

## Course Syllabus – HSCI 345: Young People’s Health –

### Course Information

<i>Dates</i>	January 3 <sup>rd</sup> , 2018 – April 10 <sup>th</sup> , 2018
<i>Lecture</i>	D100 – Tuesdays at 12:30-2:20 PM in SSC B9200
<i>Tutorials</i>	D101 – Thursdays at 2:30 – 4:20 PM in BLU 9011p D103 – Fridays at 12:30 – 2:20 PM in BLU 9011 D105 – Fridays at 2:30 – 4:20 PM in BLU 9011

### Office Hours

Kiffer G. Card <a href="mailto:kcard@sfu.ca">kcard@sfu.ca</a> Tuesdays, 2:30 – 3:30 BLU 11402	Breanna Fraser-Hevlin <a href="mailto:bfraserh@sfu.ca">bfraserh@sfu.ca</a> By Appointment BLU 11402	Erica Kilius <a href="mailto:Erica_kilius@sfu.ca">Erica_kilius@sfu.ca</a> By Appointment BLU 11402
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### Course Description

Understanding the determinants of young people’s health goes well beyond identifying specific causes of disease and death. Health – in a wholistic sense – must always be contextualized within bodies and lives. Therefore, because young people have different bodies and lead different lives, their health must be studied as a science of its own. This course surveys health issues impacting young people during adolescence and early adulthood, including: accidental injuries, substance use, poverty, food security, mental and emotional health, sexual harassment, sexual abuse, sexual consent, pornography, sexting, sexual debut, pregnancy, sexually transmitted infections, bullying, eating disorders, body image concerns, depression, suicide, and loneliness. In addition to learning about these issues, students will be provided with opportunities to meet the following course objectives.

- Describe the epidemiology of key morbidities and mortalities affecting young people.
- Explain how key factors contribute to the health patterns of young people.
- Identify and synthesize sources of information related to the wellbeing of young people.
- Demonstrate critical skills required to assess the health of and advocate for young people.

### Course Load

As this is a three-credit 300-level course, students must be committed to putting in a significant amount of effort as they prepare for and participate in course activities. I expect that you will contribute approximately 8-10 hours of work each week, including 2 hours of active participation during the lecture, 1 hour of active participation during your tutorial, 2-4 hours of reading, and 2-4 hours of course work. During weeks when your course load does not reach 8 hours, you are encouraged to work ahead as some weeks may be busier than others.

### Traditional Acknowledgements

SFU acknowledges the Musqueam, Squamish and Tsleil-Waututh peoples on whose traditional territories we are privileged to live, work and play.

### Course Evaluation

- Pop Quizzes – 20% of Final Grade
- Participation Log – 20% of Final Grade
- Persuasive Essay Proposal – 5% of Final Grade
- Literature Review – 20% of Final Grade
- Interview Notes – 5% of Final Grade
- Outline & Annotated Bibliography – 5% of Final Grade
- Peer Review of Persuasive Essay – 5% of Final Grade
- Persuasive Essay – 20% of Final Grade

### Teaching Philosophy

I believe in collectivistic, collaborative, and constructive course design and participation. As such, the course will be administered flexibly to best meet the learning needs of students. If you have comments, suggestions, or questions, please raise these with your instructors and we will work together to resolve these concerns. As such, we may make minor changes to the syllabus throughout the course. Changes will be announced in class and through Canvas.

### Questions about the Course or Course Content

Whenever possible, please hold questions until your weekly tutorial or the weekly course lecture as others in the class may have the same questions that you have. If you have an urgent question you should first ask your peers, then your tutorial instructor, and then the course instructor.

### Required Materials

- Please bring lined paper and a writing instrument (i.e., blue/black ink or pencil) to each lecture/tutorial.
- Please bring a colored pen (e.g., purple, orange, green) for grading.
- All required readings are available online or via the SFU library.
- Top Hat Subscription (Join Code: 274049, Young People’s Health)

### Grading Scale

Letter Grade	Percent Cut Point	GPA Equivalent	Performance Criteria
A+	93.0	4.33	Excellent
A	85.0	4.00	
A-	80.0	3.67	Good
B+	77.0	3.33	
B	73.0	3.00	
B-	70.0	2.67	Satisfactory
C+	67.0	2.33	
C	63.0	2.00	
C-	60.0	1.67	Marginal
D	50.0	1.00	
F	0	0.00	Unsatisfactory

*Faculty of Health Sciences Grading Guidelines: Upper division (300- and 400-level) undergraduate courses should, in general, have no more than 8% A+'s, and the median letter grade should be a B/B+.*

### Absence & Late Submission Policy

All absences and/or late submissions should be cleared with the approval of your tutorial instructor and with sufficient notice. Penalties or exceptions are primarily at their discretion.

