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Using Cover Art from *Emerging Infectious Diseases* to Inspire Microbiological Education

Appendix 1

Sample Syllabus

Infectious Disease & Art

Course Information, Policies, & Schedule

Sample Syllabus for 100% Online Course; 5-credits

Class Meeting Time & Location

This class is 100% online, meaning everything will be completed asynchronously (independently, online)–there will be NO "live" or no in person (aka: synchronous) meetings or requirements. The quarter is broken up into weekly modules that will (in general) open Monday mornings by 9:00 a.m. – all work is expected to be completed at your convenience by the following Sunday evening (11:59 p.m.).

Instructor Information

Instructor: Stefanie Iverson Cabral, PhD. You may call me Dr. Iverson Cabral, Professor Iverson Cabral, or Stefanie, whatever you are most comfortable with; My pronouns are she/her.

Email: slic@uw.edu (you can expect a reply within 2 business days)

Student Office Hours: This summer I am available to meet with students in person, on Zoom, over the phone, or via chat. Please email to schedule an appointment or to explore options if you are interested.

General Information

Course Description:

This course explores the microbiology of pathogens while examining both historical and contemporary pieces of art influenced directly or indirectly by these contagions. Causes, risk factors, symptoms, mechanisms of pathogenesis, treatment, and prevention of infectious disease will be explored through a lens of the visual art pieces they have inspired.

Course Objectives:

Upon successful completion of this course, students will be able to…

1. assess the basic microbiology of infectious disease including the etiologic agent, transmission, prevention, cure, and stigma associated with various pathogens.

2. evaluate the different roles art plays in scientific disciplines, such as advocacy, communication, education, etc.

3. interpret art in every-day life, being able to illustrate microbiological and psychological aspects of microbiology.

4. curate an art exhibit that includes a mixture of artwork by other artists and the student that reflects a specific topic related to infectious disease.

Course Materials

Course Instagram Site: https://www.instagram.com/art_of_infectious_disease/

Optional Textbooks:

Art in Science: Selections from Emerging Infectious Diseases. Polyxeni Potter ISBN 978–0-19–931569–7

Sick Rose. Richard Barnett. 2014. ISBN-10: 1–938922–40–9

Images of Plague and Pestilence. Christine M. Boeckl. 2000. ISBN 0–943549–72–8

Images of Leprosy. Christine M. Boeckl. 2011. ISBN 978–1-935503–14–9

Course Schedule

This course is divided into weekly modules that will officially open on Monday morning (most will be accessible the Wednesday before) with most assignments due by the end of the day the following Sunday (11:59 p.m.). Please note that the course schedule is subject to revision; modifications may be necessary based on the progression of an individual class or the unexpected need to cancel classes due to illness, weather, etc. See Canvas for the most updated information.

Appendix 1 Table 1. Course schedule

Week	Topic(s)	Activities/Assignments	Date Due
1	Introductory Reflections	Student Needs Assessment	Sunday of Week 1
		Syllabus Scavenger Hunt Introductory Padlet	
		Individual Disease Topic	
		Introductory Discussion Board	
2	Hansen's Disease (Leprosy)	Hansen's Disease Science Quiz	Sunday of Week 2
		Hansen's Disease Art Reflection	
		Hansen's Disease Mystery Picture	
		Hansen's Disease Mystery Picture Comments + Final Post	Sunday of Week 3
3	Plague	Plague Science Quiz	Sunday of Week 3
		Plague Art Reflection	
		Plague Mystery Picture	
		Plague Mystery Picture Comments + Final Post	Sunday of Week 4
4	Cholera	Cholera Science Quiz	Sunday of Week 4
		Cholera Art Reflection	
		Cholera Mystery Picture	
		Cholera Mystery Picture Comments + Final Post	Sunday of Week 5
5	Individual Online Gallery	Mid-Quarter Needs Assessment	Sunday of Week 5
		Individual Topic Quiz: Disease Facts	
		Online Gallery Check-In	
		Gallery Check-In Peer Reviews	Sunday of Week 6
6	Influenza	Influenza Science Quiz	Sunday of Week 6
		Influenza Art Reflection	
		Influenza Mystery Picture	
		Influenza Mystery Picture Comments + Final Post	Sunday of Week 7
7	Tuberculosis	Tuberculosis Science Quiz	Sunday of Week 7
		Tuberculosis Art Reflection	
		Tuberculosis Mystery Picture	
		Tuberculosis Mystery Picture Comments + Final Post	Sunday of Week 8
8	HIV	HIV Science Quiz	Sunday of Week 8
		HIV Art Reflection	
		HIV Mystery Picture	
		HIV Mystery Picture Comments + Final Post	Sunday of Week 9
9	Ebola	Ebola Science Quiz	Sunday of Week 9
		Ebola Art Reflection	
		Ebola Mystery Picture	
		Ebola Mystery Picture Comments + Final Post	Sunday of Week 10
10	Individual Online Gallery	Final Online Gallery	Sunday of Week 10
		Final Gallery Peer Reviews	Friday of Finals Week

