

## **IMK 410 Assignments**

### **A. Outbreak Investigation of Foodborne Illness**

Form a group of 5 members and choose an outbreak of foodborne illness from the list below. The group members need to be multiracial. Each group is required to prepare a **15-minute presentation** based on the chosen outbreak and 5 minutes for Q&A session. You also need to write a **15-pages (max) outbreak investigation report** (not including the appendices and references). Based on the presentation and report, prepare an **infographic** to summarize the content. This infographic will serve as a diagrammatic summary of the outbreak in one page (PDF).

#### **Titles:**

1. *Salmonella* Poona outbreak linked to Mexican cucumbers (2015)
2. Botulism outbreak caused by home-canned potatoes in Ohio (2015)
3. Listeria outbreak linked to Pilgrim's Pride Foods Turkey Deli Meat (2002)
4. Hepatitis A outbreak associated with green onions at Chi-Chi's restaurant in Pennsylvania (2003)
5. Outbreak of Hepatitis A linked to smoothies served at Tropical Smoothie Café, Virginia (2016)
6. Outbreak of listeriosis in South Africa associated with processed meat (2017-2018)
7. Food poisoning cases in Terengganu associated with expired eggs in 'Puding buih' (2020)
8. Norovirus outbreak associated with delivery food in Guangzhou, China (2018)

**Rubric for presentation**

Evaluation Component	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
<b>A. CONTENT (50%)</b>				
<b>1.1 Introduction and organization</b> <ul style="list-style-type: none"> <li>• Group leader introduced him/herself/group members</li> <li>• Adequately introduced the discussion topic(s)</li> <li>• Established interest in the topic</li> </ul>				
<b>1.2 Contents</b> <ul style="list-style-type: none"> <li>• Has introduction, body, summary and references</li> <li>• Provided clear contents of the discussed topic</li> <li>• Attempted to the important points in chapter, reading, or discussion to everyday living</li> <li>• Summarized key findings/important points of their group discussion</li> </ul>				
<b>1.3 Visuals</b> <ul style="list-style-type: none"> <li>• Inclusion of relevant tables, graphs, charts, pictures etc</li> <li>• Presentation font size</li> </ul>				
<b>B. PRESENTATION (50%)</b>				
<b>Participation and cooperation</b> <ul style="list-style-type: none"> <li>• Cooperation and participation between group members</li> <li>• Personal appearance; Dress code</li> </ul>				
<b>Delivery</b> <ul style="list-style-type: none"> <li>• Clear, understandable voice, good volume</li> <li>• Establish eye contact with audience</li> <li>• Time management</li> <li>• Appropriate language (proficiency)</li> </ul>				
<b>Q&amp;A session</b> <ul style="list-style-type: none"> <li>• Able to address questions from class members or able to get help from group members</li> </ul>				
<b>TOTAL</b>				

**Evaluation rubric for grading oral group presentation**

<b>CONTENT (50%)</b>	
<b>INTRODUCTION AND ORGANIZATION</b>	
<b>4</b>	<b>EXCELLENCE TO VERY GOOD.</b> Group leader introduced him/herself/group members. Introduced the discussion topic(s) and successfully established interest in the topic. Strong and engaging introduction provides overview of presentation; reinforces main points in memorable fashion.
<b>3</b>	<b>GOOD TO AVERAGE</b> Introduction provides overview of presentation; presentation supports introduction and ends with appropriate conclusion.
<b>2</b>	<b>FAIR TO POOR</b> Some overview is given; connection between introduction and presentation is sometimes unclear; conclusion is limited.
<b>1</b>	<b>VERY POOR</b> Introduction does not give overview; organization is unclear, or presentation ends without conclusion.
<b>CONTENTS</b>	
<b>4</b>	<b>EXCELLENCE TO VERY GOOD</b> Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Content throughout the presentation is well researched and presentation is well prepared and has obviously been rehearsed.
<b>3</b>	<b>GOOD TO AVERAGE</b> For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included. Content is presented well for the most part. Research and preparation are evident.
<b>2</b>	<b>FAIR TO POOR</b> Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation. Content shows problems with research and fair presentation; more preparation of the material is necessary.
<b>1</b>	<b>VERY POOR</b> No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way. Presentation of content is disjointed and incoherent; little evidence of preparation.
<b>VISUAL</b>	
<b>4</b>	<b>EXCELLENCE TO VERY GOOD.</b> Visuals are attractive and effectively enhance the presentation; show considerable Originality illustrate important points
<b>3</b>	<b>GOOD TO AVERAGE</b> A few visuals are not attractive but all support the theme/content of the presentation.
<b>2</b>	<b>FAIR TO POOR</b> All visuals are attractive but a few do not seem to support the theme/content of the presentation.
<b>1</b>	<b>VERY POOR</b> Visuals are unattractive AND detract from the content of the presentation.

