

Really Bad Bugs: Historical and Emerging Infectious Diseases - UGS 302 (#62095) Fall-2016

- Schedule:** Tuesday & Thursday, 2-3:30 p.m. MAI 220E (Life Sciences Library)
- Faculty:** Dr. Patrick J. Davis, Professor, College of Pharmacy
Professor and Senior Associate Dean for Academic Affairs
PHR 5.112D 512-475-9751 davisjp@austin.utexas.edu
- Office Hours:** By appointment. I'll be available immediately after class. If you need to meet at other times, please contact me by phone or by email to set up an appointment (in person, by phone, by Skype®, or by Chat in Canvas®)
- Academic Assistant:** My Advanced Academic Assistant (xxxxxx) will facilitate the teaching of this course. You can contact him at xxxxxx and please include "Bad Bugs" in the subject line.
- Course Texts:** M. Dobson, "*Disease: The Extraordinary Stories Behind History's Deadliest Killers.*" Metro books, 2007. Required Text. **[I will provide you a copy]**
D. Hacker (and Sommers), "*A Pocket Style Manual,*" Bedford/St. Martin's, 2000. (3rd or 4th paperback, or 5th or 6th Edition Spiral Bound) **Optional Text.**
- Web Resources:** The Canvas® **web site** for this course is located at:

canvas.utexas.edu

On login (with your UTEID) you will see a list of Canvas websites for your current courses. Click on *Fall16 Really Bad Bugs* to access the site. Messages sent to you via the Canvas® Website (Email and Announcements) are **official** mechanisms for communication in this course.

The Canvas® website will be important for course postings.

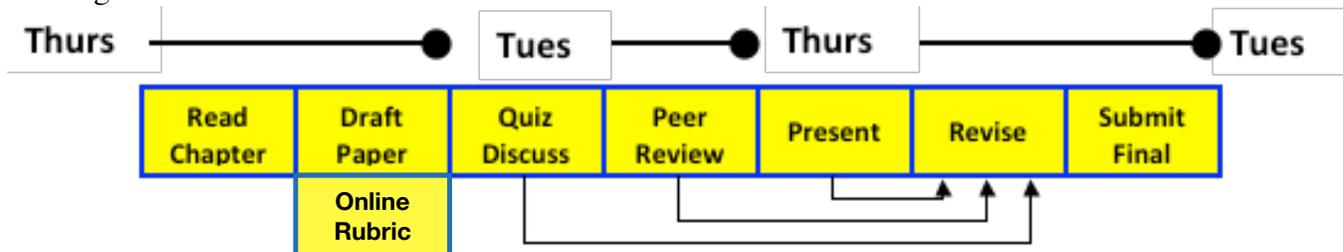
Course Objectives:

This course will allow us to explore the impact of historically important infectious diseases on society from a variety of perspectives. Dobson's book "*Diseases: The Extraordinary Stories...*" was chosen because it so nicely integrates these varied perspectives. The specific objectives I have for this course will be met through: (a) your thorough preparation for class; (b) active participation during our classtime together; and (c) several structured exercises outside of class to help you become familiar with resources and opportunities across campus. My specific objectives are that each of you to be able to:

- A. Define the major, epidemic diseases that have *shaped human history*.
- B. Describe how *societies of the time* understood and responded to those epidemics.
- C. Empathize (through writing) with a *member of the social structure* of the time (a figure of your choosing) in dealing with the impact of the disease.
- D. Describe the short and long term *consequences of the disease* on the society it affected. What was learned? What were the 'negative' and 'positive' consequences of the disease?
- E. Apply *critical thinking* to 'what if' scenarios in relation to the disease history to develop your understanding of *cause and effect*.
- F. Enhance your ability to *communicate verbally and in writing*, as well as to participate in meaningful *peer review* to enhance these skills in your fellow students.

Course Requirements:

- A. The 'heart' of this course is our weekly discussion of one chapter of the text dealing with a particular infectious disease. To help in scheduling your efforts and understanding due dates, see the following diagram:



From the end of class Thursday to the start of class the following Tuesday, it is your responsibility to (a) read the assigned chapter, (b) complete your reading/discussion rubric in Canvas® and (c) draft your paper from the viewpoint of someone of the time witnessing and responding to the epidemic. The paper will be 1-2 pages, typed, double-spaced, and in no smaller than size 12 font. Papers must be submitted in hardcopy for peer review and electronic form for the final submission.

