Everyday we are continually bombarded with information about fitness, nutrition, disease, and what we should be doing in order to be healthier individuals. But is there really one tip that will cut my belly fat? Do I really only need 10 minutes of exercise a day? Does pomegranate juice really prevent cancer? This course is designed to provide you with a framework for how to critically assess health claims such as these, as well as help you gain a more holistic view of what true health really means. Using the process of scientific research as a scaffold, you will be empowered to make informed decisions about whether the health claims and issues you see in the popular media are legitimate or bogus.
intended learning outcomes (ilo’s)

by the end of this course you should be able to:

1. define “science”
2. describe how a scientist goes about asking and answering research questions.
3. define “health”
4. analyze the trustworthiness of various sources of information.
5. access reliable information in order to critically assess the credibility of health claims in popular culture.
6. explain the underlying anatomy and physiology of common diseases and current health issues.

what’s the point?

Understanding health inevitably involves learning some facts about the human body, but the overall goal is for you to learn and master an approach for critically assessing health claims that you come across everyday. Having a strategy for how to analyze and determine the trustworthiness of health information is a lifelong skill that will help you make informed decisions about your health now, and for the rest of your life!

what will I be graded on?

assignments

pre-class assignments (PCA’s) (30%)
legit or bogus assignments (LBA’s) (25%)
legit or bogus presentation (5%)

quizzes (30%)
discussion participation (10%)

grades:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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how much time should I be spending on this course?

The university equation for calculating the workload of a course is 3 hrs for each credit. For this course it works out to 4 credits x 3 hours = 12 hours/week. This means that each week you can anticipate spending approximately 3 hours in lecture, 1 hour in discussion, and 8 hours of self-study (completing assignments and studying for quizzes).

office hours

Robin – after class or by appointment
Jenni – after class or by appointment
pre-class assignments (PCA’s) (30%)
The purpose of pre-class assignments is to guide your reading of the text, and help you be prepared to participate in class. Go to the “assignments” page on Canvas for detailed instructions and grading guidelines.

When are PCA’s due?
3:30 pm (start of class) on the due date (assignments and due dates are posted on Canvas)

How do I turn PCA’s in?
Upload your assignment electronically via Canvas

What if I am having technical difficulty?
Email Jenni (jenniann@uoregon.edu) before class starts and she will assist you with your submission without penalty.

What if I do really poorly on an assignment?
Your lowest PCA score will be dropped.

legit or bogus assignments (LBA’s) (25%)
Legit or bogus assignments are examples of health claims that you will be responsible for determining whether you think they are valid or untrue (in other words, legit or bogus!) Go to the “assignments” page on Canvas for detailed instructions and grading guidelines.

When are LBA’s due?
12:00 pm on the due date (assignments/due dates are posted on Canvas and on the next page).

How do I turn LBA’s in?
Upload your assignment electronically via Canvas.

What if I am having technical difficulty?
Email Jenni (jenniann@uoregon.edu) before class starts and she will assist you with your submission without penalty.

What if I do really poorly on an assignment?
Your lowest LBA score will be dropped.

legit or bogus presentations (5%)
You will be responsible for finding your own example of a health claim and presenting to your discussion group the steps you went through to determine whether it is legit or bogus. Go to the “assignments” page on Canvas for detailed instructions and grading guidelines.

quizzes (30%)
Quizzes will include material from your pre-class assignments as well as topics we discuss in lecture. Each lecture will include practice questions, which are exactly like the types of questions on the quizzes. Quizzes will be non-cumulative, meaning they will only include material from the prior two weeks. Each quiz will have two parts:
Part I – Individual quiz (80% of quiz grade)
Part II – Open book group quiz (20% of quiz grade) After taking the quiz on your own, you will take the exact same quiz again, but now you can work with and discuss answers with your classmates.

discussion participation (10%)
Discussion will include activities to equip you to compete the legit or bogus assignments, review of your completed LBA’s, as well as applying the concepts of the course to your own life. Attendance and completion of the discussion activities will earn full marks for participation. After one “freebie”, each discussion missed, or failure to complete the activities in a given discussion, will result in a deduction of 1% from your final grade.
All cases of suspected cheating or plagiarism will be referred to the HPHY Conduct Officer. The Conduct Officer will review the evidence provided and meet with the student(s) involved to decide on further action.

What happens if I cheat on a quiz? – You will receive a zero for the particular quiz.

What is plagiarism? - Plagiarism is taking someone else’s work and using it as your own.

What happens if I plagiarize on an assignment? – You will meet with the HPHY Conduct Officer as described above to discuss the situation and possible consequences.

To best inform yourself of the policies and guidelines regarding cheating and plagiarism please read the HPHY “Statement of student conduct” and complete the related quiz on Canvas. Completion of the quiz is required to receive a letter grade in the course.
When you have a question outside of class, please carry out the following steps BEFORE sending an email:

1. Can I find the answer to my question in the syllabus or on Canvas?
   - NO
   - YES
   - Smiley face

2. Can my peers answer my question on the Canvas discussion board?
   - NO
   - YES
   - Smiley face

3. My question is about ....

   - Content
     - Jenni – jenniann@uoregon.edu
     - Robin – rhopkins@uoregon.edu
   - Assignment submission/grading
     - Jenni – jenniann@uoregon.edu
   - Discussion
     - Jenni – jenniann@uoregon.edu
   - Everything else & all of the above
     - Robin – rhopkins@uoregon.edu

Accessibility & accommodations

Although this course has been designed using the principles of Universal Design, please alert me if some aspect of the course is not accessible to you, and requires adaptation. I would be happy to explore options to help make your learning experience more positive. You are also encouraged to contact the Accessible Education Center, located in 164 Oregon Hall. Please call (541) 346-1155 or email uoaec@uoregon.edu to schedule an appointment. Students with a letter from AEC indicating additional time is provided on exams are encouraged to take their exams at the testing center.

Come prepared.
Ask questions.
Find a study buddy.
Smile.

*NOTE: any paper course documents that are collected will be filed for one term following the course and then shredded.