

Course Code & No. - Section:	CORE 101 - Section 4
Course Title (Credits):	SNC Experience – Ebola, Vaccines, and the ACA
Term & Year:	Fall / 2015
Course Ref. No. (CRN):	80361
Instructors:	Dr. Suzanne Gollery and Dr. Chuck Levitan
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Office Hours:	Suzanne: M 3:00-4:00 p.m., R, 4:00-5:00 p.m., F 11:00 a.m.-Noon Chuck: M 1:00-2:00, T 4:00-5:00, R 1:00-2:00 p.m. F 11:00-12:00 or by appointment for either instructor
Class Meeting Time:	MW 9:00– 11:15 a.m.
Location:	TCES 206
Prerequisites:	None
Corequisites:	None

Topic Description:

Students will explore three controversial topics that affect our health and health care:

1. Epidemics: What caused the Ebola epidemic of 2014-2015? Could many lives have been saved if the world reacted more quickly? Could an epidemic like that happen here?
2. Vaccines: Are vaccines safe? Are vaccines effective at improving health? What are potential consequences of not vaccinating?
3. Affordable Care Act: Is Obama Care better than what we had before, or worse? How does the U.S. health care system compare with health care in our sister nations of Canada and Mexico?

Required Texts and Materials

1. Emanuel, EJ. Reinventing American health care: how the Affordable Care Act will improve our terribly complex, blatantly unjust, outrageously expensive, grossly inefficient, error prone system. Public Affairs: New York (NY); 2014. ISBN: 978-1-61039-542-7 (paperback). Any version is ok, including eBook.
2. A loose-leaf binder in which to keep all handouts, articles, and returned work during the course.
3. Laptop computer (one that meets the published SNC [Laptop requirements](#) at the link on the IT helpdesk page) and internet access.

Methods of Assessing Student Outcomes: Student outcomes will be assessed through class participation and grades earned on the various exercises, challenges and presentations outlined below.

Topic-related assignments	Points
Topic-themed PechaKucha	100
In-class and out-of-class participation (quizzes, assignments, homework)	200
Topic Total	300
Community Partner Challenge	
Community Challenge Presentation	150
Community Challenge Poster Presentation	100
In-class and out-of-class participation	150
Community Partner Challenge Total	400
Class Service Project	
In-class and out-of-class participation in planning and preparing	175
Class project contribution	125
Class Service Project Total	300
Total for all three course components:	1000

All assignments must be emailed to Suzanne Gollery before the start of class to be considered on time. All assignments must be submitted in Microsoft Word, Microsoft Excel, Microsoft Powerpoint, or Prezi. All files must be named: LastFirstCORE101AssignmentName

Attendance: Attendance at all class sessions is mandatory. Habitual tardiness will not be tolerated; attendance will be taken at 9:05. Full attendance is expected in that class preparation/participation is a significant component of a student's grade. Only three (3) absences are allowed for normal illness, transportation issues, etc. Hence, doctors' notes or other similar documentation are neither required nor accepted. The 4th and 5th absences will each result in a full grade point deduction from a student's preparation/participation grade. Any student missing five (5) class sessions without severe extenuating circumstances such as hospitalization, death in the immediate family, etc. will earn an "F" in the class. **Persistent texting or internet use will count as an absence, as people so occupied are not really present.**

Late assignments: Unless special arrangements are made to the contrary, **late assignments will not be accepted.** Email if anticipating tardiness.

Individual and group projects and assignments will be graded according to schemes provided for each assignment. No groups greater than three students! **All members of groups are expected to contribute substantially, and not allow others to claim credit for work they did not actually do.** Numerical scores on individual assignments or grade elements will be based on the degree to which the student has satisfied the assignment's requirements and demonstrated mastery of the material covered.

Grading Policy: Grading will be based upon the assignments outlined above. Although grades on the assignments described above will be the primary means of grade assessment, improvement throughout the semester will be very important in terms of the final grade. A grade based on the total points earned out of the thousand points possible will be assigned based on the chart provided below. However, if significant improvement occurs throughout the course this fact will be taken into account.

Grade	Total Points Earned
A	930-1,000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

Course Description

This course is the common intellectual experience shared by all Sierra Nevada College students, employing variable topics grounded in the social sciences (economics, psychology, political science, anthropology, and sociology). Topics are selected from areas within art, business, humanities, and science to engage entering students while developing the critical skills necessary for a successful and stimulating college career. The learning objectives of the course will develop the abilities central to active, engaged learning. Those abilities include critical thinking, problem-solving, creativity/ innovation, oral communication, teamwork, peer critique, self-reflection, higher-order questioning, and active discussion.