At the beginning of class Tuesday, we will take the quiz, papers will be collected, and then redistributed for peer review (note: these will be in 'hardcopy' form). During class Tuesday we will discuss the chapter using your 'reading/discussion rubric' that you completed online. Each class will also have an active learning component to help you internalize the subject matter.

You have from Tuesday to the start of class Thursday to conduct the peer review on the paper you were assigned, and papers (along with the peer review) will be returned to the author at that time. Class Thursday will consist of (1) analyzing peer reviews; and (2) four selected students presenting their papers orally (format for presentation is up to you). You have from the end of class Thursday to the start of the next class (Tuesday) to make *final revision* of your paper based on (a) the class discussion of the chapter, (b) the peer review conducted on your paper, and (c) feedback from the

verbal presentations (if you were chosen that week to read). **As your final submission, you need to submit the peer review that was done for your paper, and post your revised paper to Canvas® where it will be formally graded [all at 2:00 classtime on the day due; late paper submissions will receive a maximum score of 50%].**

B. Part of the University's intent in offering these Signature Courses is to provide an opportunity to explore "gems" offered by the campus. Thus, all students are required to attend (or view) one of the University Lecture Series presentations this Fall. The large lectures will be repeated from 6:30-7:30 and from 7:00-8:00 (location TBA) on September 19th and 20th and can also be viewed online within 72 hours after each lecture.

- Monday, September 19th "Election 2016"
- Tuesday, September 20th "Research That Changes the World"

You will find fuller descriptions at <http://www.utexas.edu/ugs/uls> to help you decide which to attend. We will be discussing these seminars in a Thursday class session a full week (or more) later than the presentation(s) and you should be ready to be called on to present what was discussed.

C. Another University's intent in offering these Freshman Signature Courses is to provide an opportunity to become familiar with resources and gems that will be important to you throughout your studies and enrichment while at UT. Thus, throughout the semester, you will be given the opportunity to explore some of these gems and resources as options.

D. All students should feel free to visit the University Writing Center to facilitate your writing, and we may refer you to the Center if you are having difficulties in your writing. The UWC is located at PCL 2.330, 471-6222, uwc@utexas.edu

Student Responsibilities: Attendance is required in class, and each unexcused absence will result in the lowering of the student's final grade by one letter grade. An excused absence is obtained by informing me that you will be absent prior to class with an acceptable explanation for the absence. Students are expected to follow the schedule detailed above for the reading, writing, and presentation components of the course. Unexcused late submissions of papers will be accepted, but for a maximum of half-credit on the points for faculty evaluation. Students will document attendance at one of the two University Seminar Series events (above) through a quiz.

Students should not access their phone, laptops, tablets (etc.) during class unless it is used to look up information specially related to class (e.g. in-class team exercises). This is to avoid a disruptive learning environment, and to show respect for those that are engaged/participating.

Writing Component: To be certified as a "Writing Flag" course, there must be a significant amount of writing, peer review, and final analysis of your paper(s). With the weekly process outlined above, you will *substantially exceed* these minimum requirements. You will also have the opportunity to *revise and resubmit* any two essays you wish to have reconsidered.

Signature Courses: (Core Component 090) This course fulfills three hours of the component area option of the university core curriculum and addresses three of the core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, and one additional objective (teamwork, personal responsibility, social responsibility, or empirical and quantitative skills).

Course Grading: Your final grade will be based on accumulation of points for each of the assignments as follows:

Weekly Grade

- Weekly quiz over the chapter (start of class Tuesday) 15 pts
 - Quality of your peer review 10 pts
 - AAA/Faculty evaluation of final paper (late 15 pts max) 25 pts
 - In-class participation (including quality of online rubric) 10 pts
- 10 Week Total 600 pts**

Final Paper/Presentation Grade

- Your “Coming Plague” Paper & Presentation at the end of the semester 75 pts
- Your paper (written in the same format as your previous papers) counts 25 pts and your presentation to the class counts 50 pts (25 pts from faculty and 25 pts from peers).

Attendance at University Seminar Series

- One of the University Seminars 15 pt quiz 15 pts

Active Learning Points Awarded in Class 20 pts

Any points earned beyond 20 pts will be retained as bonus points towards your grade.

