

Department of Academic & Student Affairs Syllabus

Course Name: Critical Issues in Public Health
Prefix & Number: HSC 4631
Section: 319, reference 25341
Semester: Winter session 2014, Alternative Schedule

Course Description:	This course provides students the opportunity to learn about the multiple ways to view controversial topics in public health. The course covers current public health topics including biomedical issues, social and behavioral factors related to health, and environmental issues.
Credit hours:	3
Pre-Requisites:	None
Co-Requisites:	None
Location:	Online
Foundations of Knowledge & Learning (FKL) Core Curriculum course:	This course is part of the University of South Florida's Foundations of knowledge and Learning (FKL) Core Curriculum. It is certified as a Capstone course for the following dimensions: critical thinking, inquiry-based learning and inter-relationships among disciplines. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.
Gordon Rule Communication Requirement:	This course meets Gordon Rule Communication requirements. USF Gordon Rule Communication courses enable student to demonstrate college-level writing skills through multiple assignments. Students will learn how to develop ideas and texts that follow academic & disciplinary conventions for different contexts, audiences and purposes.
Instructor Information:	Instructor
	Name: Deidre Orriola, MPH
	Email: dorriola@health.usf.edu
	Office Location: College of Public Health, Office of Undergraduate Studies, Room 1042
	Office Telephone Number: 813-974-1568
	Preferred method of contact: Email You should receive a response to an email within 24-72 hours. If you do not receive a response during that time frame I did not receive your message and you must send it again, after verifying the email address and contact person.
Tech Assistance	Use the Tech Assistance button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: http://health.usf.edu/publichealth/eta/techsupport.html . Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.
Online Course Technical Requirements:	Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.

	<p>It is the student's responsibility to ensure all requirements are met prior to the start of the semester.</p> <p>http://health.usf.edu/publichealth/eta/students_tech_requirements.htm</p>
Required Materials:	<p>There is no required textbook for this class. You will be using the website ProCon.org in addition to provided readings on Canvas to complete assignments. ProCon.org is an independent, nonpartisan, nonprofit organization. The purpose of this website is to provide resources for critical thinking and to educate without bias. It promotes informed citizenship by presenting research on controversial issues in a straightforward, nonpartisan format.</p>
Recommended Materials:	<p>N/A</p>
Course Format:	<p>The course is set-up in modules by topic. Assignments are described under the section titled Assignment Details. Due dates are outlined in the Course Calendar.</p>

Course Learning Objectives

1. List and describe various methods used to investigate controversial public health topics.
2. Locate and evaluate the information from a variety of peer-reviewed publication databases and incorporate the information into a public health topic.
3. Differentiate how to present public health issues after editing out all personal biases.
4. Understand how to work in small discussion groups to maximize product development while minimizing time.
5. Determine how to explore public health issues that may or may not be of interest to your field of study including financial, ethical, social, behavioral, medical and environmental aspects of each discussion topic.
6. Discuss the challenges faced with complex public health issues that will be faced in the 21st century.
7. Exhibit proper referencing of secondary materials in APA format.

This course supports the following BSPH Competencies:

Competency	Learning Objectives	Assessment Strategies
1. Identify and articulate the core functions of public health. a. Explain the basic principles of epidemiology. b. Assess social and behavioral interventions to improve health of populations. c. Identify the impact of the environment and communicable diseases on health.	1-6	3-7
2. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking and quantitative reason, and to construct sound arguments. c. Demonstrate awareness about current public health topics including an analysis of the societal attitudes that generate differences on current public health topics.	1-6	3-7
3. Communicate using effective oral skills. a. Demonstrate an ability to contribute effectively to group discussions and presentations. b. Apply effective public speaking skills during classroom presentations	n/a	n/a
4. Develop effective written presentations. a. Demonstrate the use of information literacy skills such as locating and evaluating pertinent public health information. b. Demonstrate the ability to use library resources and scientific databases. c. Exhibit proper referencing secondary materials in APA format.	1-7	5-7

