

Course Syllabus

[Jump to Today](#) Edit

COURSE DETAILS

Meeting Times & Location

Wednesday & Fridays in HSEB 145

2:30 pm - 3:50 pm

Course Description

In this course, we study zoonotic diseases (zoonoses) and the role that animals play as reservoirs, hosts, and vectors – both locally and globally. Students will learn about vector-borne diseases of public health significance and general strategies for identification, surveillance, and control of common animal reservoirs and vectors including bats, rodents, flies, roaches, bedbugs, mosquitoes, and ticks. This course has a particular focus on the role environmental health professionals play in preventing zoonoses in their communities and explores potential career paths in the field of zoonotic disease.

Your Instructional Team



Emily Hovis (she/her)

DEOHS Assistant Teaching Professor

ehovis@uw.edu

Office Hours by Appointment



Timothy Magnus (he/him)

Teaching Assistant & Current MS Environmental Public Health Student

tims19@uw.edu (<mailto:tims19@uw.edu>)

Office Hours by Appointment



Health Sciences Education Building (HSEB)

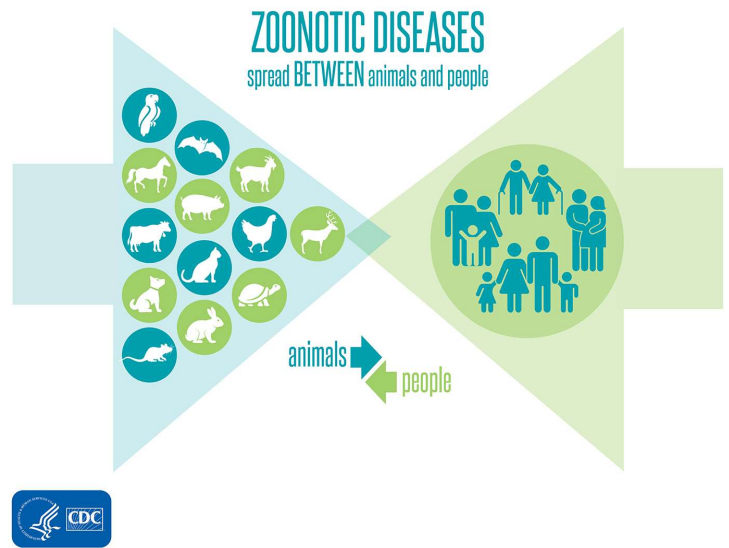
Li Lu Library

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LEARNING GOALS

Upon completion of this course, students should be able to:

- Recognize, characterize, and categorize zoonotic disease reservoirs, vectors, and hosts.
- Describe the causes, signs, symptoms, and importance of the vector-borne diseases of public health significance – regionally, nationally, and internationally.
- Identify and describe control methods that are employed to minimize zoonotic disease risk from various vectors.
- Summarize and discuss integrated pest management (IPM) principles and other control strategies.
- Demonstrate and discuss zoonotic disease outbreak investigation, response, and appropriate control measures.



GRADING/ASSESSMENT OF LEARNING

All quizzes, assignments, and assessments (with few exceptions) must be submitted through Canvas by the due date. Late submissions will face a 2% penalty for each day they are late for a maximum of 50%. Your final grade will be calculated based on the following:

Assignments [20%]

Assignments will help students stay on track, understand and remember key points, and provide the opportunity to apply learning, evaluate evidence, synthesize material, and make connections between topics. Most assignments will be submitted electronically through Canvas. Major assignments for all students are described below:

- **Spillover Reading Checks:** Students will read select chapters from *Spillover: Animal infections and the next human pandemic* throughout the quarter and complete a short reading quiz before coming to class. The quizzes are designed to ensure students have read the chapter before coming to class, so all are prepared to participate in learning group discussions.
- **Zoonoses "Deep Dive" Assignment:** Students will conduct a literature review and write a research paper on a zoonotic disease of their choice.
- **Quick-Writes:** Students will participate in class sessions through the use of quick writes and guest lecture summaries. Subject matter experts will provide guest lectures throughout the quarter. These special guests are invited to give students a different perspective on course content. Students are encouraged to engage with these special guests during class through discussion and questioning.

Quizzes [30%]

Bi-weekly quizzes are available through Canvas, are due every other Sunday evening, and will cover key content from the readings, lectures, activities, and discussions. These are designed to keep you engaged in the material and to help you (and me!) assess whether you are learning as you go. Students are required to complete all quizzes.

Learning Group Activities [20%]

Students will form learning groups that meet in class throughout the quarter. Learning groups meet during scheduled class time to engage in discussions, case studies, and other learning activities. Groups will turn in a written learning group activity (LGA) assignment documenting their discussion at the end of class. Each member of the group should participate and contribute to the assignment. To encourage you to rest and recover from a potential illness experienced during the quarter, I will drop your lowest grade in this assignment category.