Nothing submitted after the Friday of Finals Week (week 11) will be graded for credit.

Grading & Evaluation

Point Distribution

Points for the quarter will be distributed as follows… if at any time you are feeling overwhelmed, please see me for help. I am always happy to explain the content, answer questions, and help with more general study skills and time/task management issues.

Appendix 1 Table 2. Assignment points scale

Assignment	Volume	Points	Percent
Needs Assessments	2 assessment x 10 pts	20-pts	(2.1%)
Syllabus Review Quiz	1 quiz x 10 pts	10-pts	(1.1%)
Introductory Discussion Board	1 discussion board x 30 pts	30-pts	(3.2%)
Introductory Padlet	1 assignment x 30 pts	30-pts	(3.2%)
Science Quizzes	6 quizzes x 30 pts each	180-pts	(18.9%)
Art Quizzes	6 quizzes x 30 pts each	180-pts	(18.9%)
Mystery Picture Activity	6 assignments x 30 pts each	180-pts	(18.9%)
Online Gallery	Individual project + peer reviews	320-pts	(33.7%)
Total:		950-pts	

Grading Scale

Final grades in this class will be calculated as earned percentages of the total points possible using the UWB School of Nursing & Health Studies grading scale (https://www.uwb.edu/nhs/student-resources/grading-scale) below. For final grades, I do round up to the nearest tenth (for example, a score of 72.48 would become 72.5 [2.3] while a score of 72.42 would remain a 72.4 [2.2]).

Policy on Late Work

Due dates and deadlines have been provided in the schedule below, as well as on Canvas. It is expected that assignments will be turned in on time, but late assignments submitted after the due date will be accepted with a 10% grade deduction for each day the assignment is late for a period of 5 days; after that 5-day period, you can still turn assignments in late for 1/2 credit (50% point deduction) for another 5-days, after which point you can no longer receive partial credit for an assignment. Please note that this point penalty may be waived based on the instructor's review of a student's late request and the circumstances IF the instructor is notified BEFORE the assignment is due (unless there are extenuating circumstances that prevent this). Lack of planning is not an emergency but know that flexibility will be valued given the stressors students may experience.

Progress Reports & the Navigate System

As your professor, part of my job is to communicate any concerns I may have about your academic performance to your advisors. This is meant to better connect you with support resources before it is too late (keeping important registration deadlines in mind for dropping or withdrawing from a class). UW Bothell utilizes the Navigate Student Success Management system to allow me to share such feedback with your advisors should I feel such communication is needed. In addition, your advisors may request that I submit a progress report on your behalf. These communications remain confidential between me and your advisors but will provide them up-to-date information related to your assignments, academic progress, and participation. Using Navigate to alert advisors about your academic progress will both help advising staff to know when you might need support and will prompt me to reflect on your work and make me think about what I can do to help you succeed in this class and at UW Bothell.