Assessment Strategies	
1. Syllabus Quiz/First Day Attendance	10
2. Plagiarism Quiz	10
3. Policy Design Tutorial Quiz	15
4. Content Quizzes	90 (3 quizzes @ 30 points each)
5. Canvas Discussions	90 (3 discussions @ 30 points each)
6. Policy Design Worksheets	45 (3 worksheets @ 15 points each)
7. Policy Papers	<u>120</u> (3 papers @ 40 points each)
Total Points	380
SEE ASSIGNMENT DETAILS FOR FURTHER INFORMATION ON ALL ASSESSMENT STRATEGIES.	
Grading Scale and Criteria	
Letter Grade:	
A = 100-89.5%	
B = 89.49-79.5%	
C = 79.49-69.5%	
D = 69.49-59.5%	
F = <59.5%	
Grading Policies	
Grade disputes:	Please address any grade disputes immediately after you receive a grade. It is recommended that this is done within 1-2 weeks of receiving assignment feedback. The end of the semester is not an appropriate time to discuss missed assignments or poor grades earned earlier in the semester. Students are expected to stay current on course readings and course content. Students are encouraged to openly participate in course discussion and ask questions to promote critical thinking and stay engaged in the course content.
Assigning Grades:	Assignments will appear as an exclamation point until graded by instructor. Assignments will be graded 1-2 weeks after due date. See Assignment Details for instructions and requirements for each assignment. Points will be removed for failure to meet requirements and follow instructions.
Assignment Feedback:	Grade explanations will be posted in Canvas for students who lose points on assignment. Explanations can be found under “Grades” or through direct communications or comments to students. Students are expected to use this feedback to improve future assignments.
Late Assignments:	Late assignments will be penalized with a 10% point deduction per day (the equivalent to one letter grade per day). A documented emergency is the only situation where late points will be waived. A student must receive prior permission from the instructor to submit an assignment later than a week after the due date. It is recommended that you stay ahead of schedule on the assignments, so if an emergency occurs, your assignment will be completed and submitted within the designated time frame. Undocumented technical difficulties cannot be used to justify late assignments. Note: Some due dates may fall on holidays or events. Every assignment can be completed early to avoid potential conflicts.

Documented Emergencies:	Late assignment submission will be excused for unexpected emergencies when a student can provide proper documentation. These include severe illness of the student/student's dependent(s), deaths in the immediate family, other crisis and severe weather conditions. Students must contact the instructor and provide documentation as soon as possible. Email is the preferred method of contact, but it is the student's responsibility to contact the instructor via phone or in person if they are unable to utilize email. Judgment of whether a situation is an emergency, whether documentation is sufficient and whether the student contacted the instructor in a timely fashion is entirely at the discretion of the instructor.
Extra Credit:	There are no extra credit opportunities in this course. Students cannot gain extra credit by revising assignments or doing extra work. All students have an equal opportunity to do well in this course by completing high quality work throughout the semester (not at the end).
S/U Grade System:	This course is not eligible for an S/U (satisfactory/unsatisfactory) grade.
Late Withdrawal:	Late withdrawal requests will not be approved after the last assignment.
Late Drop:	Late drop requests will not be approved after the second week of class. This is a College of Public Health policy.

