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.

Above is the general outline of the course. We will start by exploring how scientists approach asking and answering questions (1), and then apply those strategies to questions surrounding nutrition (2), physical fitness (3), drugs and alcohol (4), and sex (5). For each topic we will study the anatomy and physiology underlying current health issues, and engage in activities to help you take steps toward positive change in your own personal health.
what will I be graded on?

assignments
- pre-class assignments (PCA’s) (10%)
- health claim assessments (HCA’s) (15%)
- final reflection (5%)

discussion
- prep & activities (20%)

exams (40%)

class participation (10%)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100%</td>
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<td>A</td>
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<td>59% or below</td>
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what’s the point?

Understanding health inevitably involves learning some facts about the human body. The overall goal of the course, however, is not to memorize information, but for you to learn and master an approach for critically assessing health claims you come across everyday. Having a strategy for how to analyze and determine the trustworthiness of health information is an essential skill you will use to make informed decisions about your health now, and for the rest of your life!

office hours

Dylan – Tuesdays, 11 am-12 pm, ESS 253
Dr. Hopkins – Thursdays, 2-3 pm, ESS 255

how much time should I be spending on this course?

The university equation for calculating the workload of a course is 3 hours/week 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 exams).
pre-class assignments (PCA’s) (10%)  
The purpose of pre-class assignments is to help you be prepared to participate in class.  
Pre-class assignments are completed via Mastering Health, an online study tool aligned with the text (access code  
comes with text, or purchased separately if you bought a used text). See "pre-class assignments" on the Canvas home  
page for details on how to set up and access your Mastering Health account.  
When are PCA’s due? 8:30 am (start of class) on the due date (see calendar on p.4)  
What if I am having technical difficulty? email Dylan (sieck@uoregon.edu) before class starts and he will assist you with  
your submission without penalty.  
What if I do really poorly on an assignment? Your lowest PCA score will be dropped.  

health claim assessments (HCA’s) (15%)  
Every two weeks you will work with a group during class to assess the credibility of a health claim. Class time will be  
used to conduct research and discuss health claims with your peers, but you will each be responsible for completing  
and submitting an individual assignment. Go to the "health claim assessment" page on Canvas for detailed instructions  
and grading guidelines.  
When are HCA’s due? 11:59 pm the Sunday after the in-class discussion (see calendar on p.4)  
How do I turn HCA’s in? Upload your assignment electronically via Canvas.  
What if I am having technical difficulty? email Dylan (sieck@uoregon.edu) before the due date and he will assist you  
with your submission without penalty.  
What if I miss a HCA class? You are still responsible for submitting your individual assignment before the due date.  

final reflections (5%)  
The course involves several opportunities for self-assessment across various facets of health. In addition to identifying  
the major concepts you took away from the course, your final reflection encourages you to look back over the term and  
identify areas of health you are accomplishing well, and areas you can still improve on. Please see “final reflection” in  
Canvas for assignment details and grading.  

prep & activities (20%)  
Discussion prep assignments are designed to prepare you participate and engage in discussion. Prep assignments  
can be downloaded from the weekly Modules in Canvas. Please bring a paper copy to discussion to receive credit. Any  
activities completed during discussion will be turned in, or checked off at the end of class. Go to the “discussion” page  
on Canvas for detailed instructions and grading guidelines. Your lowest discussion score will be dropped.  

exams (40%)  
Exams will include material from your pre-class assignments, material we discuss in lecture, our class discussions of  
health claims (HCA’s), as well as material from discussion. Exams are non-cumulative, meaning they only include  
material from the prior two weeks. Each exam will have two parts:  
Part I - Closed book individual exam (80% of exam grade)  
Part II - Open book group exam (20% of exam grade) After taking the exam on your own, you will take the exact same  
exam again, but now you can work with and discuss answers with your classmates.  
There are five exams (see calendar on p.4) - NO FINAL EXAM  

participation (10%)  
• Each class you will use one of your index cards to respond to certain questions. At the end of class you will  
turn in your index card for participation credit. After 2 “freebies” you will lose one participation point for each  
card missed.  
• i>clickers questions (respond to >80% for full participation grade, <80% will be a 2% deduction)  
• student conduct quiz/syllabus quiz – due at the end of week one, these quizzes will help orientate you to the  
course, as well as the human physiology department’s policies surrounding academic honesty.
### things you will need

1. textbook - choosing health, 2nd ed.

2. 3 x 5 index cards
   one package
   bring these to every class

3. i>clicker
   available at the Duckstore
how can I be successful in this course?

If I (Dr. Hopkins) was a student in this course, these are the things I would make sure to do in order to stay on top of the material, and get the most out of my learning experience (and tuition dollars!).

**for LECTURE …**
- complete the PCA before coming to class
- participate and engage in class activities, ask questions!
- after class, download the lecture slides from Canvas, listen to the lecture recording and take notes

**for EXAMS …**
- review:
  - pre-class assignments
  - slides/notes taken from each lecture
  - your health claim assessment and notes from our class discussion of the health claim
  - discussion materials (from previous week only, not week of the exam)
- find a study buddy! Quiz each other on material from your PCA's, lecture, and major points from the health claim assessment and discussion

**for DISCUSSION …**
- complete the discussion prep assignment
- PARTICIPATE and engage with other students in your discussion section.
- complete discussion activities

keep track with the course calendar!

find a study buddy, and smile!
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 🌸

2. can my peers answer my question on the Canvas discussion board?
   - NO
   - YES 🌸

3. my question is about ....
   - content
     - Dylan – sieck@uoregon.edu
     - Robin – rhopkins@uoregon.edu
   - assignment submission/grading
     - Dylan – sieck@uoregon.edu
   - discussion
     - Dylan – sieck@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.

required reporting

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: https://safe.uoregon.edu/services