

ENVIRONMENTAL HEALTH ONLINE – HSCI 3306, Summer I and Summer II Grading Rubric

Your final grade will be determined by your performance on four required course elements. There are no “extra credit” options in this course. All work must be completed on time during the weeks assigned.

WEEKLY CONTRIBUTIONS for VIRTUAL CLASSROOM: 25% of your total grade

Each week, student will be assigned a different concept, definition or idea from the textbook to explain to the rest of the class. The assignment has two parts: 1) concise written explanation of the concept – “*in your own words*,” and not more than about 10 sentences; and 2) one PowerPoint slide that illustrates or elaborates the written explanation. The slide must add to the written explanation with a graph, picture, or illustration, and cannot be simply “bullet points” summarizing or repeating the written explanation. The written explanation can earn up to 15 points and the slide can earn up to 15 points, but the total points per week cannot exceed 20 points. This grading scheme ensures that quality gaps on one element (written explanation or slide illustration) can be compensated for by excellence on the other element (written explanation or slide illustration). The weekly contributions are worth 20 points per week for a total of 160 points (8 x 20).

*Please note: the content of all assignments must be completely original and cannot be copied from any other sources. Copying others’ work is **PLAGIARISM**. Academic honesty is taken very seriously by the Department of Public Health Sciences, the College of Health Sciences, UTEP and the UT System. Any work determined to be copied will receive a grade of “0” and all cases of plagiarism are immediately turned over to the Dean of Students.*

WEEKLY TESTS: 25% of your total grade

WEEKLY TEST(S) cover knowledge from one chapter of reading. For weeks in which two chapters are assigned (weeks 1, 2 and 6), students will complete 2 WEEKLY TESTS. WEEKLY TESTS are open-book, multiple-choice format with 10 questions; you will have 60 minutes to complete each WEEKLY TEST. Each WEEKLY TEST or set of WEEKLY TESTS will be worth a total of 20 points. (When two WEEKLY TESTS are given, each question is worth 1 point. When one WEEKLY TEST is given, each question is worth 2 points.) The total possible points for this element is 160 (8 x 20).

“MID TERM EXAM” ENVIRONMENTAL HEALTH VIDEO PLAN: 25% of your total grade

The MIDTERM EXAM submission includes the completed Conceptual Outline Form and fully annotated “storyboard” plan for your Environmental Health video and is worth 160 points as shown in the detailed grading rubric below.

“FINAL EXAM” ENVIRONMENTAL HEALTH VIDEO: 25% of your total grade

The FINAL EXAM submission includes your completed Environmental Health video with updated/improved Conceptual Outline Form and storyboard plan; together the elements are worth 160 points as shown in the detailed grading rubric below.

ENVIRONMENTAL HEALTH VIDEO – DETAILED GRADING RUBRIC

The MIDTERM Environmental Health Video Conceptual Outline Form and storyboard plan, and the FINAL Environmental Health Video with updated/improved Conceptual Outline Form and storyboard plan, are graded using the same rubric. Both the MIDTERM and FINAL submissions are worth a total of 160 points as shown below. *Students are strongly encouraged to use feedback from the MIDTERM EXAM to improve their FINAL EXAM submission.*

ACTIVITY	Exemplary (100%)	Proficient (80%)	Partially Proficient (60%)	Unsatisfactory (0%)	POINTS
CONCEPTUAL OUTLINE FORM CONTENT ORGANIZATION	<p>The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A variety of supporting information for the video contributes to understanding of the climate change aspect and solution. The plan includes motivating questions and “organizers” that reinforce the relationship of the content to the main idea. All elements are presented in a logical order.</p>	<p>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea.</p>	<p>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.</p>	<p>The content lacks a central theme, clear point of view and logical sequence of information. Supporting information is not relevant to the overall message. The viewer is unsure of the main message; information is lacking; and/or out of date and/or incorrect.</p>	30

USE OF RESOURCES AND CITATIONS	Sources of information and graphics are properly cited using citations and linked to appropriate content.	All sources of information are identified and credited using citations but not linked to content.	Most sources of information are identified using proper citation.	No citations are included.	30
INTRODUCTION (ACT I)	The introduction ("Act I") is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.	The introduction is clear and coherent and evokes interest in the topic.	The introduction does not create a strong sense of what is to follow.	The introduction does not orient the audience to what will follow.	20
BRIDGE (ACT II)	The bridge to the solution draws the viewer in, holds the viewer's attention and keeps them listening for the solution.	The bridge is interesting, and logically ties the introduction to the solution.	The bridge is logically connected to the problem and solution but does not motivate the viewer.	The bridge does not seem logically connected to the problem and/or solution	20
SOLUTION (ACT III)	The solution is presented in a clear, simple way and seems very do-able, easy, and desirable to carry out. How the solution links to the problem is very clear and simply stated. Evidence for the efficacy of the solution is strong and clear.	The solution is logically tied to the problem. The solution is understandable but how the solution would be carried out is less clear. Evidence for the efficacy of the solution is adequate.	The solution may or may not be logically connected to the problem but the solution seems complicated, unpleasant to carry out or too costly. Evidence for the efficacy of the solution is not given.	The solution does not seem connected to the problem. The solution does not seem desirable or do-able.	20

STORYBOARD	<p>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes about proposed dialogue/narration on text are included. Notes on proposed transition, special effects, text effects, headings, are provided. References are included. All sketches are numbered, and there is a logical sequence to the presentation.</p>	<p>The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue. References are included. All sketches are organized and numbered in a logical sequence.</p>	<p>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue. References are partial or missing. Sketches are only partially organized; some sequence confusion</p>	<p>There is no evidence of a storyboard. References are missing. Organization of content is not evident</p>	40
				TOTAL	160