Course Policies	
Online Attendance & Participation:	It is recommended that you access course materials at least twice a week. The instructor will post announcements relevant to course material through Canvas. You are responsible for reading each announcement in its entirety. See Institutional Policies section for Emergency Preparedness for Academic Continuity.
Email Etiquette:	Emailing an Instructor is always a professional gesture. You are what you email. Your email messages to your instructor help shape their professional opinion about you. Make sure that it is a positive one. Each email you send should include: <ul style="list-style-type: none"> ○ Appropriate greeting – Ms./Mr./Dr. (last name of instructor) ○ Necessary information – Be clear and concise. Avoid spelling errors. ○ Professional tone – Avoid being rude, disrespectful or demanding. ○ Closing – Include your first and last name and the course for which you are registered.
Civility & Ground Rules:	All communication between instructor and students (including among students) must be respectful to all parties involved. Rude or disrespectful communication will not be tolerated and will be considered a disruption of the academic process (see undergraduate catalog).
Permission to Use Lectures:	This class is not lecture based, however university guidelines include the following: All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.
Instructor Expectations:	Students are expected to be responsible for their own learning in this course – you must keep up with course material and complete assignments by the stated deadlines. The instructor will post announcements relevant to course material through Canvas or send emails via your USF email account. You are responsible for reading each announcement in its entirety. Students are expected to address concerns about any portion of the course/assignments in a timely manner. The end of the semester is not an appropriate time to discuss missed assignments or poor grades earned earlier in the semester.
Incomplete Policy:	See link: http://publichealth.usf.edu/academicaffairs/academic_procedures.html
Field Trip Policy:	Not applicable
Schedule Change Policy:	This syllabus is a preliminary plan for the class and may require adjustment by the instructor. If necessary, some components of this syllabus may change. However, any such changes will be announced in Canvas. The student is responsible for any such announced change.

INSTITUTIONAL POLICIES & STUDENT RESOURCES

Go to: [Institutional Policies information & Student Resources](#) or <http://tinyurl.com/usfpolicies>

Week/Date Sunday – Saturday	Topics & Assignments Deadline
Week 1 12/15 – 12/20	Syllabus Quiz: Monday, 12/15, 11pm Plagiarism Quiz: Tuesday, 12/16, 11pm Policy Design Tutorial Quiz: Wednesday, 12/17, 11pm
Week 2 12/21 – 12/27	TOPIC ONE: Medical Marijuana Quiz: Sunday, 12/21, 11pm 1 st Discussion Post: Monday, 12/22, 11pm 2 nd Discussion Post: Tuesday, 12/23, 11pm Policy Worksheet: Wednesday, 12/24, 11pm Policy Paper: Saturday, 12/27, 11pm
Week 3 12/28 – 1/3	TOPIC TWO: Concealed Handguns Quiz: Sunday, 12/28, 11pm 1 st Discussion Post: Monday, 12/29, 11pm 2 nd Discussion Post: Tuesday, 12/30, 11pm Policy Worksheet: Wednesday, 12/31, 11pm Policy Paper: Saturday, 1/3, 11pm
Week 4 1/4 – 1/10	TOPIC THREE: Gay Marriage Quiz: Sunday, 1/4, 11pm 1 st Discussion Post: Monday, 1/5, 11pm 2 nd Discussion Post: Tuesday, 1/6, 11pm Policy Worksheet: Wednesday, 1/7, 11pm Policy Paper: Due Saturday, 1/10, 11pm

Some due dates may fall on a holiday. Due dates are simply the last date and time an assignment can be turned in without a late point deduction. All items can be turned in early and in advance of the due date.

Assignment Details

Syllabus Quiz/First Day Attendance (10 points)

The purpose of the First Day Attendance policy is to ensure that all students have the maximum opportunity to enroll in classes where demand exceeds availability of seats. Students are required to complete the syllabus quiz by 11 pm on Thursday, August 28th, to prevent being dropped from the class. If you do not complete the quiz by this deadline you will be dropped from the course. The quiz will remain open until the following Monday at 11 pm to accommodate students who add the course after the Thursday deadline. Students having extenuating circumstances beyond their control and who are unable to take the syllabus quiz must notify the instructor before the deadline passes. If you do not intend on taking the class be sure that you drop or have been dropped to avoid fee liability and academic penalty.

- 20 questions worth ½ point each
- 40 minutes
- Content: Course syllabus

Plagiarism Quiz (10 points)

The purpose of the plagiarism quiz is to familiarize you with the definition, details, and consequences associated with plagiarism. Students will first view the tutorial listed below, then complete the plagiarism quiz in Canvas.