Key assignments:

Topic-themed PechaKucha: This Innovation Challenge asks students to identify a problem related to the course topic and develop their own solution. There is an expectation academic research, into the problem and robustness of the solution, including interviews of living people. The Innovation Challenge culminates in an individual presentation in PechaKucha format delivered in front of the class. The PechaKucha will be accompanied by an informative, visually meaningful handout or giveaway that will be distributed to members of the class. (Outcome 1, 3, 4, 5, 6)

Community Challenge Presentation: Students are introduced to a challenge posed by the leader of a local community organization in an area that is related to the class topic. Students will work in teams to research the problem and develop potential solutions to this challenge. Students are expected to do field research and interviews as well as academic research. Teams will present their solutions to the class and the community leader for feedback. Presentations will include a PowerPoint or Prezi that follows principles of visual literacy. (Outcome 1, 2, 3, 4, 5, 6)

Community Challenge Poster Presentation: As their final project, Community Challenge Teams will integrate feedback and suggestions from the community organization representatives and peer critiques in order to refine their solutions as described at the Community Challenge presentation. The point of this assignment is to focus on incorporating feedback, solution refinement and the iterative design process. An important part of the evaluation process will be grading students on how effectively students were able to constructively incorporate suggestions and modify their solution in response to feedback. Visual literacy and effective poster design is also an important aspect of the evaluation and grading. This assignment will culminate in a campus-wide symposium event where students will present their ideas through a poster presentation. (Outcome 1, 2, 3, 4, 5, 6, 7)

Class Service Project: The class will develop a service idea related to the class topic and implement it. The point of the class project is to stress collaboration, innovative thinking, and application of content knowledge.

Topic content Assignments: (Outcome 8, 9, 10)

Required readings

Required CPA (questions or outlining)

Required in-class activities

Required out-side of class assignments, such as the annotated bibliography

In-Class quizzes, interviews, and drafts of presentations

Participation in the service project

Written assignments: All students are encouraged to submit draft work for review and comment as time allows. Papers will be graded using the SNC Common Writing Rubric (posted on Moodle).

In Class Activities – Some of your most important learning opportunities will arise during open, respectful discussion with your peers and through in-class activities. For this reason, it is essential for you to attend and participate in class sessions. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. An example of the opportunities for in-class participation include:

- Notes from the Field Presentations: (Outcome 5)
- Brainstorming Exercises: (Outcome 6)
- Integrative Thinking Prototyping: (Outcome 6)
- Networking Event Challenge: (Outcome 2) Info Literacy Challenge: (Outcome 4)
- Peer Feedback Exercises: (Outcome 7)
- National Assessments: (Outcome 6) Content Activities: (Outcome 8 and 9)

Out of Class Activities – In an active learning environment, it is important to prepare to fully participate and engage in each class session. More than other classes you may have experienced, homework is an essential aspect of your learning. To encourage growth and risk taking, most of these assignments will be graded pass/fail, but your best effort is important to the success of the class. Examples of assignments include:

- Info Literacy Homework: (Outcome 4)
- Community Challenge PowerPoint or Prezi Draft: (Outcome 3)
- Innovation Challenge Write Up: (Outcome 6)
- Innovation Challenge Source Check: (Outcome 4)
- Poster Draft: (Outcome 3)
- Content Activities: (Outcome 8)

Student Outcomes: Upon successful completion of this course:

1. Students will demonstrate strong oral communication skills and proficiency with a variety of presentation formats. (Liberal Arts)
2. Students will identify complimentary team members, form effective teams and accomplish tasks in a team environment. (Professional Preparedness)
3. Students will demonstrate strong visual literacy skills that can be expressed in a variety of mediums. Students will be able to both communicate visually and interpret the visual communication of others. (Liberal Arts)
4. Students will be able to use basic information literacy skills, including identification of sources, evaluation of sources and application of data, to support their projects. (Liberal Arts)
5. Students will have basic field investigation skills including identification of appropriate real-world sources of information, interview skills and field note creation. (Liberal Arts)
6. Students will have the tools to support creativity and innovation as applied to problem solving in real world environments, including brainstorming and generating and validating solutions . (Entrepreneurial Thinking)
7. Students will be comfortable both giving and receiving peer feedback and will demonstrate the ability to adapt their existing work based on this feedback. (Professional Preparedness)
8. Students will explain why the 14-15 Ebola epidemic killed so many and was difficult to control, articulate the risks and benefits associated with vaccines, and describe what changes occurred in U.S. healthcare systems with implementation of the Affordable Care Act.

Instructional Strategies: This course uses a challenge-based active learning model to engage students in the topic. In addition to traditional contentment delivery, the course relies on student-directed immersive activities to introduce students to the topic. Peer learning and teamwork are essential elements in the course. The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required text, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is essential and expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains so that formal classroom time can be more productively spent on activities designed to promote deeper learning and retention. Not all material appearing in the textbook(s) may be covered in class or in assignments but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class and out-of-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications, and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

Instructor's profiles:

Suzanne Gollery, Ph.D.: Suzanne has taught at SNC since 1997, as an adjunct instructor while her children were young and full-time since 2006. She is currently the Science and Technology Department Chair. Because this administrative position requires a lot of time, Suzanne isn't doing her own scientific research anymore, but enjoys helping students do research in upper division courses. When she did research, it was in genetics and immunology. Suzanne teaches microbiology, genetics, biochemistry, biology I and II, and various other chemistry or biology courses. She also enjoys singing and playing flute with TOCCATA and the SNC chorus, hiking, camping, learning to identify Sierra Nevada birds, and spending time with her family (the kids are now 16, 19, and 23).