**Respect and Safety**

All persons have a right to mutual respect and personal safety. While students may sometimes disagree, there will be a zero-tolerance policy for rudeness and disrespect. Verbal, physical, or sexual misconduct will result in immediate dismissal from the course.

**Academic Honesty**

The Faculty of Health Science adheres to SFU Academic Honesty and Student Conduct policies. Students in this course are responsible for knowing [these policies](#). A [tutorial](#) on plagiarism is available and all students are encouraged to review it. If the instructor believes a student has committed an act of academic dishonesty, he/she will submit a form reporting the matter to the SFU Registrar. In this course if you are found to have cheated (whether plagiarism or another type) you will be given a zero for that test or assignment.

## ***1. Pop Quizzes (20% of Final Grade)***

**Overview.** Pop quizzes will provide you with an opportunity to reflect on course material delivered in lectures, tutorials, and through the assigned readings. These quizzes may include multiple choice, short answer, or true-false questions. Students will not be told in advance that a quiz will take place. Students are expected to have prepared for each quiz by having read assigned readings prior to the scheduled lecture. Pop quizzes are “open notes” but not “open book” (i.e., 1 double-sided page of handwritten or printed notes are allowed for each quiz – these notes should summarize important facts, findings, or thoughts from the reading).

**Submission.** Quizzes may be administered in either the weekly lecture or during your assigned tutorial. They will sometimes be administered using Top Hat. Pop quizzes will be submitted in the lecture or tutorial during which the quiz is administered. If a quiz is not administered using Top Hat, it may be completed on a half sheet of paper. For each class session, you are responsible to provide enough paper and sufficient writing instruments to complete a quiz.

**Grading.** There will be 13 quizzes administered in the semester, with the 10 highest scores included in your final grade. Each included quiz will make up 2% of your final grade. Pop quizzes are graded based on the specific criteria associated with each quiz at the discretion of tutorial instructors (i.e., some quizzes are graded as pass/fail while others are graded based on accuracy). Depending on your tutorial instructor, these quizzes may on occasion be peer-graded. There will be no opportunity to make up missed quizzes. Under some circumstances, you may instead write a 2-page summary and synthesis of the weekly readings in place of a pop quiz. However, this should be cleared with your tutorial instructor ahead of time with appropriate justifications provided in advance.

✂-----POP QUIZ TEMPLATE-----

Last Name, First Name

Final Score =  /5

Student Number

Name of Peer-Grader

Date

Quiz #

Q1.

Q2.

Q3.

Q4.

Q5.

✂-----END

## ***2. Participation Log (20% of Final Grade)***

**Overview.** Each time you discuss course material with a class-mate, work in a small group, ask a question during lecture, or participate in tutorial/lecture discussions you will have the opportunity to record these activities in your participation log.

**Submission.** Your participation log will be submitted at end of business on the last day of class.

**Grading.** Participation logs will be graded based on an index (i.e., full credit will be given to those who participate at a three-quarters rate compared to the most engaged student in the course) calculated using the following formula:

$$G_y = \frac{N_y}{N_m * 0.75}$$

Where  $G_y$  is your grade;  $N_y$  is the number of times you participated in the semester, and  $N_m$  is the number of times the most engaged student participated.

✂-----PARTICIPATION LOG TEMPLATE-----

Last Name, First Name

Student Number

Date

**Participation Log**

<b>Date</b>	<b>Description of Participation</b>
<i>e.g., 1/9/2018</i>	<i>e.g., Asked Kiffer whether depression rates were higher or lower in young people compared to old people.</i>

*<Add as many lines as needed>*

I, \_\_\_\_\_, certify that the above participation log was created contemporaneously with the events outlines above and that these acts of participation are true and correct.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

✂-----END

### ***3. Persuasive Essay Assignments (60% of Final Grade)***

**Overview.** The purpose of this assignment is for you to learn about and effectively communicate the public health importance of a selected health topic (e.g., Why does the topic matter to our society? Why should anyone care about it?). The capstone of this assignment will be a persuasive essay. In writing this essay you will:

