

## Ms. Scott's Health Writing Rubric

Student Name: \_\_\_\_\_

Period: \_\_\_\_\_

Paper Title: \_\_\_\_\_

Writing Trait	1	2	3	4	5	6
Ideas and Content	I have an unclear topic, and my writing is too short to provide supporting details.	I have an unclear topic, and supporting details have nothing to do with the main idea.	My topic is clear, but my supporting details are limited.	My topic is clear and has 3 or more details in each paragraph.	My writing is clear and interesting. The main idea stands out.	My writing keeps the readers attention, and the main idea has strong supporting details.
Sentence Fluency	My writing is hard to follow and read out loud.	I have many sentences that are hard to read aloud.	A few of my sentences are hard to understand and read aloud.	I use a variety of sentences that flow, and it's easy to read aloud.	My sentences are strong with sentences of varied length. Reading my paper is easy.	My sentences make reading aloud easy, and enjoyable because of the expression and natural sound.
Organization	I don't have a beginning, middle, or end, and I don't use transitions.	I have a good beginning, but my middle and end are unclear, I attempted to use transitions.	I have a beginning, middle and end. I use transitions but not always correctly.	I have a clear beginning, middle, and end. I have paragraph breaks and transitions with details.	The structure of my paper makes reading easy, with inviting details and smooth transitions.	The structure of my paper makes reading easy, with smooth transitions and a sense of closure.
Word Choice	I use a few words that are general and repeated many times.	I misuse words that make my writing confusing.	My writing seems general, too short, and lacks variety.	I use a variety of words correctly.	My words flow in a precise, interesting, natural way.	My writing is exceptionally interesting, precise and natural.
Conventions	Most of my spelling, punctuation, and grammar are not correct.	I have many errors in spelling, grammar, and punctuation.	I have some capitalization, spelling, and grammar errors. My end marks are usually correct.	My spelling, punctuation, and grammar are correct. I have few errors.	My spelling, grammar, and punctuation are correct. I only have a couple errors.	All of my spelling, grammar, and punctuation are correct.

Research	Most of my research is based off non-reputable sources.	I have a few reputable sources but they are not cited correctly.	I used mostly reputable sources. My citations are usually correct.	My sources are all reputable and I have few citation errors.	My sources are all reputable. I only have a couple citation errors.	All of my sources are reputable and my citations are correct.
Writing Grade:	/30					

It is important to learn how to write a proper research paper. In health you will be asked to write a research paper. Please see the rubric to see how your paper will be graded. Here are a few helpful hints when writing a research paper:

### Getting Started

1. The first thing you want to do is give yourself enough time to work. Give yourself at least a few days to collect the library research and materials. Organization will help you make the most of however much time you have. You will have three days in the school lab; the rest of the time is on your own.

2. It's very important to start out your research with a **solid Thesis Statement**. This is the question you propose to answer in the paper. A couple of hints:

\* Keep it simple; you don't need an enormous subject to work with.

\* Make it specific. It's much easier to do research on a narrowly selected subject than a massive idea. Help yourself by sharpening it down.

### Research

It is important that the sources you use are reputable. Although Wikipedia is a good way to get information quick, it is not scholarly; it is a wiki that anyone can update. Finding primary and scholarly sources, if possible, also makes your paper stronger. Use the Oregon School Library Information System <http://www.oslis.org> to access EbscoHost and Newsbank Oregonian. The username is **scappon** and the password is **oslis**. If you are unsure if the research you are using is reputable, check out

[http://www.csuchico.edu/lms/handouts/eval\\_websites.pdf](http://www.csuchico.edu/lms/handouts/eval_websites.pdf) to evaluate your research.

## **Taking Notes**

1. When you find research you'll be using make sure on your notes to include the authors' names, date and page number at the top of your notes. Also, write down all the bibliography information in the proper form for your reference list or bibliography. This will help you identify footnotes and citations and make typing the references easier.
2. Try to be as accurate as possible when you write down statistics and direct quotes. Be sure to check for errors when you're finished.

## **Introduction/Conclusion:**

Expand your thesis here. It should be concise and definite. Don't put opinionated statements like "I think..." or, "In my opinion..." This reduces your credibility.

Conclusion should be a final synopsis of the paper; a summary of the Thesis Statement you started out with. Make sure each point is clearly made and that the flow of the paper works to make a convincing case. By the end of the outline you should have covered all the main points you posed in your thesis statement.

## **Revision**

Final Draft Revise paragraphs for unity and coherence. Reword your sentences for effectiveness of structure, grammar and punctuation. Use a dictionary or the computer spell check to check your spelling and usage. You might want to read the paper aloud to yourself to see how it flows and to correct any awkward sentences.

## **Footnotes and Bibliography**

You can use <http://www.easybib.com/> to make your MLA bibliography page. If you are taking direct quotes and putting them in your paper, cite them correctly.

Author name stated that " \_\_\_\_\_ " (pg number).

According to name of article " \_\_\_\_\_ " (Author pg number).