Incomplete Grades

An Incomplete (I) is given only when the student has been in attendance and has done satisfactory work until within 2 weeks of the end of the quarter and has given proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

Graded Components of BHLTH 406

Science Review Quizzes

For each module that covers a specific infectious disease (weeks 2–5 and 7–9), there will be prepared Minilectures available on Panopto that focus on the scientific, microbiological, and medical aspects of disease – these videos will be embedded within an online review quiz that will assess comprehension and understanding. These quizzes will not have a time limit and are open-note/open-book; you have three attempts, and your highest score will be recorded in the gradebook. Each quiz will include multiple-choice, true/false, fill-in-the-blank and short answer style questions based on the videos available.

Art Reflections

For each online module that covers a specific infectious disease (weeks 2–4 and 6–8) there will be an online assessment that focuses on a curated group of art works chosen to

illustrate the specifics of each disease. Again, short Panopto minilectures will be created to help students explore different selected works. This assignment will primarily involve short-answer style questions that ask you to infect and reflect on how the work connects to the disease and the impact it has had. These assessments will challenge and assess your comprehension of the artistic-based information related to each infectious disease. Given these questions will generally not have any "right" or "wrong" answers, they will be graded as "complete," for full credit, "needs improvement" for 75%, and "incomplete" for a 0.0. Since these are open ended questions, you will have one attempt, however there is no time limit and everything is open-note/open-book.

"Mystery Picture" Assignments

I want to know how each student interprets the materials presented each week, so students will be required to submit one picture that represents how they would express that disease visually. Since this is online, we will present these pictures on Padlet boards using a modified version of the "save-the-last-word" format. Briefly, each student will be required to post their picture by the end of the week (Sunday) and a minimum of two comments to their peers on how they interpret their images and a final post on why you chose the picture you did. The grading rubric for this assignment can be found at the end of this document.

Instructions...

• Post #1… Go to the class Padlet board (instructions on this below) and submit a picture of something that represents the disease we discussed that week. All you need to do is upload the picture with a short description of where you took it and if appropriate, the name of the piece and the artist. I encourage everyone to submit images you find when you are out and about–the goal of this assignment is for you to try and think creatively about how you see the disease show up in your life, the spaces you inhabit, etc. As noted in the rubric, full credit will NOT be given to students who do a quick Google search and upload the first image that comes up (in other words, online pictures are not allowed).

• Posts #2–3… Pick two different pictures others have posted to your Padlet board and comment. These comments do not need to be exhaustive, but need to include at least four detailed, thoughtful sentences that explore how you see the picture and interpret how it relates back to the subject material discussed that week. Each picture may have three comments at a

maximum – if you see a post already has three responses, consider it "closed" and move on to someone else. You are also encouraged to "rate" each picture by clicking on the star icon.

• Post #4… Go back to your original picture and read the feedback other students have provided. Post a final comment that explains why you chose that picture and what you were thinking about how the image related back to the materials discussed that week. These final posts should include a thoughtful discussion that must be five sentences or longer. Also, as noted in the rubric, for full credit I am looking for a "conversation" with a response back to the comments your original post received.

Online Gallery – Individual Research Project

As we get started with week one, each of you will identify an infectious disease you would like to explore further in an independent project. As the quarter continues, you are encouraged to visit museums in our community, as well as using online resources like Google Arts & Culture to curate an exhibit of ten artistic pieces that best represent the topic you have selected. These images can come from others, but also can include something of your own creation (this is encouraged, but not required). The grading rubric for the final gallery can be found at the end of this document.

Project Components

1. Pick a Topic... In week one, you will identify what disease/infection you want to explore for this project. Review the list of diseases and identify which one you want to work on by posting a comment with your choice to the discussion board. Once a disease is chosen, it is no longer available with sign-ups "first come/first serve." This assignment is graded complete/incomplete and is worth 10-points.

2. Research Your Disease… How is the pathogen spread? What causes it? What are the symptoms? Are there any measures for prevention? Risk factors for infection? etc. After picking your disease, the next step is to research the organism to gather information that you will use to inspire your curated exhibit. If you need help knowing where to look to get started on your research, I've included some reputable resources on Canvas. Your research will be submitted online by the end of week five via a Canvas quiz worth 50-points.