- (i) select a health topic impacting adolescents and young adults and prepare a brief essay proposal,
- (ii) develop a literature review on your approved health topic,
- (iii) conduct an interview with someone familiar with the health topic you selected,
- (iv) provide an outline and annotated bibliography mapping the content of your proposed essay,
- (v) draft an essay that raises awareness of your selected health topic and communicates its importance as a public health problem affecting adolescents and young adults, and
- (vi) submit a peer-reviewed and completely revised final draft that is ready for publication at a reputable venue.

Throughout this assignment there will be several opportunities for peer-review and feedback, including during two of this semester's tutorials and two of this semester's lectures. Attendance and participation in these opportunities is mandatory and will greatly impact your overall score on this assignment. Peer writing groups for this assignment will be organized after each person has settled on their selected topic.

***Persuasive Essay (PE) Proposal***

***(5%)***

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The first step to completing your persuasive essay will be to select a health topic impacting adolescents and young adults and prepare a brief proposal for that topic. Be sure to select a topic that you are highly interested in, and preferably one that you might imagine building a career on. Also, be aware that you will complete a number of tasks based on this proposal, so you should consider each component of this assignment before finalizing your topic choice.

***Submission.*** Please submit your proposal using the template provided below.

***Grading.*** Your proposal will be approved by your tutorial instructor and scored on a five-point scale based on the completeness of your answers.

✂-----PERSUASIVE ESSAY TEMPLATE-----✂

Last Name, First Name

Student Number

Date

**Persuasive Essay Proposal**

1. What topic would you like to focus on in your Persuasive Essay? (If you are unsure, list 2 or 3 options.)

\_\_\_\_\_

2. Are you aware of someone you could interview who either (a) has personal experience with the health topic, (b) is a family member of someone who has personal experience, or (c) is a public health expert researching this topic? If so, who is this person, and do you know how to get in touch with them?

\_\_\_\_\_

3. How much do you already know about the topic you would like to focus on? How do you know that stuff?

\_\_\_\_\_

4. Who do you envision as a potentially appropriate audience for your "Real Life" essay? Be specific.

\_\_\_\_\_

5. What do you think are some of your intended audience's most important values?

\_\_\_\_\_

6. Based on your impression of your intended audience's values, how accepting of or resistant to your message do you think they might initially be?

\_\_\_\_\_

7. What ideas do you have about connecting with their values in a way that could enhance their acceptance of your message, or overcome their resistance to your message?

\_\_\_\_\_

8. Do you have any questions about the Persuasive Essay or any associated assignments?

\_\_\_\_\_

*To be filled out by tutorial instructor:*

**Is this topic relevant to adolescent and/or young adults?**

Yes, \_\_\_\_\_ is an acceptable topic.

**Completeness of Responses:**

①—②—③—④—⑤

✂-----END



***Persuasive Essay (PE) Literature Review***

***(20%)***

After your persuasive essay topic has been approved, you will conduct a literature review of basic public health information about your approved health topic. To complete this part of the assignment you will need to answer the questions provided in the grading rubric below. In answering each of these questions, you should include enough detail to show that the as much information as possible has been provided, but don't get bogged down in perfectionism. Shoot for approximately one short paragraph of information – maybe 3-5 sentences – to answer each question. Though please be aware that some health topics require more than one paragraph to address each question. So, in total, about 15 short sections in addition to your introduction and conclusions. You are encouraged to use formal complete sentences organized into sentence and paragraph format with appropriate transitions between paragraphs (Note: Do not use the provided questions as headers). You may add charts or graphs or tables of information if you like – these may be especially helpful for population patterns and causes & risk factors. You should identify and cite credible sources of information for the health topic you selected. You may cite the same reference more than once, if appropriate. You may also cite multiple references per question, if appropriate.

***Submission.*** You will need to submit a copy of your literature review on canvas. The grading rubric should be included as a cover page to your prepared manuscript. An example of a literature review can be found in **Appendix 1**.

***Grading.*** Your literature review will be graded out of 20 points, with 1 point assessed for each of the questions outlined in the rubric and an additional 5 points for readability and organization.

