Professor Nicole Ngo  
Office: 158 Hendricks Hall  
Phone: 541-346-0687  
Email: nngo@uoregon.edu  
Office hours: M/W 3:30-4:30pm or by appointment (in-person only- if you want to meet virtually, you must email me ahead of time)

Course GE: Katie Inger  
GE email: kinger@uoregon.edu  
GE office hours: Tuesday 10:30-11:30 am (in-person)  
GE office: 26D

Class location: 242 GER  
Class time: M/W 2-3:20pm

Class Zoom link (also synched on Canvas)  
https://uoregon.zoom.us/j/95737649314?pwd=Yit2ZjB2WXdENU9HRkl3T0M2cDBWZz09

Course Description  
What are social determinants of health? What is it about living in certain communities that leads to poor health? How do we measure the health of a community? This course provides a broad overview to public health’s approach to answering these questions, and considers three modifiable factors influencing health: medical care factors, social and behavioral factors (e.g. tobacco, obesity, and stress) and environmental issues (e.g. clean air, clean water). In addition to examining the evidence that links these factors to community health, we will evaluate public policy influences, healthcare delivery system design factors and community planning strategies to improve public health. Students will be introduced to basic methodologies to collect meaningful data, discover how to read and interpret health-related research and learn how research findings can be applied to impact public policy.

Promoting the health of individuals and communities has been a central focus of social science theory and research for many disciplines, including sociology, anthropology, political science and economics. This course will introduce you to logic of social science and population health research. We will
examine research findings with a particular interest towards implications for developing policies to improve health.

This course is designated as a **Social Science** Core Education course. At UO, core education is designed to provide a broad, interdisciplinary education that helps students, think critically and creatively, communicate clearly, and reflect ethically. Specifically, in this class, you will learn and practice critical thinking through your written assignments and current event discussion and written communication through your written assignments.

This course also fulfills the **United States: Difference, Inequality, and Agency** category of the Cultural Literacy Core Education requirement, a requirement informed by UO student activism. It is meant to develop students’ analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

1. **Inquire** into intersecting aspects of identity such as race, gender, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability.
2. **Analyze** uses of power to marginalize on the basis of identity, as well as responses and agency on the part of marginalized groups.
3. **Examine** historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

and undertake one or more of the following:

4. **Reflect** on one's own individual identifications and how these are connected to systems of power.
5. **Practice respectful listening and ethical dialogue** around deeply felt or controversial issues.

**Course Objectives/Learning Outcomes**

Upon completion of this course students will be able to:

1. Understand the basic principles of public health and how it differs from medical care.
2. Discuss and write critically on important problems in public health.
3. Apply the basic concepts of epidemiology to relevant problems.
4. Be up to date on current public health issues in the U.S. and abroad.
5. Ability to work in groups on both written and oral projects.

**Course Website**

The course website is located on the University of Oregon’s Canvas system ([https://canvas.uoregon.edu](https://canvas.uoregon.edu)). The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

**Required Reading**

There are two required readings for this course:

Note: There is a 6th edition of the textbook, however, due to reasons related to COVID-19, I have not had time to review this edition. As a result, please use the fifth or previous editions. Let me know there are issues with this.

- Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World by Tracy Kidder (lots of used copies available - I suggest checking Smith Family Bookstore or Abebooks.com)

The remainder of the required readings are reports or scientific articles which will be assigned each week and discussed in class, so students are expected to come prepared to class having read them.

Assignments and Course Grades
The course grade will be based on the following components:

Lecture attendance 4%
Canvas quizzes 10%
2 assignments 38% (19% each assignment)
Discussion section
  Current event presentation/discussion 5%
  Discussion attendance 2%
Midterm Exam 18%
Final Exam 23%

Lecture Attendance
Class attendance will be taken each lecture starting week 2 at the beginning of class. Only in-person attendance counts, however, you are allowed to miss up to 2 classes without a penalty. Also, according to the Senate’s ‘Course Attendance and Engagement’ Policy, there is no distinction between “excused” versus “unexcused” absences. There are exceptions to this reason-neutral provision: disability-related accommodations, religious observances, university-sponsored events, and in cases where students have Emergency Academic Notification through the Dean of Students. In those cases, it is up to the student to ask for accommodations for these reasons and provide the necessary documentation prior to missing class or turning in late work, usually at the beginning of the term.

