Semester: Fall 2017
Course Number: 10:832:339
Course Title: Public Health Literature
Course Day and Time: Thursday 6:10 (02) T 9:50 (04) T 6:10 (03)
Location: FH B2
Course Instructor: Thomas P. Davis
Contact Information: thdavis@ejb.rutgers.edu Text/Phone: 973-713-2116

Office Hours and Location: Thursday 2 to 5 PM Room 263 Edward J. Bloustein School of Planning and Public Policy

Required Text: Schneider, Dona and David E. Lilienfeld, eds., Public Health: The Development of a Discipline, Volume 2, Twentieth Century Challenges, Rutgers University Press.

Additional Materials: Readings will be posted Sakai as needed

Course Description
Review of the historic and current public health literature. Effective writing emphasized through intensive writing exercises.

Public Health Learning Goals
Students Will:
1. Think critically in public health
2. Effectively communicate public health information
3. Develop, apply, and analyze concepts from research methods and basic statistics
4. Develop a research question and write a coherent research paper
5. Utilize information literacy skills in public health
6. Understand the role and importance of professional development
7. Understand and apply professional ethics
Course Overview

Public Health Literature introduces students to a broad historical survey of literature documenting the development of public health as a discipline from 1900 onward. A focus will be on professional and academic reading and writing technique related to the discipline. We will strengthen both form and content in writing skills as well as reinforcement of research and presentation proficiency. Development of the ability to communicate public health concepts and practices will be based on critical thinking. Class format will be a combination of short lectures, shared presentations on the readings and discussion.

Additional Learning Goals

This course will consist of 5 primary goals in addition to achieving basic competency in the weekly subject areas. These goals are:

- Communicate complex ideas effectively, in standard written English, to a general audience.

- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.

- Communicate effectively in modes appropriate to a discipline or area of inquiry

- Evaluate and critically assess sources and use the conventions of attribution and citation correctly.

- Analyze and synthesize information and ideas from multiple sources to generate new insights
### Class Outline by Week

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<th>Units</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>9/7</td>
<td>Course introduction and overview. Chronology of the discipline.</td>
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<tr>
<td>9/14</td>
<td>Food and Nutrition: Food safety, accurate labeling, vitamins, malnutrition</td>
<td>Readings: Chapter 1, <em>Public Health</em></td>
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<tr>
<td>9/21</td>
<td>Environmental Health: Fog, smog, lead, climate change.</td>
<td>Readings: Chapter 4, <em>Public Health</em></td>
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<td>9/28</td>
<td>Women’s Health: Cancer, reproductive health, gender based violence.</td>
<td>Readings: Chapter 6, <em>Public Health</em></td>
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<td>10/5</td>
<td>Tuberculosis: Streptomycin, vaccination and the global strategy</td>
<td>Readings: Chapter 8, <em>Public Health</em></td>
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<td>10/12</td>
<td>HIV/AIDS</td>
<td>Readings: Chapter 9, <em>Public Health</em></td>
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<td>10/19</td>
<td>Vaccine-Preventable Diseases: Rubella and herd immunity</td>
<td>Readings: Chapter 10, <em>Public Health</em></td>
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<td>10/26</td>
<td>Midterm</td>
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<td>11/9</td>
<td>Medical and Preventive Care</td>
<td>Readings: Chapter 13, <em>Public Health</em></td>
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<td></td>
<td>Sentence Structure Presentation and Review</td>
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<td>11/21 (Tuesday)</td>
<td>Global Health</td>
<td>Readings: Chapter 15, <em>Public Health</em></td>
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<td>How to Write a Research Paper Presentation and Review</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>12/7</td>
<td>Recap of Current Public Health Issues Semester Review Research Papers due</td>
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**Course Assessments:**

*Student work, participation and communication will be assessed based on the following criteria:*

Relevant SAS Core Curriculum Generic Rubric:

**GOAL u – Student is able to...** Evaluate and critically assess sources and use the conventions of attribution and citation correctly.

- **Think critically in public health**

Each student will participate in discussions on various public health topics, address key essay questions on tests and interpret current research in the course paper. Active class participation is graded.
Relevant SAS Core Curriculum Generic Rubric:

**GOAL u** – *Student is able to...* Evaluate and critically assess sources and use the conventions of attribution and citation correctly.