✂-----LITERATURE REVIEW GRADING RUBRIC-----

Last Name, First Name

Student Number

Date

**Literature Review Rubric**

- 1. Pathophysiology** **(i.e., “What”)**
  - a.  What are the objective (signs) and subjective (symptoms) manifestations of the selected topic?
  - b.  Which bodily systems are relevant for the health outcome? Briefly explain the relevant pathophysiologic disease processes.
  - c.  What measurements are made to diagnose the outcome?
  
- 2. Population Patterns** **(i.e., “Who, Where, and When”)**
  - a.  Who: What are the age- and sex-related patterns of disease incidence, prevalence, mortality, premature death (YLLs), or disability (YLDs)?
  - b.  Where: What are the geographic patterns of disease incidence, prevalence, mortality, premature death (YLLs), or disability (YLDs)?
  - c.  When: How has disease incidence, prevalence, mortality, premature death (YLLs), or disability (YLDs) changed over time?
  
- 3. Causes & Risk Factors** **(i.e., “How and Why”)**
  - a.  What roles do genetics, biology, or family history play? Provide specific evidence.
  - b.  What roles do lifestyle factors play? Provide specific evidence.
  - c.  What roles do social and environmental factors play? Provide specific evidence.
  - d.  What roles do behavioral factors play? Provide some specific evidence.
  
- 4. Consequences** **(i.e., “So What”)**
  - a.  Overall, how much death, premature death (YLLs), or disability (YLDs) in the population are attributed to the disease?
  - b.  How large are the direct medical costs or indirect costs associated with the disease?
  
- 5. Prevention & control** **(i.e., “What to Do”)**
  - a.  Primary (& Primordial): How can we prevent the disease from occurring in the first place? (You may address primordial prevention if appropriate.)
  - b.  Secondary: How can we detect the disease and prevent it from getting worse?
  - c.  Tertiary (& Quaternary): How can we treat or manage the disease, to maintain quality of life and prevent disability and premature death, without doing harm? (You may address quaternary prevention if appropriate.)

*To be filled out by Tutorial Instructor:*

<b>Content</b>		<b>Structure &amp; Readability</b>
____ /15 points	+	①—②—③—④—⑤

✂-----END

***Interview Notes***

***(5%)***

As you complete your literature review, you should also interview (a) someone who is experiencing (or has experienced) your selected health condition, (b) a family member of someone who is experiencing (or has experienced) your selected health condition, or (c) someone who is professionally knowledgeable regarding the topic. This part of the assignment will allow you to produce notes from an interview that can be used to “put a face” on our understanding of your selected health topic and show how it affects real people. All HSCI 345 students’ interview notes will be made available to the entire class, so that we will all have a large resource of interviews to draw upon.

***Guidelines.*** You should interview someone who is experiencing (or has experienced) the health condition of interest, a family member of someone who is experiencing (or has experienced) the health condition of interest, or an expert on the health condition of interest. You might know someone personally who you can interview. If you don’t know someone who you can interview you may need to identify and contact them via email or talk to your classmates during your tutorial. You should contact potential interviewees as soon as possible so that you will be able to complete an interview in a timely manner. You may conduct the interview in person, by phone, by Google Hangout, by email, or by whatever other method suits you and the interviewee. Regardless of the method, you need to either take detailed written notes, or record the interview so that you can make detailed written notes later. When conducting your interview, please let the interviewee know that notes from the interview will be made available to our HLTH 345 class. Ask the interviewee if they are willing to have their name attached to the interview notes, or if they prefer to be anonymous with no name attached to the interview notes. Below are a few example questions you might ask:

1. What is your name?
2. What are your demographics including age, gender, employment, marital status, etc?
3. How would you describe your condition?
4. How long have you had this disease?
5. What do you think might have caused your disease to occur?
6. What changes have you noticed in your body, compared with before you began experiencing this condition?
7. What effect has the disease had on your mood, or your mental and emotional health?
8. How has the disease affected your social/family life, or other daily activities?
9. How has having the disease affected you and your family financially?
10. What do you do to prevent your disease from worsening, or to reduce its negative effects?
11. Are you aware of any positive consequences of experiencing your disease?

***Submission.*** Organize your interview notes using the question-and-answer template provided below. Your notes could be a verbatim transcript of the interviewee’s responses. Or, your notes could be a paraphrase of the interviewee’s responses in your own words. If you paraphrase, be as thorough as possible. Please submit your interview notes using the template provided below.