If you miss more than 2 classes, students will have the opportunity to make-up for missed classes by making a mini 2 to 3 minute video on the missed lecture and its readings (see Canvas > Assignments > “Video discussion for missed attendance” for more information), then email the professor when it’s done. Recordings of lectures will be available on Canvas under the “Zoom Meetings” tab.

Canvas Quizzes
It is important students come prepared to discuss the assigned readings in class. Each session will be interactive and we cover a substantial amount of material in a short period of time. Your success in this course will be directly related to your preparation and participation in class.

To encourage participation, one weekly quiz will be posted on Canvas every Sunday and Tuesday. Quizzes are based on weekly reading and material prior to that day’s lecture (e.g., the quiz posted on Tuesday night Jan. 5 will be due Tuesday Jan. 12 at 11:59 pm and cover material due on Wed. Jan 13). Online quizzes are between 5 to 10 questions and include multiple choice, true/false or short answer. You will have one week to complete each set of quizzes. After the due date, you will not receive credit for the quiz. You will be able to see the correct answers the day after the quiz is due. There are 10 Canvas quizzes total and each quiz is weighed equally, even though some quizzes are longer and may have more “points.” At the end of the term, your lowest Canvas quiz score will be dropped.
Please note: I understand that you may have technical difficulties with web-based quizzes. If you experience a technical issue, please email me and I will determine whether or not your quiz is eligible to be reset. In addition, I will do my best to respond to your requests promptly; however, if you experience technical difficulties the day before it is due, I cannot guarantee that your quiz will be reset prior to the deadline – please plan ahead!

2 assignments (19% each or 38% total)
Students will complete 2 assignments individually based upon the given prompts posted on Canvas. The purpose of the assignments is to critically analyze a topic or problem in public health using the tools or resources discussed in class in a clear and concise manner. Please refer to the rubric and explanation of grading system (at the end of the syllabus) before you begin your assignment. Use 12 size Times New Roman (or similar) font, double-spaced, and 1-inch margins and adhere to the given page limit. Post assignments onto Canvas under the appropriate folder. You will be docked 1 point for each day it is submitted after the due date.

Discussion section
The Friday discussion sections will be an extension of lecture, but more group-discussion based.
Discussion attendance
There is a separate grade for attending discussion sections. You are allowed to miss one discussion section without penalty. Similar to lecture attendance, there is no distinction between excused and unexcused absences. If you miss more than 1 class, you will have the opportunity to make-up for missed classes by finding and reading one current event article from a reputable source that is related to that week's lecture material. Then, write a 300 word essay which summarizes the article (~150 words) and describes how the article is connected to themes discussed in class that week (~150 words). Please cite the article you are using.

Current event presentation/discussion
Starting in week 3, students will work in groups of 4 to 5 to summarize a current event (in the past year) relevant to either lecture for that week. Newspaper articles must come from reputable news outlets (not blogs), such as New York Times, Wall Street Journal, Washington Post, NPR, The Atlantic, The Register Guard, etc. The presentation should be 5 to 8 minutes and include 4 discussion questions at the end for the class to discuss either in groups or as a whole. The Discussion should be about 10 minutes. Sign-up for a topic/day on your assigned Canvas Discussion page. Students will present their current event at the beginning of class, so students must email the GE their presentation at least 5 minutes before class! Sign-up by Thursday of week 2, otherwise a topic will be assigned to you.

Midterm
Student will have an open-book, open note midterm exam on Canvas that will be taken during our regularly scheduled class time. Please note that although I post my slides on Canvas, anything said in lecture (and not in the handouts) could be on the exam

Final Exam
You will have an open-book, open-note Final Exam on Canvas that reviews the topics we discussed in class. Please note that although I post my slides on Canvas, anything said in lecture (and not in the handouts) could be on the exam.
How will I communicate with you?
Our class will communicate through our Canvas site. Announcements and emails are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. I will post assignments and readings mostly through Canvas modules.

When I need to get in touch with individual students, I do so through email.

When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally two weeks.

How can you communicate with me?
If your question (or comment) is
- a practical, yes/no one about an assignment, reading, or other component of our class, feel free to email me or the GE.
- about a technical challenge with Canvas or another technology, please contact the UO Service Portal.
- about course content or activities, about something personal, time sensitive, or something else that doesn’t feel like it fits above, please reach out to me by email or by attending office hours!