**Rubric for written assignment (Outbreak investigation report)**

<b>Criteria</b>	<b>Inadequate (1-2)</b>	<b>Adequate (3-5)</b>	<b>Above Average (6-8)</b>	<b>Exemplary (9-10)</b>
<b>Level of content (50%)</b>	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Content indicates thinking and reasoning applied with original thought on a few ideas. Main points are present with limited detail and development. Some critical thinking is present.	Content indicates original thinking and develops ideas with sufficient and firm evidence. Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Content indicates synthesis of ideas, in depth analysis and evidences original thought and support for the topic. Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
<b>Support for topic (30%)</b>  <b>e.g. diagram, photo, table, graph, etc.</b>	Supporting details and information are typically unclear or not related to the topic.	Supporting details and information are relevant, but several key issues or portions of the analysis are unsupported.	Support details and information are relevant, but one key issue or portion of the analysis is unsupported.	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
<b>Organization (10%)</b>	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
<b>Mechanics (10%)</b>	Spelling, punctuation, and errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling and punctuation are correct, allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and errors; absent of fragments, comma splices, and run-ons.

**Rubric for infographic**

Criteria	%	Exceptional	Admirable	Marginal	Unacceptable
Content	50	<p>Appropriate details support main idea</p> <p>Accurate and detailed information</p> <p>Information adequately supports purpose of visual</p>	<p>Most details support main idea</p> <p>Accurate information for almost all subject matter</p> <p>Information is mostly adequate and supportive of visual's purpose</p>	<p>Few details support main idea</p> <p>Lacking accurate information</p> <p>Inadequate information is not clearly supportive of visual's purpose</p>	<p>No details to support main idea</p> <p>Information is not accurate</p> <p>Information does not support the visual's purpose</p>
Focus	20	<p>Topic and title clear and easily identified</p> <p>Main idea is clearly appropriate to topic</p> <p>All illustrations complement purpose of visual</p>	<p>Topic and title are mostly clear and easily identified</p> <p>Main idea is appropriate to topic</p> <p>Most illustrations complement purpose of visual</p>	<p>Topic and title difficult to identify</p> <p>Main idea not clearly stated</p> <p>Few illustrations complement purpose of visual</p>	<p>Topic and title are not clearly identified</p> <p>No main idea</p> <p>Illustrations do not complement purpose of visual</p>
Visual appeal	20	<p>Outstanding use of color, design, and space</p> <p>Original and creative design</p> <p>Overall design is pleasing and harmonious</p>	<p>Adequate use of color, design, and space</p> <p>Design is adequate</p> <p>Overall design is mostly pleasing and harmonious</p>	<p>Inappropriate use of color, design, and space</p> <p>Design lacks creativity</p> <p>Lack of harmonious design in presentation</p>	<p>Little attempt to use color, design and space appropriately</p> <p>Design is dull</p> <p>Project has sloppy appearance</p>
Mechanics	10	<p>Free of grammatical errors</p> <p>Words are legible and pertinent to topic</p>	<p>Mostly free of grammatical errors</p> <p>Most words are legible and pertinent to topic</p>	<p>Frequent grammatical errors</p> <p>Presentation is illegible and confusing</p>	<p>Too frequent grammatical errors</p> <p>Distractive elements make illustration ineffective</p>

**B. Pathogenesis essay**

You need to write an essay to describe the pathogenesis of the pathogen. Form a group of 3 members and choose one of the pathogens from the list below. The **essay** must be **no more than 5 pages**, including the **diagrams, references**, etc.

1. *E. coli* 0157:H7
2. *Salmonella* Enteritidis

**Rubric for essay**

Criteria	Inadequate (1-2)	Adequate (3-5)	Above Average (6-8)	Exemplary (9-10)
<b>Level of content (50%)</b>	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points are well developed with quality supporting details. Critical thinking is weaved into points	Main points are well developed with high quality and quantity support. Reveals high degree of critical thinking.
<b>Support for topic (30%)</b>  <b>e.g. diagram, photo, table, graph, etc.</b>	Supporting details and information are typically unclear or not related to the topic.	Supporting details and information are relevant, but several key issues or portions of the analysis are unsupported.	Support details and information are relevant, but one key issue or portion of the analysis is unsupported.	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
<b>Organization (10%)</b>	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
<b>Mechanics (10%)</b>	Spelling, punctuation, and errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling and punctuation are correct, allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and errors; absent of fragments, comma splices, and run-ons.