3. Gallery Draft… After you have researched your chosen topic, start to explore online sources or local museums to find examples of art created by others that illustrate what you have

learned. I have put together several resources to help you find art, both in person and online. To ensure people are not rushing at the end of the quarter or struggling with technology, there will be a mid-quarter checkpoint in week five where you will get instructor and peer feedback on a draft of your gallery. This assignment is worth 30-points and will be (mostly) graded credit/no credit.

4. Final Gallery… You will have the rest of the quarter to finish curating pieces for your final gallery, as well as using the feedback you received in week five. Final drafts are worth 170-points and need to be submitted by the end of week ten.

5. Peer Review… While this is an online class, I want us to collaborate and share your work with others! There will be two opportunities for peer review, each worth 30-points. The first peer review and will take place in week six (as you evaluate gallery drafts) and finals week (after final galleries are submitted).

How to Make your Gallery

Your gallery will be presented as an online Web site and can be made using whatever platform you are most comfortable with. In the past, students have had the best luck by creating a Google Site. If you have not used Google Sites before, you can create a free Web site using your UW Google Account. IT has information on how to create an ePortfolio using Google - while this is not exactly what we are doing, the tips and "how to's" could be helpful.

Students have also used Adobe Express (previously called Adobe Spark). This is a free graphic design app that lets people create impactful and visually stunning web stories - something that is perfect for this project. If you are interested, I have provided some brief instructions on Canvas, as well as some resources that can be useful in creating and editing an Adobe page.

What needs to be included in your online gallery...

What the gallery looks like and how you want to display your images is up to you! Let your creativity shine. You are, however, expected to have the following elements present in your gallery:

• You must have at least ten different images. This can be art made by other artists or works of your own creation - please make sure to reference the artwork created by others. Put the

name of the piece, the year it was created, the artist who created it, and (if possible) information about where the art is exhibited.

• Of these ten images, at least four different art media need to be represented. Art can come in the form of paintings, sculpture, collages, photographs, portraits, textiles, etc. We will review this in week one.

• Of your ten images, at least one image must be included to represent (1) the pathogen, (2) symptoms, (3) transmission, and (4) risk factors for infection.

• Each image needs to have a summary that (1) references whoever created the art (see above), (2) points out what media it is, (3) addresses how it connects to your assigned disease (and if it helps illustrate one of the four required elements mentioned above). This summary should be a few sentences and needs to make evident (briefly and succinctly) how it connects to the disease and how it helps tell a story in your exhibit.

• Somewhere on your online gallery you need to include an artistic statement about your curated exhibit. What did you research? How and why is this disease significant/important? How do all the images illustrate your topic? What story are you trying to tell with these images? This statement should be a paragraph.

• Come up with a creative title and subtitle. Have fun with this - help it add to your story.

Policies, Expectations, & Resources

Basic Needs Policy

Your safety and wellbeing are more important than anything going on in this class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Care Team (https://www.uwb.edu/studentaffairs/care-team) for support and notify me, if you are comfortable. Please also note the Student Mental Health Resources flyer provided on Canvas.

Mental Health Resources

The following are resources if you or a friend/loved one are experiencing a mental health crisis:

• 988 Suicide & Crisis Lifeline

• King County Crisis Line: 866–427–4747

• Snohomish County Crisis Line: 800–584–3578

• https://www.imhurting.org/ Call, text, or online metal health crisis support

• Washington Recovery Help Line: 866–789–1511

• National Suicide Prevention Lifeline: 800–273–8255

• Trevor Project LGBTQ Support: 866–488–7386

• My SSP Phone: 866–743–7732 (multiple languages available)

• My SSP Internet: https://myssp.app/ca/home for 24/7 online support

• University of Washington Bothell Counseling Center: 425–352–3183 (business hours only). Drop-in, call-in, and scheduled therapy appointments free to all students

Also note that on campus, the Counseling Center offers private and confidential in-person, phone or zoom video-counseling. Students who want to begin counseling can call 425–352–3183 to schedule a 45-minute intake appointment. If you are experiencing crisis / urgent concerns, call 425–352–3183 to arrange a same day appointment between 1:00 and 3:00 p.m. Monday - Friday. If you have questions: please email us at uwbcc@uw.edu or call 425–352–3183 to speak with the receptionist between 9:00 a.m. to 12:00 p.m. or 1:00 p.m. to 4:00pm, Monday through Friday.