- 10 questions worth 1 point each
- 20 minutes
- Content: Plagiarism tutorial found at <http://davon.etg.usf.edu/share/plagiarism/story.html>

Policy Design Tutorial Quiz (15 points)

The purpose of the policy design tutorial is to help students understand the process of developing a policy pertaining to each topic in this course. Students will watch a brief tutorial describing the policy design process and then answer questions regarding the use of this tool. Students can view the tutorial by following the link in Canvas.

- 8 questions total: 7 questions worth 2 points each and 1 question worth 1 point
- 30 minutes

Content Quizzes: Medical Marijuana, Concealed Handguns, and Same-Sex Marriage (30 points each)

- 15 questions worth 2 points each
- 30 minutes
- Quizzes will be available to take 4 days before the due date
- Content: Quiz questions will be from specific sources of information, which may include websites, news articles, journal articles, and/or videos. See Canvas for sources of information you must review for each topic.
- You will need to review the information from the required sources carefully before you start the quiz. To do well on this quiz and complete it within the allotted time, you must be familiar with the information before you begin the quiz. Otherwise you will not have enough time to search for the answer to each question.

You are responsible for taking the quizzes during the scheduled time. The flexibility of an online class permits you to access the internet almost anywhere in the world. Often, most students who ask to take a quiz at a time different from the scheduled time lack a valid excuse in which they absolutely cannot access a connection to the internet for one hour. However, understanding that valid reasons and circumstances do exist. Permission for students to take a

quiz on an alternate date will be made on a case by case evaluation of the circumstances provided by the student. This permission may be allowed or declined entirely at the discretion of the instructor. Students must have proper documentation that provides justification as to why the student cannot take the quiz on the scheduled date and time. Students who are unable to take a quiz on the scheduled date must notify the instructor as soon as possible, and no later than five (5) days prior to the quiz time/date. A documented emergency will be the only situation where a student can take a quiz after the scheduled date and time and for full credit (students do not have the opportunity to take a quiz late for a late penalty).

Quizzes are graded automatically and your score will appear in the grade center after successful submission.

Academic integrity and quizzes: To ensure the integrity of the academic process, quizzes will not be returned to the student. Students are encouraged to meet with the instructor to review their quizzes to identify missed questions. This allows students to apply the correct information to their continued education.

Discussions: Medical Marijuana, Concealed Handguns, and Same-Sex Marriage (3 @ 30 points each)

You will participate in a discussion for each topic. Each topic on ProCon.org will have a core question, background information on the topic, and arguments for (the pros) and against (the cons) the core question. This information can be found in the tan box at the top of each topic page. You will be placed in a group of 5-7 of your fellow students to discuss the topic and complete this assignment. The goal is for students to review important points relevant to both sides of the issue and share your opinion. In addition, students will reflect on each other's posts.

Two due dates for the discussion boards: The discussions require that you reply to at least 1 post from your fellow classmates. Some students wait until the last minute to complete assignments. If everyone waits until the last minute to post comments then some group members don't have posts to reply to and can't complete the assignment. To combat this problem all group members must complete at least one post by the first due date. This way all group members have an opportunity to reply to other posts and complete the assignment on time.

Appropriate/Inappropriate content of the online discussions: Please reserve the online discussions for topics relevant to this assignment. Curse words, disrespectful language, rude comments and solicitation will not be tolerated. Penalties for this inappropriate behavior include points being removed from your grade or a 0 in the assignment.

Technical Requirements for Discussions:

- Timing of first post: You must submit your first post by the 1st post deadline (see course schedule).
- Number of posts (threads):
 - You must submit at least TWO posts.
 - Your first posting should be an original posting (a new post).
 - Your second posting should be a reply to a group member
- Post length:
 - Your new post must consist of at least 300 words.
 - Your reply post must consist of at least 150 words.

Content Requirements for Discussions: New Post:

- Integration of information from both the Pro section and the Con section in at least 300 words:
 - Select one to two main points from the Pro section and paraphrase (summarize) each point in your own words (do not use direct quotes).
 - Analyze each main point – Explain why you chose this as a main point. You may (but are not

required to) answer one or more of the questions below in your analysis of each point. These questions are just a starting point to get you thinking.