***Grading.*** Full credit will be given to everyone who completes an interview and submits their interview notes on time.

✂-----INTERVIEW NOTES TEMPLATE-----

Last Name, First Name

Student Number

Date

**Interview Notes**

**Name of interviewee:**

Health Condition:

**Name of interviewer:**

**Date of interview:**

**Basic demographics of the person being interviewed (age, gender, employment, marital status, etc)**

**Question 1:**

Answer:

**Question 2:**

Answer:

**Question 3:**

Answer:

**Question 4:**

Answer:

**Question 5:**

Answer:

*To be filled out by tutorial instructor:*

**Completed on time and submitted on the course website?**

Yes (5 points)  No (0 points)

✂-----END

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***Outline and Annotated Bibliography***

***(5%)***

The purpose of writing an outline and annotated bibliography is to help ensure that you are on the right track in developing your final paper, and if necessary, make course corrections. Stronger planning at this early stage will lead to a stronger paper at the later stage. By the end of this assignment you will have developed an outline for a really good final paper. It is important that the purpose of the final paper be clear, by having a clearly defined problem or question, a clearly defined thesis or claim, and a clearly defined audience. Then, it is important that your paper fulfill its purpose well, by supporting your narrative with solid arguments based on solid evidence, addressing opposing views, organizing everything in a way that is easy to follow, and by framing this content by an appropriate and persuasive story that will captivate your readers.

This assignment will also ensure that you are integrating credible and appropriate sources of information (e.g., peer-reviewed journal articles, public health textbooks, websites that contain reliable public health information, Up-To-Date articles) into your essay. As such, you will need to identify the specific sources you are using, where in your essay you will use them, and describe how these sources will be used to support your argument. You may use a source to support more than one argument, if appropriate. If you do so, provide specific notes about how the source supports multiple arguments. Doing so will help you write a final paper that has a clear purpose and that fulfills that purpose well.

***Submission.*** For this assignment you will submit an outline and annotated bibliography for your persuasive essay. While not a necessary step for this assignment, we highly recommend that you solicit feedback on your outline from your fellow writing group members. They will be able to provide you a second (or third and fourth) opinion on the clarity, feasibility, and appropriateness of your outline. Based on their feedback you can prepare a revised draft that meets the core criteria for this assignment. An example outline and annotated bibliography is provided in **Appendix 2**.

***Grading.*** There are no word limits for this document, either minimum or maximum. The key is to highlight your evidence within the context of a convincing and persuasive narrative. Scores will range from 0 to 5 and will be based on the pass/fail criteria outlined below. If your tutorial instructor identifies any serious problems with your outline or evidence, they will let you know. However, please be aware that such feedback will be most easily solicited from your peers as the tutorial instructors are generally not able to provide detailed feedback to every student.

✂-----**OUTLINE AND ANNOTATED BIBLIOGRAPHY RUBRIC**-----

Last Name, First Name

Student Number

Date

**Outline & Annotated Bibliography Grading Sheet**

*To be filled out by tutorial instructor:*

- Does the outline flow well?  Yes  No
- Is the purpose of the paper clear from the outline?  Yes  No
- Do the references provide support for the paper?  Yes  No
- Does the narrative provide an appropriate framework for the evidence  Yes  No
- Does the submission provide sufficient detail for the development of an essay?  Yes  No

✂-----**END**-----

***Peer Review of Persuasive Essay (PE)***

***(5%)***

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After you have completed an initial draft of your essay, there will be an opportunity to receive feedback from one (or more) of your peers.

***Submission.*** Your reviewer will complete a peer-review sheet of your draft before tutorial. Please print off the peer review sheet below along with a copy of your persuasive essay draft.

***Grading.*** The peer review assignment will be graded on a pass-fail basis.

✂-----PERSUASIVE ESSAY PEER-REVIEW SHEET -----

Last Name, First Name

Student Number

Date

Peer Review of Persuasive Essay

**1. Clarity of purpose:**

- a. What is the title of this essay? Does it entice the reader and accurately communicate its purpose?

- b. What is the purpose of this essay? (It must go *beyond* "this is the story of so-and-so and their disease ...")

- c. What statements does this essay contain that identify the most important lessons the reader should learn?

**2. Fulfillment of purpose:**

- a. Does this essay integrate biographical narrative with public health information?

