

## Kinesiology 150-02/03 Public Health and the Pandemic

Fall 2022

Monday/Wednesday/Friday

10-10:50AM (02 Section), 11-11:50PM (03 Section)

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Office Hours on Zoom or in-person: Tuesdays 1-2:30pm and by appointment



### **Course Description:**

Public Health works behind the scenes to keep our population safe. The field has established concepts, some of which have been used for centuries. Recently, many of these concepts gained publicity through the global pandemic. In this course, we will explore specific public health topics and their relationship to pandemics and novel diseases including the COVID-19 pandemic. Students will apply these concepts to a US state's COVID-19 response. Topics include public health data, vaccinations, policies related to individuals and society, quarantine, health disparities, stigma, outbreak investigations, and past pandemics.

### **Course Goals:**

The course has two broad goals.

- First, as a COLL 150, this course will focus on reading and class discussion while introducing you to research practices. Like other COLL 150 courses, this will help strengthen your writing skills through writing, peer editing, and revisions.
- Second, the course aims to introduce you to the field of Public Health and the concepts associated with pandemics.

### **Course Objectives:**

By the end of the course, you will:

- **Present** information and ideas using communication skills that are applicable to the world of Public Health.
- **Improve** researching, writing, editing, and peer feedback skills.
- **Describe** the burden of disease associated with the current pandemic in the US.
- **Articulate** opinions about pandemic prevention and response.

## Expectations:

### 1. Class participation

- a. Participation is a crucial element of this course and is expected. You should engage with the material during class, respond to questions, participate in group discussions/work, etc. This enhances the learning environment for all.
- b. Health is a priority, and you should not come to class if you are not feeling well. While occasions may arise that you need to miss class, I hope that you will only be absent for reasons related to illness and family emergencies.
- c. Excessive absences and patterns in absences will require additional documentation. If you are absent for an extended period, you should obtain documentation from the Dean of Students Office.
- d. Only excused absences related to illness, family emergencies and athletics will be approved for class periods involving grades (book quizzes, in-class group work, etc.).
- e. For an excused absence, you must report these absences to me before the class period unless the situation is an emergency. **Note: Details are not needed (and often not desired).** Please remember the Honor Code when reporting absences.
- f. For athletics absences, I expect to receive an email confirming the missed class.
- g. For other W&M clubs, conferences, activities (not athletics), please provide documentation, if possible. I will only excuse one class without documentation.

### Reporting Absences

- Missing a quiz: **email** me prior to the class period to make arrangements.
- Missing a class that will affect group/partner work: fill out the **webform** and **email** your group/partner, including any assignments due, and **copy me on the email**.
- Missing another class: fill out the **webform** so that you will not be penalized if I collect work during the class period.

### Can I join class virtually?

- Sometimes students may want to attend class but have an excuse that falls into one of the excused categories above (illness, family emergencies, athletics).
- If you cannot attend class for one of these excused reasons, but would like to attend class virtually, you may have a classmate connect you with class (via Zoom, Facetime, etc.).
- You must let me know about your arrangements in the webform.
- Virtual class attendance may only be used for excused class reasons and should be used very rarely.

*\*\*If you have an excused absence for a class where work is collected, I will not penalize you for not attending, however you will not get full credit since you were not present to do the work. Instead, you will not receive a grade for that class and your grade will be averaged with one fewer assignments than your classmates.\*\**

### 2. Participation and policies on laptops/tablets

Your full attention and regular participation are required at each class meeting. This includes careful note taking, asking thoughtful questions, and participating regularly in class discussions. Using laptops and tablets (for reasons other than Zoom) provides much temptation for distraction and reduces our ability to be present in conversations. While you may use these devices in class, they should only be

used for note taking, and students should close other programs that could inhibit their ability to participate in class. If you choose to not be mindfully present during class time, consider the potential to distract others.

### 3. Assignments and Rubrics

Assignments will be submitted via Blackboard. Please pay attention to all instructions for submitting assignments. Assignments are due at the beginning of class unless otherwise directed.

You will lose points for assignments turned in late, unless there are extenuating circumstances that you talk about with me. See below for how this applies to assignments graded out of 4 points.

- For other assignments, those turned in between 1 minute and 24 hours late will lose 10% from the highest possible grade.
- Assignments turned in between 24 hours and 1 week late will lose 30% from the highest possible grade.
- Assignments submitted more than 1 week late will not be accepted.

**Exception:** Assignments that impact other students will not be accepted late. For example, discussion points and assignments where feedback is given to another student.

For electronic submissions, Pages files and Google documents/slides/etc. will not be accepted. You must attach a document file to Blackboard in Word. You may only submit your assignment once.

**Note:** I will deduct points for failure to properly submit assignments

For some assignments, I will distribute a rubric for assignments prior to the due date. You should pay close attention to the rubric so that you understand how your work aligns with the areas that I focus on while grading.

### 4. Blackboard

I use Blackboard as the primary source of communicating with the class. I expect you to regularly check Blackboard for important announcements or set Blackboard to email these to you. In addition, I expect you to read all feedback given on assignments. Even if you receive a good grade, there could be feedback that affects future submissions.

### 5. General Questions

This course uses a “three-before-me” policy regarding student-to-instructor communications. When questions arise during this class, please remember to check these three sources for an answer before asking your instructor to reply to your individual questions:

1. Syllabus
2. Announcements
3. The “Peer Questions” discussion

This policy will help you in potentially identifying answers before your instructor can get back to you. It also helps to keep your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Peer Questions” discussion. Here, your question can be answered to the benefit of all students by either

your classmates who know the answer or your instructor and teaching assistant. You are encouraged to answer questions from other students in the discussion when you know the answer to a question to help provide timely assistance.