Total for Course 710 pts

The following scale will be used for final grade calculations:

A Range:	A = 100%-93%	A- = 92%-90%	
B Range:	B+ = 89%-87%	B = 86%-83%	B- = 82%-80%
C Range:	C+ = 79%-77%	C = 76%-73%	C- = 72%-70%
D Range:	D+ = 69%-67%	D = 66%-65%	
F Range:	Below 65%		

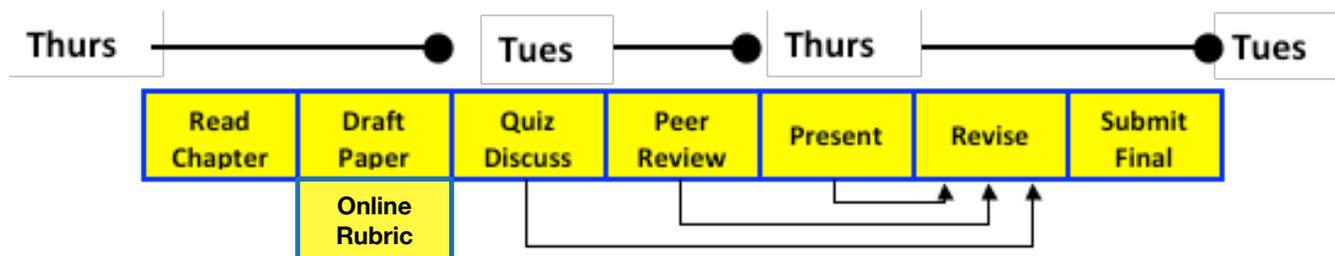
This scale may be curved more leniently in the final analysis of grades at the discretion of the Professor. In addition there will be activities in class that can earn bonus points (they can only help, not hurt you).

Academic Dishonesty: Students are expected to work independently on assignments. Cheating on quizzes or plagiarism in writing may result in a recommendation to the Dean of Students that a grade of “F” be assigned for the course. *What’s plagiarism? Simply put, it’s using words or ideas that are not your own and not citing the source of those words or ideas. It’s taking credit for something you didn’t do/write.* We will be using plagiarism detection software Turnitin® to review all submissions.

Campus Carry: Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/info-sheets>."

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations *prior* to each examination. In the absence of such *prearrangement*, the student will be expected to take the exam

with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.



Date	“Twelve Diseases” Chapter Topic	Assignment Due START of Class
08/25	Introduction	
08/30	P8: “ Plague ” Discussion	Plague Paper Draft
09/01	-Plague Peer Reviews & Presentations	Plague Peer Review
09/06	P28: “ Syphilis ” Discussion	Plague Final Submission Syphilis Paper Draft
09/08	- Syphilis Peer Reviews & Presentations	Syphilis Peer Review
09/13	P44: “ Cholera ” Discussion	Syphilis Final Submission Cholera Paper Draft
09/15	- Cholera Peer Reviews & Presentations	Cholera Peer Review
09/20	P62: “ Tuberculosis ” Discussion	Cholera Final Submission Tuberculosis Paper Draft
09/22	- Tuberculosis Peer Reviews & Presentations	Tuberculosis Peer Review
09/27	P84: “ Malaria ” Discussion	Tuberculosis Final Submission Malaria Paper Draft
09/29	- Malaria Peer Reviews & Presentations	Malaria Peer Review
10/04	P128: “ Smallpox ” Discussion	Malaria Final Submission Smallpox Paper Draft
10/06	- Smallpox Peer Reviews & Presentations	Smallpox Peer Review
10/11	P140: “ Measles ” Discussion	Smallpox Final Submission Measles Draft
10/13	- Measles Peer Reviews & Presentations	Measles Peer Review
10/18	P162: “ Polio ” Discussion	Measles Final Submission Polio Paper Draft
10/20	- Polio Peer Reviews & Presentations	Polio Peer Review
10/25	P172: “ Influenza ” Discussion	Polio Final Submission Influenza Paper Draft
10/27	- Influenza Peer Reviews & Presentations	Influenza Peer Review
11/01	P192: “ AIDS ” Discussion	Influenza Final Submission AIDS Draft
11/03	- AIDS Reviews & Presentations	AIDS Review
11/08		AIDS Submission
	A Coming Plague Presentations/Peer Review (4)	Coming Plague Submission
11/10	A Coming Plague Presentations/Peer Review (4)	Coming Plague Submission
11/15	A Coming Plague Presentations/Peer Review (4)	Coming Plague Submission
11/17	A Coming Plague Presentations/Peer Review (3)	Coming Plague Submission

11/22	Course Wrap-up and Evaluation	Coming Plague Submission
11/23	Thanksgiving	