- b. How strong is the use of Ethos, Pathos, and Logos in this essay (Provide examples of usage)?

- c. How does each paragraph of this essay support its thesis or claim?

- d. How do you think readers will respond to this essay (e.g., will it make them laugh, cry, ponder?) Is this response appropriate and effective?

**3. Free of distracting problems:**

- a. Is this essay well organized and easy for a reader to navigate? (Opening sentences of paragraphs!)

- b. Does this essay use proper grammar and spelling?

Name of Peer Reviewer: \_\_\_\_\_ Student Number: \_\_\_\_\_

✂-----END

***Final Draft of Persuasive Essay***

***(20%)***

After you have completed all the previous components of this assignment, you will submit a completed final draft which incorporates the feedback you received from your peers. As such, you will need to submit your previous draft(s) along with the feedback you received you're your peers. This assignment will be written as a narrative essay. Narrative essays differ from other writing assignments by relating a story that goes beyond *the story relay an important message*. Readers of your essay should develop (A) a greater knowledge of the topic from a public health perspective, (B) a greater empathy for individuals and families who experience the health outcome, and (C) a greater understanding of the challenges and opportunities the topic presents to us as a society. Your goal is to: "Make them aware and make them care."

In writing this assignment, you will want to express something important that your audience should *learn* from the story and from the associated public health information you include. You propose a thesis or make a claim, which should be something along the lines of "Topic ABC is really important, and you should care about it because of XYZ!" Then you support your thesis or claim using a combination of public health knowledge (from your literature review) and experiences and perspectives of the person or people you are writing about (from your Interview Notes). Writing a biographical narrative essay is a creative endeavor, but your essay is not a work of fiction; you must remain true to facts and real people's lives. As this is a PE you should be attentive to your development of "Ethos" (e.g., your credibility as an author), "Pathos" (e.g., an appeal to emotion), and "Logos" (e.g., an appeal to logic). Doing so will ensure that you effectively persuade your audience that your selected health topic really is important. Use the biographical narrative to appeal to your readers' emotion. Use the public health information from your literature review to establish your credibility and appeal to your readers' logic.

Your audience for this essay may be a general educated audience, such as the audience that might read publications like *The Atlantic*, *The New Yorker*, or other magazines that publish essays intended to raise awareness of important issues and get people to care about those issues. Or, your audience might be more specific – a narrower subset of the general public. What audience you want to address depends on the argument you want to make, and vice versa – think of audience and argument as interconnected. An appropriate audience for your "Real Life" Essay will probably be an audience who lacks awareness about the topic, or who doesn't really care about the health topic or doesn't perceive it as an important problem. You will try to influence your audience to become aware and to care.

There are many great examples of essays that combine evidence from public health information with evidence from people's real lives to fulfill the purpose of "making us aware and making us care." Consider reviewing a few of the following essays to get some inspiration for this paper:

"How the Internet Has Changed Bullying" by Maria Konnikova, *The New Yorker*

"The Moral Panic Over Sexting" by Conor Friedersdorf, *The Atlantic*

"Plight of a Young Cancer Survivor" by Jon Fortenbury, *The Atlantic*

**Submission.** The final version essay should be in the neighborhood of 1,200 words. Minimum 900 words; maximum 1,500 words. Your essay should contain a balance of two types of evidence – the biographical narrative from your interview and the public health information from your literature

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review. You have some flexibility here; you could go for a 50/50 split between biographical narrative and public health information, or you could lean more heavily to one side or the other. Don't lean too heavily on one type of evidence. The biographical narrative should make up between 30% and 70% of your essay, with the remainder being public health information. Be sure to carefully cite sources by adding HTML links. You do not have to cite the Interview Notes that you drew from beyond including a name (or pseudonym for those who wished to remain anonymous). Please submit your (i) annotated bibliography and outline, (ii) initial draft, (iii) peer review form, and (iv) final draft as a single document. An example persuasive essay is provided in **Appendix 3**.

**Grading.** We will evaluate this essay in terms of how well it demonstrates your mastery of HSCI 345 course learning outcomes. I expect you to write an essay of high enough quality that you could confidently submit it to a prospective employer or graduate school who requests a sample of your writing, or submit it to an editor of a newspaper or magazine in an effort to get the essay published.