If you have questions of a personal nature, such a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, contact your instructor by e-mail.

**6. Questions regarding grading**

Any questions regarding grading of tests, projects, or assignments must be submitted in email format to me within one week of the posted grade.

**7. Personal Conduct**

Treat guest speakers and fellow classmates with the utmost respect at all times. Information disclosed during class discussion or through assignments should remain private to our classroom. Please demonstrate an appreciation of diversity and inclusiveness. I trust you to be responsible adults - talking care of yourself when needed, efficiently communicating challenges to me, and treating others kindly.

I expect you to comply by W&M masking policies. Masks should be worn correctly and consistently. Repeated masking corrections may result in students being asked to not attend class in person. Please see this CDC website for masking updates, tips, and instructions for use:  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/types-of-masks.html>

**Student Accessibility Services:**

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see [www.wm.edu/sas](http://www.wm.edu/sas)

**Sensitive Topic Material:**

Topics we discuss in the course may be of a sensitive nature and could be triggering for some students. Please take care of yourself while reading, studying, or in class. Excuse yourself if you need a break. Please come speak to me if there's anything that you're concerned will be challenging for you personally in a way that will impact your learning in this course. In addition, please be respectful of others and their experiences when participating in class discussions.

I occasionally use popular media to illustrate concepts from the course. I choose segments that help us relate the course material to the real world in a way that should enhance our course content. Since I cannot always edit these clips, there may be other content in them that does not relate to the course and could be sensitive in nature. The content is not different than watching prime time television. I only include clips where I believe the benefit of the segment outweighs any other content (ex: offensive language). Please tell me if you have any concerns about this. In addition, if you ever do not see the intended benefit to these clips, please also let me know.

**Required Materials:**

1. Reich, J. (2016). *Calling the Shots: Why Parents Reject Vaccines*. University Press.

If you do not want to purchase the book, it is:

- On Reserve at Swem
- Available as an e-book from Swem

**Writing and Citing Resources - available as free, open education resources [OER]:**

- Handbook from the *Norton Field Guide to Writing*  
[http://www.wwnorton.com/college/english/bullock2\\_readings\\_handbook\\_ebook/](http://www.wwnorton.com/college/english/bullock2_readings_handbook_ebook/)
- *Writing in College: from Competence to Excellence*.  
<http://pressbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>
- Purdue Online Writing Lab. <https://owl.english.purdue.edu/owl/>

## Course Assignments:

### **1. Participation and Engagement**

There will be several points during the course, where you will need to bring something to class, submit something on Blackboard, or complete a task during class. These assignments encourage you to participate in class, to engage with the material, and will factor into your participation and engagement grade. See course schedule for due dates and syllabus for requirements for assignments.

### **2. Assignments**

You will have several assignments due during the semester. Pay attention to instructions with details, especially to how to submit the assignment. See course schedule for due dates. For assignments with an in-class participation component, points may be divided between written and in-class portions of the assignment.

### **3. Book Quizzes**

You will take two book quizzes for *Calling the Shots* (one for each half). The quizzes are designed to reward students for readings the book. Therefore, it should only be challenging if you did not read the book.

### **4. Book Review**

In addition to our required books, you will choose and read an additional book from an approved book list. You will submit several drafts and then a final submission of your book review. More details in class.

- Peer review will be an essential part of this assignment. You will give written and verbal feedback to your peers and receive feedback in return. You will be graded for your effort and participation in peer review under 'Participation & Engagement.'

### **5. Final Paper**

As our culminating assignment, individuals will submit a final paper that builds on our smaller assignments throughout the semester. More details in class.

**Grading:**

Many participation and feedback assignments will be graded out of 4 or 5 points with the following scale:

- 4 point scale for written work:
  - 4 = excellent submission, 3 = good submission, 2 = lacked effort 1 = minimal effort 0 = unacceptable effort/no submission.
  - Assignments turned in between 1 minute and 24 hours late will lose 1 point from the highest possible grade. Assignments turned in between 24 hours and 1 week late will lose 2 points from the highest possible grade. Assignments submitted more than 1 week late will not be accepted.
  - **Exception:** Assignments that impact other students will not be accepted late. For example, discussion points and assignments where feedback is given to another student.
- Occasionally - 1 additional point for participation in class. For assignments that have an in-class component an additional point will be given for active participation in class OR an excused absence with clear communication and submission to your group/partner.



**Grading by Assignment\***

<b>Assignment</b>	
<b>Participation and Engagement</b> Discussion Points (10), Book Submission, In-class activities	20%
<b>Assignments (build toward final paper)</b> Public Health Problem, Health Disparities, Policy	10%
<b>Book Quizzes (2)</b>	10%
<b>Book Review</b>	
Partner Feedback (written and in-person)	6%
3 Drafts	8%
Final Submission	23%
<b>Final Paper</b>	23%
<b>Total</b>	<b>100%</b>

\* As the semester progresses, I reserve the right to alter the weight of any given assignment(s). This will only be done to students' advantage.

## Grading Scale

At the end of the semester, I will calculate grades using the following scale:

Grade	Percent
A	93 – 100
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

*Any decimal of .49 and below will be rounded down and any decimal of .50 and above will be rounded up. No other rounding will occur in calculating final grades.*

