Really Bad Bugs: Diseases that Changed the World  
UGS 302 [60605]  
Fall-2019

Schedule:  
Tuesday & Thursday, 2-3:30 p.m. MAI 220B (Life Sciences Library)

Faculty:  
Dr. Patrick J. Davis, Professor, College of Pharmacy  
See the Canvas® course site for my biography  
BME 6.02C  512-475-9751  davispj@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 Zoom®)

Academic Assistant:  
My Advanced Academic Assistant will facilitate the writing components of this course. You can contact her at  

Course Text:  
The Canvas® web site for this course is located at:

Web Resources:  
canvas.utexas.edu

On login (with your UTEID) you will see a list of Canvas websites for your current courses. Click on Fall19 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, student submissions and timely information.

Signature Course Mission:

The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. Signature courses employ a set of “essentials”,

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including information literacy, university gems, writing, oral communication, and the University Lecture Series. Each of these components is described in the appropriate sections below.

**Course Description & 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 and is very “readable”. 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; (c) your presentation on the “disease” of your choosing, and (d) several structured exercises inside & 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. Examine what current events are impacted by the disease (if any).
- D. 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.
- E. 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?
- F. Apply critical thinking to ‘what if’ scenarios in relation to the disease history to develop your understanding of cause and effect.
- G. Enhance your ability to communicate verbally and in writing, as well as to participate in meaningful peer review of both writing and oral presentations to enhance your skills in giving and receiving feedback.

**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:

![Course 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 online reading/discussion rubric in Canvas®;
- c) draft your paper from the viewpoint of someone of the time witnessing and responding to the epidemic; and
- d) post your draft paper in Canvas® for peer review by a colleague. The paper will be 1.5-2 pages, typed, double-spaced, and in no smaller than size 12 font.
- e) post your revised/finalized paper from the previous week for final faculty review.

At the beginning of class Tuesday:

- a) we will first take the quiz;
b) then papers will be assigned for peer review; you have until the start of class Thursday to conduct your peer review of that paper in Canvas®;  
c) discuss the chapter guided by your ‘reading/discussion rubric’ that you completed online; and  
d) engage in an active learning component to help you internalize the subject matter.

For class on Thursday we will:  
a) undertake a “Skills Development Exercise” (such as three selected students presenting their papers orally, workshops, or Pecha Kucha practice);  
b) share your peer review with your colleague. You have from the end of class Thursday to the start of the next class (Tuesday) to make final revision of your paper based.  

Note that for any timed late to Canvas® (reading template, submission of draft paper, submission of peer review, submission of final revised paper 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 (Bass Concert Hall) on September 11th and 12th and can also be viewed online within 72 hours after each lecture.  
- Monday, September 23rd “How Do You Plead?A Look Into the American Justice System””  
- Tuesday, September 24th “One Giant Leap! 50th Anniversary of the First Moon Landing”  

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 for the quiz and 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 (e.g., Campus Tour with a classmate).

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 a participation grade of zero for the week. 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.  

THIS CLASS IS CELLPHONE FREE ZONE: 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. If you need to monitor your phone for an important notification during class, let me know ahead of time so that I’ll know why you are looking at your phone. Students who violate this policy will receive a zero for class participation for the week. I will call for a “cellphone break” during class so that you can respond to messages.
**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.

In addition, to optimize the improvement in your writing that this course can provide, you will be asked to select two of your graded papers back to Dr. Davis for re-review within one week of the graded paper being returned to you. In other words, all of your papers will have gone through the peer review with comments → AAA review with comments → Faculty review with comments → Final paper grade. Two of these (of your choosing) will be reviewed by you and resubmitted for review by Dr. Davis within one week of the graded paper being returned to you.

**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 for Disease Weeks [Weeks 1-9]**
- Weekly quiz over the chapter (start of class Tuesday) 15 pts
- Quality of your reading template submitted on Canvas® 10 pts
- Quality of online your peer review submitted on Canvas® 10 pts
- Quality of your in-class participation 10 pts
- AAA/Faculty evaluation of final paper submitted on Canvas® 25 pts

  9 Week Total = 630 pts

**Project Presentations (Pecha Kucha) [Weeks 10-12]**
- Quiz over the last class’ three presentations 15 pts
- Quality of your three peer assessments on Canvas® 15 pts
- Quality of your in-class participation 5 pts

  6 class Total = 210 pts

**Your Final Presentation [Pecha Kucha] and Paper Grade**
- Your “My Plague” Pecha Kucha Presentation 50 pts
  [Note 25 pts from peer assessment; 25 pts from faculty assessment]
- Your “My Plague” final paper submitted on Canvas® 25 pts

Presentation Total = 75 pts

**Attendance at University Seminar Series**
- One of the University Seminars 15 pt quiz 15 pts

**Active Learning Points Awarded in Class** 25 pts
Any points earned beyond 25 pts will be retained as bonus points towards your grade.

**Total for Course** 955 pts

**Final Letter Grade**
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%

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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).

---------- University Policies ----------

University of Texas Honor Code: “As A Student Of The University Of Texas At Austin, I Shall Abide By The Core Values Of The University And Uphold Academic Integrity.”

Academic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Office of Student Conduct and Academic Integrity website at http://deanofstudents.utexas.edu/conduct/

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: Please notify your instructor of any modification/adaptation you may require in order to accommodate a disability-related need. You may find out more information on the Services for Students with Disabilities website: http://diversity.utexas.edu/disability/ and/or http://diversity.utexas.edu/disability/how-to-register-with-ssd/

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.
Use of E-mail for Official Correspondence to Students: All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.
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