- Does it summarize an important argument for/against the topic?
- Is it a good example?
- Does it resonate with you personally (such as remind you of something you've personally seen or experienced)?
- Does it conflict with your personal experience?
- Repeat the process above for the Con section to ensure that you have equally integrated information from both the Pro section and the Con section in your discussion.
- Your opinion: After analyzing points from both the Pro and Con section, discuss your opinion on the topic and why you feel this way. There is no word count requirement for this section but the discussion should be substantive. This should be in a separate paragraph within your new post.

Content Requirements for Discussions: Reply Post:

- Your reply post must meet the following criteria in at least 150 words:
 - Choose someone's new post and reply to it (you should not reply to a reply).
 - Substantively respond to at least one aspect of their post: This should include your opinion about what your classmate wrote or your experiences with what they wrote.
 - You should not use direct quotes.

Grading Rubric for Discussions (30 pts.):

5 points – Types of posts

- 0 points – Contains only new post(s) **OR** contains only reply post(s)
- 5 points – At least 1 new post and at least 1 reply

5 points – Word count

- 0 points – Either the new post **OR** the reply post consists of less than the minimum number of words
- 5 points – Both the new post **AND** the reply post consist of at least the minimum number of words

5 points – New post: Pro discussion

- 0 points – This section was missing from the new post
- 2.5 points – Did not include sufficient analysis of 1 or both stated points
- 5 points – Included one or two main points and sufficient analysis of each stated point

5 points – New post: Con discussion

- 0 points – This section was missing from the new post
- 2.5 points – Did not include sufficient analysis of 1 or both stated points
- 5 points – Included one or two main points and sufficient analysis of each stated point

5 points – Your opinion

- 0 points – Did not discuss your opinion **OR** did not discuss why you feel that way
- 2.5 points – Discussed your opinion but did not include as separate paragraph
- 5 points – Discussed your opinion **AND** why you feel that way **AND** a separate paragraph

5 points – Reply

- 0 points – Did not include either your opinion about what your classmate wrote or your experiences with what they wrote **AND** replied to a reply
- 2.5 points – Did not include either your opinion about what your classmate wrote or your experiences with

what they wrote **OR** replied to a reply

- 5 points – Included your opinion about what your classmate wrote or your experiences with what he/she wrote.

Policy Design Worksheet: Medical Marijuana, Concealed Handguns, and Same-Sex Marriage (3 @ 15 points each)

The purpose of the Policy Design Worksheet is to help students organize their thoughts and begin developing a policy recommendation for the upcoming Policy Paper. The final portion of the Policy Paper requires students to present a policy recommendation based on your topic. This worksheet aims to help students work through this process to successfully complete the policy recommendation. Students will complete a Policy Design Worksheet (template located in Canvas) for each policy topic.

Requirements:

- Download and thoroughly complete all sections of the worksheet
- Submit to the correct link in Assignments. This uploads your paper to TurnItIn, a plagiarism detection device. See plagiarism information under Institutional Policies.
- Use correct grammar, spelling, etc.

Policy Design Worksheet Grading Rubric (15 points)

1 point: Grammar, spelling, etc.

- 0 points – Frequent grammatical or spelling errors
- 1 points – Very few or no grammatical or spelling errors

3 points: Summary points

- 0 points – Included less than 5 distinct summary points
- 1.5 points – Included 5 points, but 1 or more points are incomplete sentences
- 3 points – Included at least 5 distinct summary points

3 points: Opposition and rebuttal

- 0 points – Included less than 2 distinct ideas with associated rebuttals
- 1.5 points – Included 2 distinct ideas and rebuttals, but 1 or more are incomplete sentences
- 3 points – Included 2 distinct ideas with associated rebuttals

3 points: Policy ideas

- 0 points – Did not include policy ideas **OR** ideas were not relevant to your topic or side of the argument
- 1.5 points – Included 1 potential policy idea that was relevant to your topic and side of the argument **OR** policy lacking in sufficient detail
- 3 points – Included at least 2 potential policy ideas that were relevant to your topic and side of the argument

5 points: Policy recommendation

- 0 points – Did not include a policy recommendation **OR** ideas were not relevant to your topic or side of the argument
- 2.5 points – Included an incoherent **OR** incomplete policy recommendation. This discussion was lacking in detail **OR** this recommendation does not clearly address the policy issue.
- 5 points – Included a detailed description of a policy recommendation. The discussion included specific components necessary to understand this policy recommendation.

