you will receive credit towards your Asking Questions module total.

Students are encouraged to ask and answer questions in each module of the course and can earn up to 5 points in each module for asking or answering questions:

- Module 1 Asking Questions

- Module 2 Asking Questions
- Module 3 Asking Questions
- Module 4 Asking Questions
- Module 5 Asking Questions
- Module 6 Asking Questions
- Module 7 Asking Questions

The lowest one Asking Questions grade will be dropped. So, the highest six Asking Questions grades will count toward your final grade for a total of 30 possible points (3% of your final grade).

## Surveys

There is an anonymous survey at the end of each module where we encourage you to share your thoughts and opinions about the module content and assignments. In a constant effort to improve the course, we want to make sure that the content and assignments are as clear as possible and that you have enough time to complete the requirements. Please share your thoughts with us. Each course improvement survey is worth 4 points:

- Module 1 Course Improvement Survey
- Module 2 Course Improvement Survey
- Module 3 Course Improvement Survey
- Module 4 Course Improvement Survey
- Module 5 Course Improvement Survey
- Module 6 Course Improvement Survey
- Module 7 Course Improvement Survey

The lowest two Survey grades will be dropped. So, the highest five Survey grades will count toward your final grade for a total of 20 possible points (2% of your final grade).

## External Course Evaluation

The Engineering Innovation office hires an external evaluator to assess the strengths and weaknesses of this course. Student feedback is essential to that process. Survey responses are anonymous; neither the teaching team nor the Engineering Innovation office can match students to survey responses.

The student and parent/guardian must both assent/consent before the student is able to participate in the external course evaluation. This assent/consent is part of the enrollment process.

For those that agree to participate, a pre-course survey will be sent by email approximately one week before the first day of class. A post-course survey will be sent by email at the end of the course. Your participation is voluntary. Students that complete both the pre-course survey and the post-course survey will earn 5 points extra credit.

## Policies

### Academic Integrity

All students are required to read, know, and comply with the Procedures for Dealing with Issues of Academic Misconduct as detailed in the enrollment form you signed.

This policy prohibits academic misconduct, including but not limited to the following: cheating, plagiarism, submitting the same or substantially similar work to satisfy the requirements of more than one course without permission, submitting as one's own the same or substantially similar work of another, knowingly furnishing false information to any agent of the University for inclusion in academic record, falsification, forgery, alteration, destruction or misuse of official University documents or seal.

While we encourage you to collaborate with your fellow students on Microsoft Teams, all work submitted must be fully your own. Lab reports, assignments, quizzes, and projects must be done on your own. Direct copying of written work or computer code is considered cheating and will result in a grade of zero on the assignment and could result in failing the course.

Plagiarism is defined as taking the words, ideas, or thoughts of another and representing them as one's own. If you use the ideas of another, provide a complete citation in the source work; if you use the words of another, present the words in the correct quotation notation (indentation or enclosed in quotation marks, as appropriate) and include a complete citation to the source.

## **Disability Services**

To receive accommodations for a disability, students must register with the JHU Office for Student Disability Services (SDS) at <https://studentaffairs.jhu.edu/disabilities/>. Students are highly encouraged to do so as soon as possible after admission and no later than two weeks prior to the start of class. Although requests can be made at any time, there may be a delay in implementation depending on the nature of the request.

To begin the registration process with Student Disability Services and to establish eligibility for disability related accommodations and services, please complete and submit [the SDS Online Registration Form](#) and upload supporting documentation. You can also find this form by visiting the Student Disability Services website at <https://studentaffairs.jhu.edu/disabilities/> and clicking on the link on the left hand side labeled '[SDS Homewood Online Registration for New Students](#).'

Once your form and documentation are received, the next step in the process will be a phone call or virtual meeting with an SDS professional staff member, when needed, to complete your requested accommodations. If you have any difficulty providing documentation or need more information about any aspect of the process, please contact SDS staff at [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu).

## **Discrimination and Harassment**

JHU will not tolerate harassment, sexual harassment (including sexual violence), discrimination or retaliation in the workplace or educational environment whether committed by managers, faculty, administrators, staff, or students, or by visitors to our institution of higher learning. If you are a victim of any such situation, you are strongly encouraged to file a complaint through official university channels.

You may reach out to the Engineering Innovation office at [ei@jhu.edu](mailto:ei@jhu.edu) or submit a Discrimination and Harassment Report Form to the JHU Office of Institutional Equity - <https://forms.jh.edu/view.php?id=164822>.