I try to respond to questions within one business day.

Alternatively, you may also attend office hours. During office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student’s post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor’s office hours—if that is you, please change that this term by attending! Feel free to come with a peer if that is useful for you.

Regardless of the format, I look forward to connecting!

Why should you communicate with me?
I enjoy talking with students about our course material! Are you confused or excited about something? Wondering how what we’re learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

Academic misconduct
The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I will report all suspected misconduct to the Office of Student Conduct and Community Standards. If the Office finds a student has committed misconduct, consequences can include of the relevant assignment or exam, or of the course.

While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might
work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find support in using [citation method] at the UO Libraries' Citation Guides research guide.

If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I view student questions about academic integrity as a desire to act with integrity, so I welcome your questions.

**Make up Exams: Midterm Exam**
Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). If the midterm exam is missed for a legitimate reason, the final exam weight will be increased by the amount of the midterm exam weight. This must be arranged prior to the scheduled midterm exam time.

**Make up Exams: Final Exam**
Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. A make up final exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency.

**General Guidelines for Class Participation**
All members of the class (both students and instructor) can expect to:

*Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts.

We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

*Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don’t hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Course Workload**
A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort.
per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

Writing Lab
This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab, which offers remote tutoring support and learning resources. More information can be found at their website: https://engage.uoregon.edu/

Accessible Education
The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

Late Assignment Policy
If you are unable to make it to class on the day an assignment is due, you may email your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Diversity Statement
You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students’ legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly. Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the Division of Equity and Inclusion through their website or by phone (at 541-346-3175), or the Center for Multicultural Academic Excellence through their website or by phone (at 541-346-3479).

Sexual Violence, Harassment and Survivor Support
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

**Prohibited Discrimination and Harassment Reporting**

Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

**Basic Needs**

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don’t have a stable, safe place to live, or are struggling to meet another need, visit the UO Basic Needs Resource page for information on how to get support. They have information on food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support.

If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the Community Care and Support form, or by scheduling an appointment with an advocate.

**Accommodation for Religious Observances**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (https://registrar.uoregon.edu/calendars/religious-observances) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

**Mental Health and Wellness Statement**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.
University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. *In the event that the instructor of this course has to quarantine, this course may be taught online during that time.*

*****Tentative Course Schedule*****

Below is a tentative outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for knowing what reading should be done for what class. It will be up to date. All the readings will be available for download on Canvas.

**Week #1: What is public health?**

**Monday (Jan. 9): Introduction**

- Schneider, Chapter 1: Public Health: Science, Politics, and Prevention
- Schneider, Chapter 31: Public Health in the 21rst century

**Wednesday (Jan. 11): Why is public health controversial?**

- Schneider, Chapter 2: Why is Public Health controversial?
- Schneider, Chapter 3: Powers and Responsibilities of Government (skim)
- (optional) How public health took part in its own downfall by Ed Yong

**Assignments**

- Canvas quiz #1 will be posted tonight and due Tuesday Jan. 17 at 11:59pm (for readings on Wednesday Jan. 18) (2 attempts for this quiz only—every other quiz has only 1 attempt)
- Sign up for a current event during discussion group on your Canvas Discussion page by next Thursday at 11:59pm—meet with groups next Friday in discussion section

**Week #2**

**Monday (Jan. 16): No class- Martin Luther King Holiday**

**Assignments**

- Canvas quiz #2 will be posted tonight and due Sunday Jan 22 at 11:59pm (for readings on Monday Jan 23) (1 attempt for this quiz)
Wednesday (Jan. 18): What really kills us in the United States today?
- Schneider, Chapter 9: The “conquest” of infectious disease
- Schneider, Chapter 10: The resurgence of infectious disease (read up to “Biomedical basis of Aids” and skim the remainder of this chapter)
- Schneider, Chapter 11: The biomedical basis of chronic diseases

Assignments
- Canvas quiz #3 will be posted tonight and due Tuesday Jan 24
- Assignment #1 will be posted on Canvas under Assignments and due Friday of week 4

Week #3
Monday (Jan 23): Do people choose their own health?
- Schneider, Chapter 13: Do people choose their own health?
- Schneider, Chapter 14: How Psychosocial factors affect health behavior
- Schneider, Chapter 18: Maternal and child health as a social problem