Policy Papers: Medical Marijuana, Concealed Handguns, and Same-Sex Marriage (3 @ 40 points each)

This assignment is an argumentative position paper. You will be **assigned** to write from either a Pro or Con side of the topic. You **cannot** pick which side you prefer or personally support. The purpose of this assignment is for you to advocate for a perspective, regardless of your own personal opinion. If you write your paper from a position other than the one assigned, you will receive a “0” for this assignment. See table below for the assignment schedule.

Topic 1	Topic 2	Topic 3
Students with last names that begin with A-L must take a Pro perspective.	Students with last names that begin with A-L must take a Con perspective.	Students with last names that begin with A-L must take a Pro perspective.
Students with last names that begin with M-Z must take a Con perspective.	Students with last names that begin with M-Z must take a Pro perspective.	Students with last names that begin with M-Z must take a Con perspective.

In each Policy Paper you will attempt to persuade a Congress person to vote for a policy in favor of your assigned side of the topic. One goal of this assignment is to summarize information in a concise manner. Concise summary is an important skill, especially when attempting to convince someone of a particular point of view. The Policy Design Worksheet should be used as a guide on how to construct a policy.

Technical Requirements for Policy Papers:

- 500-700 words, 5 paragraphs, essay format
- Double-spaced, 12 point font, 1” margins
- Submit to the correct link in Assignments. This uploads your paper to TurnItIn, a plagiarism detection device. See plagiarism information under Institutional Policies.
- Correct grammar, spelling, sentence structure, etc.
- Use peer-reviewed, academic journal references. All peer-reviewed articles are reviewed by experts in the article topic. Peer-reviewed journals are considered the gold standard of academic research. Some examples of peer-reviewed academic journals include American Journal of Public Health and New England Journal of Medicine. Magazines, news websites, and newspapers are **not** examples of peer-reviewed content. This paper must include a total of 5 peer-reviewed journal articles.
- ProCon.org contains many sources on the topic, however not all of these sources are peer-reviewed journal references. If you use information from ProCon.org, cite the **original** source of that information, and verify that the original source is a peer-reviewed journal. Points will be deducted for failure to do so.

Format for Policy Papers:

Paragraph 1: Introduction and thesis sentence

- Introduce the topic
- Pro or Con - state whether your argument is Pro or Con (see above for assignment schedule)
- Include a thesis statement as your last sentence. A thesis statement clearly states what your paper is going to cover. It gives an overview of the points you will make. This will organize and define the main points of your paper.
 - Hint: Write your thesis sentence last. That way you can focus on the flow of information within the body of your paper and then make your thesis sentence match your topics at the end of your writing process.
 - Example: This paper will illustrate the pros and cons of X, refute common arguments for/against X, and propose a public health policy to address this important public health topic.

Paragraph 2 and 3: Assigned side of the argument

- Briefly, but persuasively, summarize your assigned side of the argument. This needs to be in your own words. You **cannot use direct quotes** from any source, including Procon.org. Be sure to use APA referencing when appropriate for summaries and paraphrasing.
- Your summary should include 5 main ideas between the two paragraphs.
- Include at least 3 references from academic, peer-reviewed journals. These must be different from the sources used in paragraph 4. Provide an in-text citation for each reference (see APA Style Citation Guide).
 - Your references must clearly support assigned side of argument
 - You may use sources of information other than academic journals in **addition** to academic journals, but not in place of them.