Your Success Matters

I care deeply about your success as a student and a person. As we go through the course, please let me know what success looks like to you. I am always happy to explain best strategies and approaches for you to achieve that. The best things you can do to ensure your success in this class are:

1. Show up for yourself and others;

2. Communicate early and often with me and with your peers if you need help, accommodations, or more information;

3. Show respect for yourself and others;

4. Define and set goals for what success looks like to you, make a plan to achieve it, and regularly check on your progress;

5. Be willing to give and receive support.

If you are falling short of your goals in this class for any reason, I want to hear from you, early and often. I understand that life happens. At the same time, there are limits to how much lenience I can offer you within the bounds of this institution and its policies – there is no guarantee of an "A" or even a guaranteed pass in this class. I will also ask that you respect other members of our learning community as you proceed on your learning journey – so accountability to fellow classmates on group projects, etc. is important.

Student Conduct

Students will abide by the UW policies on student conduct (https://www.uwb.edu/studentaffairs/studentconduct). The following expectations for in-person classroom conduct also hold true for online learning:

• To enhance the learning for yourself and your classmates, you are expected to come to class prepared to participate fully. It is difficult to have a learning environment when only a portion of the group is fully prepared.

• Each of us comes to this course from a different knowledge base and background. Do not hesitate to ask for clarification from a speaker when a particular point or discussion is not understood.

• It is expected that responses and exchange of dialogue be done in a respectful tone (both in person and online). Everyone should feel they have a space to talk and explore their thoughts based on the course material, their experiences, or where they are at with the discussion. A diverse exchange of information is vital to increasing one's knowledge about the course topic.

• Please read the "netiquette" guidelines to understand the communication norms for this class to help you engage with your instructor and peers in this electronic space (https://achievevirtual.org/7-rules-for-online-etiquette/).

Academic Integrity

I insist on academic integrity. Cheating and plagiarism will not be tolerated. I want to know what you know and what you have to say, not what you were able to copy and paste or

take from another student's work. A basic guideline when it comes to plagiarism is this: you can gather information in your readings, online, etc., but when you write your answers, the words need to come from you! If a significant part of what you write is a paraphrase (rewrite) of someone else's ideas, please reference them appropriately. You are responsible for knowing what constitutes a violation of the UW Student Code referenced above, and you will be held responsible for any such violations whether they were intentional or not. If you would like help in how to avoid plagiarism, please see https://guides.lib.uw.edu/bothell/ai

Expectations Regarding Use of Generative AI

In this course, students are permitted to use AI-based tools (such as ChatGPT) to generate ideas and help explain concepts, but you are NOT allowed to use these AI-based tools to do any of your writing – any writing you produce in this class must be your own. All sources, including AI tools, must be properly cited. Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to investigation. One of the reasons for this policy is that AI results can be biased and inaccurate. It is your responsibility to ensure that the information you use from AI is accurate. Additionally, pay attention to the privacy of your data. Many AI tools will incorporate and use any content you share, so be careful not to unintentionally share copyrighted materials, original work, or personal information.

Learning how to thoughtfully, strategically, and ethically use AI-based tools may help you develop your skills, refine your work, and prepare you for your future career. If you have any questions about citation or about what constitutes academic integrity in this course or at the University of Washington, please feel free to contact me to discuss your concerns.

Communication

You are expected to check the course Web site at least two times per week and be paying attention to announcements and alerts. This is always true, but with a 100% online class communication is key. The Community Forum & Homework Help! discussion board is where you should submit general questions about the course, but if you have something more personal to discuss, please reach out the instructor at slic@uw.edu or through a Canvas message. You can expect to hear back within two business days.

Time Commitment

This is a 5-credit class, which means you should commit a minimum of four hours each week (which is equivalent to what time we would be meeting in-person if it was an on-campus class). Beyond that, the University recommends you budget ~5–10 hours a week OUTSIDE of these hours of instruction reading, watching videos, reviewing materials, completing other assignments, etc. Keeping up with the assigned materials is essential since each week builds on previous course material.