- **Effectively communicate public health information**

  Each student will write a 10 to 12 page research paper that identifies an important public health issue, and express the reason for its importance; Each student will be assigned a week for a class presentation on a weekly topic that extracts the main points from the text and any additional information chosen by the student, effectively demonstrating the key importance of the topic and its issues.

Relevant SAS Core Curriculum Generic Rubric:

**GOAL t** - *Student is able to...* Communicate effectively in modes appropriate to a discipline or area of inquiry.

- **Develop, apply, and analyze concepts from research methods and basic statistics**

  Each student will examine multiple studies for their final research paper.

Relevant SAS Core Curriculum Generic Rubric:

**GOAL v** – *Student is able to...* Analyze and synthesize information and ideas from multiple sources to generate new insights.

- **Develop a research question and write a coherent research paper**

  Each student will write a final research paper that effectively addresses the research question.

Relevant SAS Core Curriculum Generic Rubric:

**GOAL u** – *Student is able to...* Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
• **Utilize information literacy skills in public health**

Students are required to complete weekly readings and participate in related class discussions.

Relevant SAS Core Curriculum Generic Rubric:

**GOAL s1 – Student is able to...** Communicate complex ideas effectively, in standard written English, to a general audience.

• **Understand the role and importance of professional development**

Professional writing and oral communication will be assessed through the research paper and weekly presentations.

Relevant SAS Core Curriculum Generic Rubric:

**GOAL t - Student is able to...** Communicate effectively in modes appropriate to a discipline or area of inquiry.

**GOAL s2 – Student is able to...** Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts

• **Understand and apply professional ethics**

Students will apply a valid ethics based standard of judgment for various practices and procedures as they apply to public health. Scenarios will be drawn from the text as well as supplementary sources to be posted on SAKAI. This will be covered in weekly discussions and will be applied in the research papers and on the exams.

Relevant SAS Core Curriculum Generic Rubric:

**GOAL v – Student is able to...** Analyze and synthesize information and ideas from multiple sources to generate new insights.
Course Grading


Work turned in after midnight on the assigned date will be downgraded up to 24 hours later. After 24 hours work will no longer be accepted.

Class Participation (20%)
There will be an emphasis on student discussion of topics and issues. We will focus on the identification of issues, themes, and solutions. Oral exercises will be required that summarize and assess the readings.

Midterm Exam (15%)
The midterm exam will cover the readings and related assignments with a combination definitions and short essay questions.

Final Exam (20%)
The final exam will cover the readings and related assignments with a combination of definitions and short essay questions. It will be cumulative.

Reading Presentations (15%)
Students will be assigned to groups to present a discussion on the weekly readings with an emphasis on understanding the issues and their solutions. Informed debate will be encouraged.

Research Paper (30%)
A research paper will be assigned based on the current practices for writing an academic research paper resulting in original thought communicated in a clear and informed manner. The MLA (Modern Language Association) style will provide the guidelines for writing the paper.

Guidelines:
The attainment of each goal will be measured against 4 levels: Outstanding, Good, Satisfactory, and Unsatisfactory. Each level has its own unique set of criteria that must be met to attain the level. A complete description is on the class SAKAI site.
The overall goal is to attain fluency and knowledge in the development of public health as a discipline as it has been documented in a historical review of the literature and the ability to communicate that information.

We will discuss these milestones in class during our introductory session and throughout the semester as questions and issues arise. An unwritten standard of evaluation in the class will be based on the amount of effort that students apply. Sufficient effort in all of these 4 areas will ensure a satisfactory (or better) grade.

In order to maximize our class time experience, laptops and cell phones are not allowed in class. They must be put away during class period. Great emphasis is placed on class participation. This means that thoughtful contributions to class discussions will be highly valued toward student grades. Violations of the cell phone and laptop policies will affect grades.

All students are expected to come to class fully prepared after completing the assigned readings regardless of whether responsible for a weekly presentation.

Assigned research papers will require a paper copy in class on the assigned date and an online copy on SAKAI on the assigned date and time. Students are urged not to wait until the date of the deadline to submit their papers online. Failure to meet the deadlines will affect grades. Points will be deducted each day the paper is late.

**Academic Integrity**

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.
Syllabus

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at:

http://academicintegrity.rutgers.edu/

Attendance and Cancellation of Classes

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information:

http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class