If you are unsure how to cite in-text try: <http://owl.english.purdue.edu/owl/resource/747/2/>



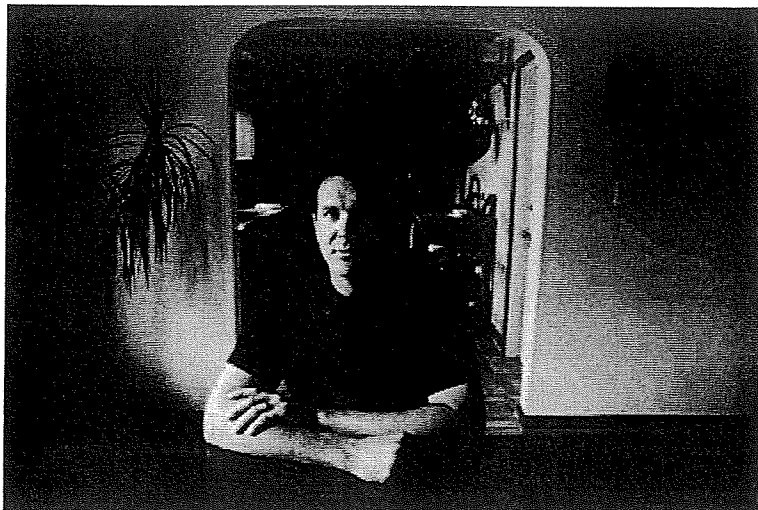
## Oregon health officials tackle complacency over antibiotic misuse, amid dire warnings

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In 2009, Scott Conrad's doctor said his diverticulitis had come back, and prescribed the usual antibiotics.



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Scott Conrad, a 42-year-old Portland engineer, thought he would die while fighting *C. diff*, a drug-resistant bacteria. Experts say antibiotic misuse makes the problem worse.

Michael Lloyd / The Oregonian

The pains in his abdomen stopped, but days later diarrhea started, and soon the Portland engineer couldn't leave the house. Doctors prescribed different drugs that didn't work, and Conrad stopped eating

Days passed, pounds dropped. "I thought I was dying," he recalls.

Unbeknownst to him, he'd been hit with *Clostridium difficile*, one of several increasingly powerful bacteria that have triggered global warnings that drug-resistant bugs are becoming a crisis that could cripple medicine as we know it.

It's been known for some time that over-prescribing antibiotics when they're not needed has led to the growth of "superbugs" that are extremely hard to treat.

As the October cold and flu season hits, Oregon officials are again spreading the word to hospitals, nursing homes, and above all, the public with appearances in schools, bill boards and radio ads.

Don't take antibiotics for the cold and flu. If you are prescribed antibiotics, follow the directions and don't share them. About half of ear infections are caused by viruses that are unaffected by antibiotics.

These simple messages are helping, but doctors, hospitals, the public and the state need to do better, officials say.

"We've been pretty successful," says Zintars Beldavs, a manager in the Oregon Public Health Division, but "we need to do more."

When bacteria survive a tussle with antibiotics, it makes them stronger. Drug resistance spreads, and it forces physicians to resort to stronger antibiotics.

Bacteria are adapting, however.

Drug-resistant bugs sicken 2 million in the U.S. annually with 23,000 deaths, federal health officials announced in September. The bug that Conrad battled, known as C. diff, kills 14,000 people a year, according to the Centers for Disease Control.

But officials say the pipeline of new antibiotics looks nearly dry. And while antibiotics are overused in animal feed, superbugs' biggest ally has been health care itself – mainly hospitals, according to the CDC.

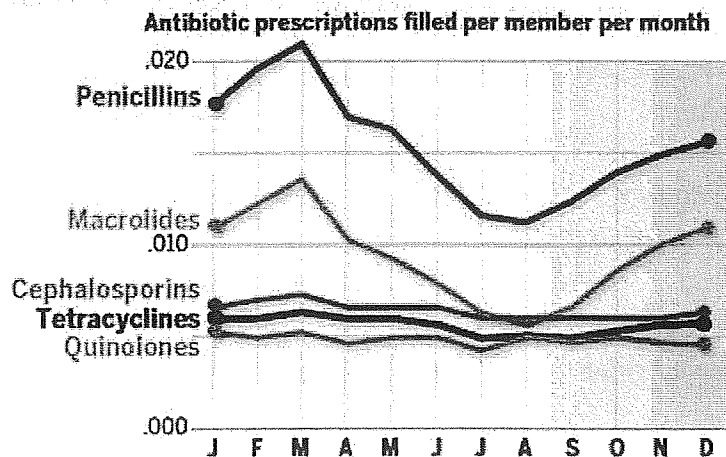
As much as half the antibiotics prescribed are unnecessary. Facilities and professionals over-prescribe them, sometimes because patients want them and sometimes because it is easy. They're misused for ear infections, low-level bugs and respiratory infections like the flu.

Robyn Liu, an Oregon Health & Science University family physician in Portland, says awareness is growing among her patients. But even among her fellow doctors, complacency dominates.

"It's very easy to prescribe an antibiotic and feel like you're giving the patients something for the effort they made to come to your office," she says. "I think that attitude is still prevalent."

### Monthly antibiotic use

Oregon officials used 2010-12 insurer data to track use of different antibiotics month by month. The winter jump in macrolides, such as azithromycin, suggests strong antibiotics are being over-prescribed, they say.



Source: Oregon Health Authority

DAN AGUAYO/THE OREGONIAN

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Dan Aguayo / The Oregonian

Scott Conrad is a living example.

In the depth of his illness, his wife, Amy, surfed the Internet for answers. Noting that his symptoms hit after an antibiotic dose, she fingered the culprit. C. diff. lies dormant until antibiotics wipe out beneficial bugs in the gastrointestinal system.

He asked his doctor for a simple stool sample. It confirmed his wife's theory, and soon Conrad's doctor delivered a potent "magic bullet" antibiotic called vancomycin. He felt better, but the punch line of his story still upsets him.

He never had diverticulitis in the first place, and he never needed the antibiotics