Access & Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course. If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at uwbdrs@uw.edu.

Religious Accommodations

Washington State law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first 2 weeks of this course using the Religious Accommodation Request Form (https://registrar.washington.edu/students/religious-accommodations-request/)."

Respect for Diversity

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Student seeking support around these issues can

find information and resources at https://www.uwb.edu/diversity. In the School of Nursing & Health Studies, students are expected to respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status and engage in respectful discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those core materials that may be at odds with a person's beliefs and values.

School of Nursing & Health Studies Diversity Statement

"Of primary importance to our educational program is the composition of our student body. In clinical, research and theory building programs, the generation of knowledge and learning is based upon collegial exchanges among and between faculty and students. Such exchanges contribute to openness regarding diverse ideas, viewpoints, and belief systems, which in turn lead to increased knowledge and interest in understanding the varied perceptions of health care needs in a diverse society." (Full statement: http://www.uwb.edu/nhs/about/diversity) Students seeking support around issues of diversity, equity and inclusion can find more information and resources at http://www.uwb.edu/diversity.

For Victim-Survivors of Sexual and Relationship Violence

We believe you. We support you. Navigating school after, or during, a traumatic experience can be challenging. Title IX provides legal protections to support survivors of sexual and relationship violence (referred to as sexual misconduct in UW code) accessing higher education. You deserve to feel supported while on campus, whatever that looks like for you. If you need support, on- or off-campus, consider talking with our free, confidential specially trained Victim Advocate or counselors in the Counseling Center. If you experience class-related challenges, please let me know to whatever degree you feel comfortable. I will do my best to work with you. I'm also happy to meet with the Advocate present or work with DRS if you are eligible (see below). Though I am not an expert and may not know the perfect thing to say/do, I want you to know that you deserve to be here and to pursue an education just as much as any other student.

o Victim Advocate: Specializes in serving students who have experienced sexual violence, relationship violence, or stalking – if you aren't sure if your experience falls into these

categories but you're looking for support related to relationships and/or sexual experiences, the advocate is available to you. Located in UW1–080; 425–352–3183 or uwbvae@uw.edu.

o Counseling Center: Located in UW1–080; 425–352–3183.

o Disability Resources for Students (DRS): For students who have been diagnosed with anxiety, PTSD, depression, or other mental health condition, you may also consider reaching out to the Disability Resources for Students office at 425.352.5307 or rosal@uw.edu.

For Veterans

Welcome! We at UW Bothell understand that the transition into civilian life can be challenging for our veteran students and we have many resources for any who may want to reach out for guidance or assistance. This includes our Vet Corp Navigator through the WDVA and our Student Veterans Association (SVA). Please contact Veteran Services at 425.352.5307 or rosal@uw.edu. For those of you needing more URGENT support, please use the resources noted above &/or connect with the UWB CARE Team https://www.uwb.edu/studentaffairs/care-team.

For Undocumented Students

I fully support the equal right to higher education for everyone. I welcome any questions on specific needs for undocumented students and am available for related resources and support. If you need information on resources available at UWB for DACA students, please visit https://www.uwb.edu/studentaffairs/daca-resources.

For Parenting Students

With schools beginning to open, childcare remains a unique challenge some of us are facing right now. Parenting students are encouraged to take advantage of the resources provided on campus. For more detailed information, visit https://www.uwb.edu/studentaffairs/resources-for-parents or contact the https://www.facebook.com/PUUWB.

Course Technical Requirements

As an online class, it is imperative you have access to a laptop or desktop plus reliable internet. This class is not intended to be completed on your smartphone. If you are in need of a laptop and/or a WiFi hotspot, please see: https://www.uwb.edu/it/service-catalog/teaching-learning/tech-lending-program

Help with Online Learning

If you are new to online learning, UWB is compiling resources to help students transition. Please see https://www.uwb.edu/it/student-continuity for more information.