Urban Rodent Survey Group Project [30%]

Throughout the quarter, groups will conduct an urban rodent survey of a Seattle neighborhood that is near campus. Each group will then prepare and deliver a presentation during the last week of class to characterize the nature and extent of the rodent problems found and provide detailed recommendations for corrective action(s).

Extra Credit [up to 2%]

There are several extra credit opportunities for students to take advantage of throughout the quarter. If you complete all of these opportunities, you will receive a maximum of 2% extra credit.

A 4.0 scale will be calculated using the following conversion:

Table 1. 4.0 Scale to Percentage Conversion

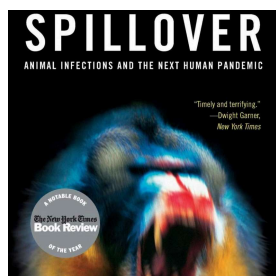
4.0 Scale	Percentage	4.0 Scale	Percentage	4.0 Scale	Percentage
4.0	≥98.0%	2.8	≥84.2%	1.6	≥70.4%
3.9	≥96.8%	2.7	≥83.0%	1.5	≥69.2%
3.8	≥95.7%	2.6	≥81.9%	1.4	≥68.1%
3.7	≥94.5%	2.5	≥80.7%	1.3	≥66.9%
3.6	≥93.4%	2.4	≥79.6%	1.2	≥65.8%
3.5	≥92.2%	2.3	≥78.4%	1.1	≥64.6%
3.4	≥91.1%	2.2	≥77.3%	1.0	≥63.5%
3.3	≥89.9%	2.1	≥76.1%	0.9	≥62.3%
3.2	≥88.8%	2.0	≥75.0%	0.8	≥61.2%

3.1	≥87.6%	1.9	≥73.8%	0.7	≥60.0%
3.0	≥86.5%	1.8	≥72.7%	0.0	<60.0%
2.9	≥85.3%	1.7	≥71.5%		

COURSE MATERIALS

An overview of course materials will be available in the weekly module on the Canvas on the class page. This overview list things 'to do' before coming to class, assignments that will be completed in-class, and assignments/quizzes that will be completed after class:

- **Before Class:** This section includes foundational content with links to readings and videos that are designed to enrich your learning experience. These materials are required to be read before coming to class. I use a general framework of assigning one reading and one video, but this may vary from week to week.
- **During Class:** This section includes links to learning group activities that will occur in-class. Also, the in-class lecture recording will be uploaded to this section of Canvas page shortly after class. If possible, the PPT and PDF slides will be posted in advance of class time here as well.
- **After Class:** This section includes a list of quizzes and assignments that should be submitted after class. These assignments must be submitted/uploaded to Canvas by the listed due date.




Required Text: *Spillover: Animal infections and the next human pandemic*. Quammen, D. (2012). New York: W. W. Norton & Company. It is available for purchase online or from the [UW library](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71126218670001451) <https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71126218670001451>.

TENTATIVE SCHEDULE

Disclaimer: Below is a rough outline of Canvas content and in-class activities. The syllabus, readings, and/or lecture schedule are all subject to change. Any changes will be announced in class and posted as an announcement on Canvas.

WEEK	DAY	DATE	SUBJECT AREA
1	1	4/2	Course Introduction - Quick-Write: Who are You?
	2	4/4	Intro to Zoonotic Diseases - Quick-Write: Reflecting on the COVID-19 Pandemic

2	3	4/9	Vectors & Disease Surveillance [ON ZOOM ] - <i>Guest Lecture Reflection: Liz from DOH</i> (https://canvas.uw.edu/courses/1800391/assignments/10060472)
	4	4/11	Emerging Zoonoses & Spillover - <i>Learning Group Activity: Spillover Chapter 1</i> (https://canvas.uw.edu/courses/1800391/assignments/10060457)
3	5	4/16	Intro to IPM & Urban Rodent Surveys - <i>Urban Rodent Survey Project - Part 1: Area Selection</i> (https://canvas.uw.edu/courses/1800391/assignments/10060473)
	6	4/18	Rodentborne Diseases - <i>Learning Group Activity: Spillover Chapter 4</i> (https://canvas.uw.edu/courses/1800391/assignments/10060454)
4	7	4/23	Rodent Control Programs - <i>Guest Lecture Reflection: Leah from PHSKC</i> (https://canvas.uw.edu/courses/1800391/assignments/10060461)
	8	4/25	ARS & U-District Field Trip - <i>Rat Safari: Learning to Use the Field Form</i>
5	9	4/30	NO IN-PERSON CLASS – WORK ON URS FIELDWORK SAFETY PLAN - <i>Urban Rodent Survey Project - Part 2: Fieldwork Safety Plan</i> (https://canvas.uw.edu/courses/1800391/assignments/10202395)
	10	5/2	Bats as Reservoirs for Disease - <i>Learning Group Activity: Evaluating Rabies Exposures</i> (https://canvas.uw.edu/courses/1800391/assignments/10060455)
6	11	5/7	NO IN-PERSON CLASS – WORK ON URS FIELDWORK
	12	5/9	Foodborne Zoonoses - <i>Learning Group Activity: Preventing Zoonoses at the Fair</i> (https://canvas.uw.edu/courses/1800391/assignments/10060468)
7	13	5/14	NO IN-PERSON CLASS – WORK ON URS FIELDWORK
	14	5/16	Tick Biology, Control & Associated Diseases - <i>Learning Group Activity: Spillover Chapter 5</i> (https://canvas.uw.edu/courses/1800391/assignments/10060483)
8	15	5/21	NO IN-PERSON CLASS – WORK ON URS FIELDWORK
	16	5/23	URS Workday - <i>Data Cleaning, Analysis & Mapping</i>