Paragraph 4: Opposite side of argument and rebuttal

- Briefly summarize the opposite side of the argument. This needs to be in your own words. You **cannot use direct quotes** from any source, including Procon.org.
- Your summary should include 2 main ideas.
- Include at least 2 references from academic, peer-reviewed journals. Provide an in-text citation for each reference (see APA Style Citation Guide & Tutorial).
 - Your references must clearly support the oppositions' side of argument
 - You may use sources of information other than academic journals in **addition** to academic journals, but not in place of them.
- Be sure to offer a rebuttal for each main idea. I encourage you to present a main idea and then refute it. Then present the second main idea and refute it.

Paragraph 5: Policy recommendations

- Based on your completion of the Policy Design Worksheet, present your policy recommendation here. Be detailed in your discussion and improve upon what you wrote in the Worksheet.
- Include stakeholders who may be affected by this policy recommendation (individuals on both sides of the issue).
- Your policy should be unique, and should not simply state the assigned side of the topic. For example, your policy **cannot** be to keep same-sex marriage illegal in states that do not recognize same-sex marriage as legal. This is simply maintaining the status quo, and will not be accepted as a unique policy.

Reference Page containing APA Style Citations

- See Plagiarism Warning within syllabus. Provide a full citation for each source of information you cite in your paper.
- APA is a referencing style that is used in the field of public health. Within this course, we rely on the use of APA to ensure appropriate referencing procedures are used to safeguard plagiarism and set a standard for academic writing. Adhere to APA style strictly. Please review the APA Style Citation Guide and APA Tutorial in Canvas under "Course Introduction". Also be sure to include in-text citations throughout the body of your paper.

Policy Paper Grading Point Structure (40 pts.)

5 points – Technical requirements (excluding grammar and APA)

- 0 points – Included 2 or more technical requirement errors
- 2.5 points – Included 1 technical requirement error
- 5 points – Adhered to all technical requirements

5 points – Correct grammar, spelling, sentence structure, etc.

- 0 points – Frequent errors that interfere with communication
- 1 point - Frequent errors throughout paper, but do not interfere with communication
- 3 points – Some errors, but they do not interfere with communication
- 5 points – Very few or no errors

5 points - References

- 0 points – Included 3 or fewer academic journal articles
- 2.5 points – Included 4 academic journal articles
- 5 points – Included 5 academic journal articles

5 points - APA style: In-text citations and reference page

- 0 points – No APA used for either in-text citations **OR** reference page
- 2.5 points – Incorrect use of APA (at least 2 types of errors)
- 5 points – APA style used correctly (no errors or only 1 type of error)

5 points –Introduction: Paragraph 1

- 0 points – Did not introduce topic **AND** did not state argument **AND** did not include thesis statement
- 2.5 points –Did not introduce topic **OR** did not state argument **OR** did not include thesis statement that generally covers the main points of the paper
- 5 points – Included all requirements

5 points – Argument: Paragraphs 2 and 3

- 0 points –Included 3 or fewer main ideas **OR** included direct quotes
- 2.5 points – Lack of flow/organization of resources (overall synthesis) **OR** included 4 main ideas **OR** did not separate into 2 paragraphs
- 5 points – Included 5 main ideas, no direct quotes, and excellent synthesis of resources chosen

5 points – Argument: Paragraph 4

- 0 points – Included 1 main idea with no rebuttal **OR** included direct quotes
- 2.5 points – Lack of flow/organization of resources (overall synthesis) **OR** included only 1 main idea and rebuttal **OR** included 2 main ideas but no rebuttals **OR** missing 1 rebuttal
- 5 points – Included 2 main ideas, two rebuttals, no direct quotes, and excellent synthesis of resources chosen

5 points – Policy: Paragraph 5

- 0 points – Missing policy recommendation **OR** failed to integrate instructor feedback from policy design worksheet
- 2.5 points – Incomplete policy **OR** policy is not in alignment with assigned stance **OR** did not include stakeholders
- 5 points – Created a complete policy that is in alignment with **BOTH** assigned stance and stakeholders. Policy is substantial (explains what it is, how it will be implemented and achieved, and contains sufficient detail)