Health & Wellness Resource Center & United Way Benefits Hub

In one centralized location students can have access to FREE services including financial assistance with reduced utilities, free/low-cost medical insurance, emergency financial grants, tax preparation, Tele-health consultation with licensed nurse, and health care information including sexual and reproductive health. You can reach them at https://www.uwb.edu/arc/hawrc.

Inclement Weather & Campus Closures

As an asynchronous, online class, inclement weather will not impact this class, I still recommend that you sign up for the UWB alert system at https://www.uwb.edu/alert to be informed of campus closures.

Course Withdrawal

If you decide to drop this course for any reason, YOU must officially withdraw with the registrar or you will receive a failing grade. Important dates regarding course withdrawal are available at https://www.uwb.edu/academic-calendar/2024-2025-calendars/registration-deadlines-2024-2025

Tutoring & Help

I am more than happy to answer questions for you – please don't be afraid to speak up! If you are looking for extra help beyond what I can provide, take advantage of the resources available to you through the Quantitative Skills Center. See http://www.bothell.washington.edu/qsc/tutor or call 425–352–3170 for more information.

A Special Note about "Post-Pandemic" Learning

The pandemic has required a complete shift in the way we live our lives, including how we teach and learn. While we are over 6 years into this new reality, I recognize that students (and faculty) continue to be impacted. As we continue to navigate this pandemic, know I am using the

five principles (these principles were originally developed by Brandon L. Bayne, University of North Carolina at Chapel Hill) below to guide me as I approach teaching during these challenging times.

1. Nobody signed up for this… Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus; Not for the online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials.

2. The humane option is the best option… We are going to prioritize supporting each other as humans, we are going to prioritize simple solutions that make sense for most, and we are going to prioritize sharing resources and communicating clearly.

3. We cannot just do the same thing online – If we need to move to remote learning, I recognize that… Some assignments are no longer possible, some expectations are no longer reasonable, and some objectives are no longer valuable.

4. We will foster intellectual nourishment and personal accommodation… I recognize that each of you have a unique set of needs and circumstances and will do my best to make accommodations to help everyone be successful.

5. We will remain flexible and adjust to the situation… No one knows where this is going and what we will need to adapt to next, so everyone (faculty and students) needs support, understanding, and grace.

Grading Rubrics

Please keep grammar in mind. While it will not be explicitly graded, if there are major errors that are serious and numerous that cause the reader to struggle to discern the writer's meaning in a way where it becomes impossible to ascertain what the writer is attempting to communicate, 5–10 pts will be deducted from the final grade.

Appendix 1 Table 3. "Mystery Picture" Grading Rubric

Element	Excellent	Sufficient	Incomplete
Original Post 10-pts	Picture is original (meaning you took it) and includes where the picture was taken. If the picture is a work of art you found out in the world, that was created by someone else, references/credit needs to be included in post. 10-pts	Picture is posted but is missing information on where it was taken, is missing credit for the artist who created the original work or represents an image you found online (vs. in real life). 7-pts	Picture was not posted or represents an image taken from the internet. 0-pts
Comments 2 × 5 pts each	Comment exceeds 4 sentence minimum and includes a thoughtful and detailed discussion of why you think the picture was chosen, what the picture means to you, and how you see the picture relating back to the coursework. 5-pts	Comment may meet the 4 sentence minimum but includes comments that are lacking in depth and discussion. For example, "good job," "I can see it," etc. will not count as substantial comments. 3-pts	Comments not posted. 0-pts
Final Explanation Post 10-pts	Explanation exceeds five sentence minimum and includes a thoughtful and detailed discussion of why you chose the image, what the picture means to you, and how you see the picture relating back to the coursework. For full credit, I am looking for a "conversation" with a response back to the comments your original post received. 10-pts	Explanation may meet five sentence minimum but does not include depth or discussion. For example, if we're talking about plague, and you take a picture of your cat, and say something about your pet and briefly mention the disease, that is not sufficient. 7-pts	Explanation not posted. 0-pts
Optional Bonus Points	You can earn 1–5 bonus points for this assignment if (a) the picture you took came from a museum, gallery, etc. (and includes appropriate references), OR (b) you spent time trying to create an artistic representation of the disease. NOTE bonus points will not be awarded if you quickly sketch something literal - this extended learning opportunity is reserved for students who push themselves above and beyond when it comes to artistic expression, creativity, thought, detail, etc.		