Assignments
- Canvas quiz #4 will be posted tonight

Wednesday (Jan 25): Social determinants of health: Poor diet and physical inactivity
- Schneider, Chapter 16: Public health enemy number two and growing: Poor diet and physical inactivity

Guest lecture: Sarah Reiter and Kerry O’Conner- Food for Lane County

Assignments
- Canvas quiz #5 will be posted tonight
- Midterm study guide posted

Week #4
Monday (Jan 30): Epidemiology: Scientific foundation for public health
- Schneider, Chapter 4: Epidemiology: The Basic Science of Public Health
- Schneider, Chapter 5: Epidemiologic principles and methods

Assignments
- Canvas quiz #6 will be posted tonight

Wednesday (Feb 1): Use of statistics and limitations
- Schneider, Chapter 6: Problems and limits of epidemiology
- Schneider, Chapter 7: Statistics: Making sense of uncertainty
- Optional: Schneider, Chapter 8: The role of data in public health

Assignments
- Assignment #1 due this Friday on Canvas at 11:59pm!
- Canvas quiz #7 will be posted tonight

Week #5
Monday (Feb 6): Behavioral factors in health: Tobacco
• Schneider, Chapter 15: Public health enemy number one: Tobacco

**Wednesday (Feb 8): Behavioral factors in health: Intentional and unintentional injuries**
• Schneider, Chapter 17: Injuries are not accidents
Optional: Eugene Vision Zero Draft Plan

**Week #6**
**Monday (Feb 13): Open-book, open-note Midterm exam**

**Assignments**
• Canvas quiz #8 will be posted tonight

**Wednesday (Feb 15): Movie: And the band played on**

**Assignments**
• Canvas quiz #9 will be posted tonight

**Week #7**
**Monday (Feb 20): Introduction to healthcare, Part 1**
• Schneider, Chapter 26: Is the medical care system a public health issue?

**Assignments**
• Assignment #2 will be posted on Canvas and due next Friday of week 8 at 11:59pm
• Canvas quiz #10 will be posted tonight

**Wednesday (Feb 22): Introduction to healthcare, Part 2**
• Schneider, Chapter 27: Why the U.S. Medical System Needs Reform

**Assignments**
• Canvas quiz #11 will be posted tonight

**Week #8**
**Monday (Feb 27): Medical care and public health for the aging population**
• Chapter 29: Public health and the aging population
• NYTimes article: Fighting to honor a father’s last wish: To die at home
*Optional:* Institute of Medicine: Dying in America- Summary (p. 1-4, read bold passages in p. 5-20)

**Wednesday (March 1): Medical ethics**
• Kisner: What the chaos in hospitals is doing to doctors (The Atlantic)

**Assignments**
• Assignment #2 due Friday at 11:59 pm on Canvas

**Week #9**
**Monday (March 6): Guest lecture: Measure 110 Project Manager- Joanna Bernstein (White Bird Clinic)**
Wednesday (March 8): Public health in low-income countries
- Mountains Beyond Mountains: Part 1 only
  
  Optional: Chapter 25: Population: The ultimate environmental health issue
- Final review is next Wednesday, so come prepared with questions

Assignments
- Final exam study guide posted

Week #10
Monday (March 13): TBD

Wednesday (March 15): Final Review

Final Exam: 2:45pm on Monday, March 20

Explanation of Grading System
- C+ and Lower (below 80)
  - Unacceptable work for professionals or undergraduate/graduate courses
  - Factual errors or calculation errors
  - Poorly written (misspellings, typos, poor grammar, poor sentence structure)
  - Graphics poor (inaccurate tables, poor titles, no data sources)
- B- (81-83)
  - Below acceptable standards for professionals
  - Minor errors of fact or calculation
  - Poorly constructed text, unclear graphics
  - Rushed or lack of attention to overall product
- B (84-86)
  - Meets minimal professional standards
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data
- B+ (87-90)
  - Solid professional work
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas
- A- (91-93)
  - High quality professional work
  - Technically, methodologically, and factually 100% accurate
  - Fall short of highest quality work in organization, flow of text or presentation
  - Clearly conveys conclusions to audience
- A (94-99)
  - Highest quality work
  - Technically, methodologically, and factually 100% accurate
  - Efficient language and graphics presented with emphasis
  - Easy to navigate and follow
o Clear about main points and evidence provided to support these points
o All graphics are clear and titled, sources, labeled