Chuck Levitan, Ph.D.: Chuck has been with SNC since 1986. He has conducted research on *Daphnia* and *Mysis* in Lake Tahoe and is doing research at the University of Montana Biological Station at Flathead Lake involving the effects of changing lake levels on ecosystem dynamics. He teaches courses in environmental science, chemistry, physics, and mathematics. Chuck has involved many students in active research and many of these projects have resulted in presentations at professional meetings. Chuck also is an outdoor enthusiast, enjoys being outside, and often rides his bike to school.

The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Sanctions for Cheating and/or Plagiarism**The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their

colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. **Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty.** Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Disclaimer - If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.

Note: The instructors reserve the right to modify the syllabus or schedule if it is in the best interest of the students to do so. Any changes will be communicated in class and posted on the course Moodle site.

The schedule of classes for CORE 101, section 4, begins on the next page.

Schedule of classes for CORE 101, section 4 – Ebola, Vaccines, and the Affordable Care Act

Class	Date	Description	Shared in-class major assignments and homework assignments
Week 1 Monday	8/17	Sections meet together Group orientation activities ~30 minutes to introduce content?	Selfie + name email
Week 1 Wednesday	8/19	Intro to content topic – public health overview and 3 public health subtopics for our class Introduce syllabus, structure of the class Students introduce themselves Activity to promote class cohesiveness	Read Introduction of Emanuel (2014) before class. Syllabus scavenger hunt
Week 2 Monday	8/24	Content – Ebola epidemic – brief history of Ebola (what causes it and why is it so deadly), Ebola epidemiology data, why no vaccines or cures?, public health response to Ebola	Getting information about Ebola from graphs, graphics, maps, and tables
Week 2 Wednesday	8/26	BCSSE 9:15 a.m. for our section Content – what will the next Ebola outbreak look like? Could a deadly disease outbreak happen in the U.S.?	BCSSE – bring laptops or tablets to class Understanding assumptions of disease outbreak models???
Week 3 Monday	8/31	Information Literacy (Betts) – 2 sections in first hour, two in second hour Content-related activity: annotated bibliography	Annotated bibliography (on vaccines)
Week 3 Wednesday	9/2	Content – Vaccines: Are they critically important? Are they dangerous? Why are people suspicious of them? Should you get the flu shot (Pecha Kucha)? Visual literacy – using visuals and graphs to convincingly present an idea	Pecha Kucha presentations on Ebola epidemic or vaccine topic begin (email due Tuesday, 9/8)
Week 4 Monday	9/7	<i>No class – Labor Day Holiday</i>	
Week 4 Wednesday	9/9	Content – Pecha Kucha presentations on Ebola epidemic or vaccine topic	Pecha Kucha delivery CPA: Background information on community partners
Week 5 Monday	9/14	Introduce Community Partners	CPA: Problem breakdown, what key things did you hear, root causes of problem
Week 5 Wednesday	9/16	Problem solving process Discuss Problem Brainstorm solutions Divide into teams – self-selection based on solution favored	
Week 6 Monday	9/21	Content (connect to community partner problem) History of health care in America, how our health care system got to be the way it was before the ACA	

Class	Date	Description	Shared in-class assignments and Homework assignments
Week 6 Wednesday	9/23	Team contracts More on history of health care in the U.S.	Team contracts
Week 7 Monday	9/28	Interviewing techniques What do you need to know to assess whether a solution might work?	Information-gathering research and interviews
Week 7 Wednesday	9/30	Content – What healthcare is like under the ACA	
Week 8 Monday	10/5	<i>Midterm week</i> Content – Healthcare stories from real people (panel of guest speakers) What problems still exist in the U.S. healthcare system?	
Week 8 Wednesday	10/7	Visual literacy Teams work on presentation visuals	Visuals that you could use for your poster
Week 9 Monday	10/12	Last content day – Comparing healthcare in the U.S. to other countries' healthcare systems	
Week 9 Wednesday	10/14	Mock team in-class presentations with peer review	
Week 10 Monday	10/19	Student teams present to provider	
Week 10 Wednesday	10/21	How to prepare a poster (Christina Frederick) Work on drafting posters in teams	
Week 11 Monday	10/26	Introduce class service project	
Week 11 Wednesday	10/28	Posters due for peer review	
Week 12 Monday	11/2	Class project building	
Week 12 Wednesday	11/4	Poster revisions due, mock poster pitch for peer review	
Week 13 Monday	11/9	Classes join for poster session	
Week 13 Wednesday	11/11	<i>No class – Veterans Day Holiday</i>	
Week 14 Monday	11/16	Class project building	
Week 14 Wednesday	11/18	Final work on class project	
		<i>Thanksgiving break</i>	
Week 15 Monday	11/30	Carry out class project	
Week 15 Wednesday	12/2	Reflection on class project	
Final exam time		Course reflection and end-of-term course evaluations	