Appendix 1 Table 4. Online Gallery Grading Rubric

Element	Excellent	Good	Sufficient	Poor/Incomplete
Title & Subtitle 10-pts	Title & subtitle are creative and accurately (and clearly) describe your project. 10-pts	Title & subtitle accurately (and clearly) describe your project but could be more creative. 8.5-pts	Title & subtitle describe your project but lacks creativity or is unclear. 7-pts	Title and subtitle are missing or incomplete. 0-pts
Artistic Statement	Paragraph includes impressive thought, detail, and explanation. It helps make the overall story evident and illustrates what the creator was hoping to achieve. Work is such that the instructor could use it as an example in future quarters. 30-pts	Paragraph includes an explanation and helps make the overall story evident and illustrates what the creator was hoping to achieve. Work is good but could be improved with additional evidence of thought and detail. 25.5-pts	Artistic statement is present, but lacks thought, detail, and explanation. 21-pts	Artistic statement is missing or incomplete. 0-pts
Artwork 10 pieces x 3.5-pts each	The artwork is a creative representation of the disease, with a clear connection to the topic chosen. 3.5-pts	The artwork represents the disease, with a clear connection. It is a good choice but is literal or obvious. 3-pts	A visual image is provided, but is not artistic (an educational graphic, for example) or is poorly connected. 2-pts	Image is missing. 0-pts
Image Summaries 10 summaries x 3.5-pts each	Description of image is brief, concise, and clearly demonstrates/summarizes the work, why the piece was chosen, and how it fits into the story you are trying to tell. Information	Description of image is brief, concise, and clearly demonstrates/summarizes the work, why the piece was chosen, and how it fits into the story you are trying to tell. Information	Description of image is provided but lacks clarity or detail for the reader to understand why the image was chosen and how it fits into your gallery. Information regarding the	Image summary is missing or insufficient. 0-pts

Element	Excellent	Good	Sufficient	Poor/Incomplete
	regarding the media used for this artwork and whether you are addressing transmission, pathogen, symptoms, or risk factors is also included. Work is such that the instructor could use it as an example in future quarters. 3.5-pts	regarding the media used for this artwork and whether you are addressing transmission, pathogen, symptoms, or risk factors is missing. 3-pts	media used for this artwork and whether you are addressing transmission, pathogen, symptoms, or risk factors is also missing. 2-pts	
References & Citations 10 images x 2-pts each	Each image includes a description of who created it, when it was produced, the title of the piece, as well as where it is found. 2-pts	Reference is missing one of details: description of who created it, when it was produced, the title of the piece, as well as where it is found. 1.5-pts	Reference is missing two or more of the following: description of who created it, when it was produced, the title of the piece, as well as where it is found. 1-pts	Reference/citation information is missing or insufficient. 0-pts
Media Requirements 20-pts	At least four different media (think photograph, painting, sketching, sculpture, textile, etc.) are included. 20-pts	Three different media are represented. 15-pts	Two different media are represented. 10-pts	Only one type of media is represented in gallery. 0-pts
Disease Representation 20-pts	Four separate images represent (1) pathogen, (2) transmission, (3) symptoms, and (4) risk factors. 20-pts	Three separate images represent (1) pathogen, (2) transmission, (3) symptoms, and (4) risk factors. 15-pts	Two separate images represent (1) pathogen, (2) transmission, (3) symptoms, and (4) risk factors. 10-pts	Notes are missing or insufficient. 0-pts
Visual Impact & Creativity	I want you to work toward creating a visually stunning and creative piece but recognize this can be a struggle for students with limited art background. As a result, creating a visually stunning and creative gallery can earn you as many as 10 bonus points. Please keep grammar in mind. While it will not be explicitly graded, if there are major errors that are serious and numerous that cause the reader to struggle to discern the writer's meaning in a way where it becomes impossible to ascertain what the writer is attempting to communicate, 5–10 pts will be deducted from the final grade.			