An "A" essay will be superior work, absolutely ready to share with your target audience. The following rubric, which should be submitted as a cover page for this assignment, will be used to grade your final paper.

✂-----PERSUASIVE ESSAY RUBRIC-----✂

Last Name, First Name

Student Number

Date

**Persuasive Essay Rubric**

<b>Clarity of Purpose (30 points)</b>	<b>10 points Great Job</b>	<b>7-9 points Almost There</b>	<b>4-6 points Needs Work</b>	<b>1-3 points Try Again</b>	<b>0 points Way Off</b>
Purpose	Clearly goes well beyond relating a person's story	Purpose needs some minor clarification	Limited only to relating a person's story	Limited to story, and story itself lacks purpose	Purpose is not discernable
Thesis	Clear and makes sense – likely a single sentence	Mostly clear and makes sense, maybe too long	Discernable but unclear	Doesn't make sense	No discernable thesis statement
Audience	Clearly addresses an appropriate target audience	Target audience needs slight clarification	Addresses target audience but often loses focus	Seems to address an inappropriate target audience	Target audience is not discernable
<b>Fulfillment of Purpose (60 points)</b>	<b>10 points Great Job</b>	<b>7-9 points Almost There</b>	<b>4-6 points Needs Work</b>	<b>1-3 points Try Again</b>	<b>0 points Way Off</b>
Balance of narrative and evidence	Well balanced – within 70% / 30%		80% - 90% vs. 10% - 20%		100% vs. 0%
Author's credibility	All facts have appropriate sources cited	Most facts have appropriate sources cited	Some facts have appropriate sources cited	Few facts have appropriate sources cited	No facts have appropriate sources cited
Logical argument	Arguments make sense – likely 2+ arguments made	Arguments need minor improvements	Discernable but weak, maybe only 1 argument	Arguments have crucial logical flaws	No relevant arguments to support thesis
Emotional appeal	Strongly enhances persuasiveness	Moderately enhances persuasiveness	Discernable but weak	Inappropriate emotional appeal	No appeal to the reader's emotion
Organization and purpose of paragraphs	Well organized; all paragraphs purposeful	Minor problems; most paragraphs purposeful	Some problems; some paragraphs purposeful	Major problems; few paragraphs purposeful	Hard to follow; no paragraph purposeful
References	Adequate and appropriate	Mostly adequate and appropriate	Unreferenced claims	Inappropriate references	No references
<b>Free of Problems (10 points)</b>	<b>5 points Great Job</b>	<b>3-4 points Almost There</b>	<b>2 points Needs Work</b>	<b>1 Points Try Again</b>	<b>0 Points Way Off</b>
Length	Within limits		A little outside		Way outside
Spelling & grammar	No problems		Some problems		Many problems
<b>Total score for Essay section</b>	<b>_____ / 100 Points</b>				

## HSCI 345 | Course Schedule

Date	Lecture	Tutorial Topics	Readings & Assignments
January 2 <sup>nd</sup>	<b>**No Lecture**</b>	<b>**No Tutorials**</b>	<b>**No Readings**</b>
January 9 <sup>th</sup>	Course Introduction	Introductions	Syllabus
January 16 <sup>th</sup>	Epidemiology of Young People's Morbidity and Mortality	Persuasive Essay Proposal Topics	<b>**No Readings**</b> Proposal due in tutorial.
January 23 <sup>rd</sup>	The Biopsychosocial origins of behavior	Intentional and Unintentional Injury	Khazan. (2014). " <a href="#">How Supportive Parenting Protects the Brain</a> ," The Atlantic  Cassidy et al. (2016). " <a href="#">Contributions of Attachment Theory and Research: A Framework for Future Research, Translation, and Policy</a> ."  Reich & Vandell. (2011). " <a href="#">The Interplay Between Parents and Peers as Socializing Influences in Children's Development</a> ."
January 30 <sup>th</sup>	<b>**No Lecture**</b> Use this time to finalize your draft literature review for peer review.	Peer review of draft literature review.	<b>**No Readings**</b> Draft of literature review due in tutorial.
February 6 <sup>th</sup>	The Origins of Personal Preference	Substance Use	Khazan. (2017). " <a href="#">Can a Difficult Childhood Enhance Cognition?</a> " The Atlantic  Anzman et al. (2010). " <a href="#">Parental influence on children's early eating environments and obesity risk: implications for prevention</a> ."  Vanyukov et al. (2012). " <a href="#">Common liability to addiction and "gateway hypothesis": Theoretical, empirical and evolutionary perspective</a> ."
February 13 <sup>th</sup>	<b>**No Lecture**</b>	<b>**No Tutorials**</b>	<b>**No Readings**</b>
February 20 <sup>th</sup>	Social Class and Young People's Health	Poverty and Food Security	Murthy. (2017). " <a href="#">Work and The Epidemic of Loneliness</a> ," Harvard Business Review  Murry et al. (2011). " <a href="#">Neighborhood Poverty and Adolescent Development</a> ."

