

**Plagiarism Tutorial: 5% of Class Grade**

Each student is required to complete the [University of Southern Mississippi's online plagiarism tutorial](#) by **5pm on Monday, August 28<sup>th</sup>**. Students must read through the eight sections (“What is Plagiarism?” through “Resources”), then complete the **section titled POSTTEST** and email your results to yourself and to the professor ([pastapleton@wpi.edu](mailto:pastapleton@wpi.edu)). Results for the first section (PRETEST) will not be accepted. Students will receive 5 points for *completing* the assignment. Please do not take the quiz repeatedly until you receive 100%; it is important for me to be able to see where mistakes are made so that we can address them as a class.

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**Readings Responses: 15% of Class Grade**

Students will complete five reading responses over the course of the term. Students will respond to a provided question for selected readings. Questions are listed in the syllabus and posted to Canvas. Over the course of the term, students will have *six* reading question prompts. Students may select which five of the six provided that they wish to answer. Reading responses are due by midnight before class (i.e., Reading Response #1 is due by midnight before class on Tuesday, September 5<sup>th</sup>).

Students should thoughtfully answer the question – meaning that the student demonstrates that they have read the required readings for the class and is using those readings in their response. *This is not a reaction paper or opinion piece.*

*Format*

Reading responses will be typed, double-spaced, in Times New Roman 12-pt font. Successful responses will be 1-2 pages long if you are uploading the document to Canvas (*recommended*). You may also use the “text entry” function to submit your work through Canvas directly.

*Deadlines*

Due dates are listed on the course calendar in the syllabus. **Responses will be due by midnight before class and are to be submitted through Canvas.** This will allow me time to read your responses before our class meets.

*Objectives*

Reading responses are intended to focus students’ reading and to provide a framework for class discussion and activities.

*Grading*

Each reading response is worth three points.

A 3-point grade indicates that the student has answered the question using the assigned readings, has answered all parts of the question, and has answered the question correctly in an appropriate length.

A 2-point grade indicates that the student has answered the question correctly, but that the student did not go into enough detail, did not show knowledge of the readings, or did not seem to engage with all parts of the question.

A 1-point grade indicates that the student made some effort to answer the question using the readings, but did not demonstrate significant knowledge or answer the questions in enough depth.

A 0-point grade indicates a complete lack of effort – whether it be failure to turn in the response or a response that is too short or does not answer the question in any way.

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### **Disease Profiles: 15% of Class Grades**

Students will submit five disease profiles over the course of the term. Students will complete a “profile worksheet” (posted to Canvas) for a selected disease. Diseases to be profiled are listed in the syllabus. Over the course of the term, students will have *six* diseases noted. Students may select which five of the six provided that they wish to profile. Disease profiles are due by 8pm the night before class (i.e., Disease Profile #1: Tuberculosis is due by 8pm the night before class – on Thursday, August 31<sup>st</sup>).

#### *Format*

Students will complete the worksheet provided. Successfully complete profiles should be about one-typed page long.

#### *Deadlines*

Due dates are listed on the course calendar in the syllabus. **Responses will be due by 8pm the night before class and are to be submitted to Canvas.** This will allow me time to read your responses before class.

#### *Objectives*

Disease profiles encourage students to perform preliminary research on infectious diseases and reinforce key concepts and theories of public health.

#### *Grading*

Each disease profile is worth three points.

A 3-point grade indicates that the student has completed all parts of the worksheet thoroughly using the assigned readings, has used additional resources, and has answered the questions correctly in an appropriate length.

A 2-point grade indicates that the student has completed the worksheet, but that the student did not go into enough detail, did not use the readings and/or external sources, or did not seem to engage with all parts of the profile.

A 1-point grade indicates that the student made some effort to complete the worksheet using the readings, but did not demonstrate significant knowledge or answer the questions in enough depth.

A 0-point grade indicates a complete lack of effort – whether it be failure to turn in the response or a response that is too short or does not answer the question in any way.

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### **Research Assignments: 50% Total of Class Grade**

*Project guidelines* Distributed Tuesday, September 26<sup>th</sup>

*Paper draft: 10% of Class Grade* Due: Tuesday, October 3<sup>rd</sup>

*Final paper: 30% of Class Grade* Due: Tuesday, October 10<sup>th</sup>

*Final presentation: 10% of Class Grade* Due: Tuesday, October 10<sup>th</sup>

Students will receive a case study and project guidelines on Tuesday, September 26<sup>th</sup>. Students will be split into teams to work on the project with the goal of writing a paper and preparing a presentation. Students will have two weeks to complete the project. There will be a midway check-in on Tuesday, October 3<sup>rd</sup>. Final papers must be uploaded and presentations will be due in-class on Tuesday, October 10<sup>th</sup>.