			<p>Cho et al. (2015). "<a href="#">Understanding Student Loan Decisions: A Literature Review.</a>"</p>
<p>February 27<sup>th</sup></p>	<p>Ethnicity and Young People's Health</p>	<p>Colonization</p>	<p>Literature review due in lecture.            Coates (2014). "<a href="#">The Case for Reparations.</a>" The Atlantic</p> <p>Cheng et al. (2015). "<a href="#">Race, Ethnicity, and Socioeconomic Status in Research on Child Health.</a>"</p> <p>Jonhbloed. (2017). "<a href="#">The Cedar Project: mortality among young Indigenous people who use drugs in British Columbia.</a>"</p>
<p>March 6<sup>th</sup></p>	<p>Technology, the Media, and Young People's Health</p> <p><b>Guest Lecture</b>            Blake Hawkins</p>	<p>Body Image</p>	<p>Interview notes due on Canvas by Friday at 11:59.            Parker. (2012). "<a href="#">The Story of a Suicide.</a>" The New Yorker.</p> <p>Holland et al. (2016). "<a href="#">A systematic review of the impact of the use of social networking sites on body image and disordered eating outcomes.</a>"</p> <p>Hawkins et al. (2016). "<a href="#">LGBT cyberspaces: a need for a holistic investigation.</a>"</p> <p>Ybarra et al. (2012). "<a href="#">Defining and measuring cyberbullying within the larger context of bullying victimization.</a>"</p>
<p>March 13<sup>th</sup></p>	<p>Mental Wellness and Young People's Health</p>	<p>Loneliness &amp; Social Support</p>	<p>Outline and Annotated bibliography due in tutorial.            Denizet-Lewis. (2017). "<a href="#">Why Are More American Teenagers Than Ever Suffering From Severe Anxiety?</a>" New York Times</p> <p>Das et al. (2016). "<a href="#">Interventions for Adolescent Mental Health: An Overview of Systematic Reviews.</a>"</p>

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			Patel et al. (2007). " <a href="#">Mental health of young people: a global public-health challenge.</a> "
			Hawkley et al. (2013). " <a href="#">Loneliness Matters: A Theoretical and Empirical Review of Consequences and Mechanisms.</a> "
March 20 <sup>th</sup>	<b>**No Lecture**</b> Use this time to finalize your draft persuasive essay for peer review.	Peer review of Persuasive Essay	<b>**No Readings**</b>  Draft of persuasive essay due in tutorial for peer review.
March 27 <sup>th</sup>	Sexuality and Young People's Health	Sexual Health	Khazan. (2014). " <a href="#">The Unexpected Home of Unintended Pregnancy,</a> " The Atlantic  Bouris et al. (2010). " <a href="#">A systematic review of parental influences on the health and well-being of lesbian, gay, and bisexual youth: time for a new public health research and practice agenda.</a> "  Lee et al. (2017). " <a href="#">A systematic review on identifying risk factors associated with early sexual debut and coerced sex among adolescents and young people in communities.</a> "
April 3 <sup>rd</sup>	Gender and Young People's Health  <b>Guest Lecture</b> Kalysha Closson	Gender	Chotiner. (2017). " <a href="#">A New Standard for Sexual Consent,</a> " Slate  McDonald. (2011). " <a href="#">Workplace Sexual Harassment 30 Years on: A Review of the Literature.</a> "  Seidler et al. (2016). " <a href="#">The role of masculinity in men's help-seeking for depression: A systematic review.</a> "
April 10 <sup>th</sup>	Young People's Public Health: Research and Intervention  <b>Guest Lecture</b> Andrew Gibbs	<b>**No Tutorials**</b>	Persuasive essay due in tutorial. <b>**No Readings**</b>  Participation log due in lecture.