9	17	5/28	Mosquito Biology, Control & Associated Diseases - Learning Group Activity: Spillover Chapter 3 (https://canvas.uw.edu/courses/1800391/assignments/10060467)
	18	5/30	Malaria & Global Vector-borne Diseases - <i>Guest Lecture Reflection: Marguerite</i>
10	19	6/4	Travel-Associated Zoonoses - <i>Urban Rodent Survey Group Presentations</i>
	20	6/6	Course Wrap-Up - <i>Urban Rodent Survey Group Presentations</i>
11 - FINALS WEEK			No final exam, but extra credit opportunities are available
<p>NOTE: All assignments (except extra credit) must be submitted on Canvas by June 8, 2025. Late penalties apply and submissions past this date will not be graded.</p>			

COURSE POLICIES

Disclaimer: The course policies below are all subject to change, up until the start of the quarter.

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-121\)](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121) [↗ \(https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121\)](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy) [↗ \(https://sph.washington.edu/students/academic-integrity-policy\)](https://sph.washington.edu/students/academic-integrity-policy). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](https://www.washington.edu/cssc/) [↗ \(https://www.washington.edu/cssc/\)](https://www.washington.edu/cssc/).

Access & Accommodation

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu [\(https://depts.washington.edu/uwdrs/\)](https://depts.washington.edu/uwdrs/).

Use of Generative Artificial Intelligence in Coursework

We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Here is an example of appropriate attribution language: 'The author generated this text in part with AI tools. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.'

Bias Concerns

The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy) [_policy\)](https://sph.washington.edu/students/student-concern-policy), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu (<mailto:dcinfo@uw.edu>) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns> [_\)](https://sph.washington.edu/about/diversity/bias-concerns). Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Classroom Climate



We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance ourselves from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

We have the privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important—share it. It will enrich others.
- My students' and colleagues' viewpoints are important—listen to them. Do not judge them.
- Extend the same listening respect to others I would wish them to extend to me. We all have room to grow to become better listeners in non-judgmental ways.
- Recognize that I might miss things others see and see things others might miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.

- Ask questions when I don't understand something.
- Surface my feelings in such a way that we make it easier for others to surface theirs.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of either-or thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.

Illness Protocols and Safety

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. Follow the [COVID-19 Public Health Flowchart](https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf)  (<https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf>) if you have COVID-19 symptoms, exposure or test positive, and adhere to the [UW Face Covering Policy](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy)  (<https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy>).

Additional recommendations include getting your [annual flu shot \(https://wellbeing.uw.edu/flu-vaccination/\)](https://wellbeing.uw.edu/flu-vaccination/) and getting boosted with the updated COVID vaccines (available at clinics and pharmacies, as well as through UW Medicine and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

Excused Absence from Class

Students are expected to attend class and participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university-sponsored activities should provide a written notice to the instructor ahead of the absence. Submit a special request form at least 24 hours before the anticipated absence(s). The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

Equity, Diversity, and Inclusion

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Grades for Group Assignments

In most cases, all group members will receive the same grade on group assignments. Under extreme circumstances, group members may receive different grades. For example, if a group member does not contribute/communicate/collaborate with the team, that member will not receive the grade shared by other members. Please see the assignment rubrics for additional information on how to document group assignment participation. *This language is used with permission from Anjulie Ganti.*

Health & Wellness Support


We need to take care of ourselves inside and outside of class. Start with the Husky Health and Well-Being site for a comprehensive list of Husky Health and wellbeing supports on campus, including: food assistance, substance use, and getting connected to support at <https://wellbeing.uw.edu> (<https://wellbeing.uw.edu>).

For support within the School of Public Health, you can reach out to Jen Nguyen (jenquan8@uw.edu (<mailto:jenquan8@uw.edu>)), advisors, or your instructors for additional support. Additional mental health support is available through the UW Counseling Center at 206.543.1240 or by going to <https://www.mentalhealth.uw.edu> (<https://www.mentalhealth.uw.edu>).

UW also offers real-time and confidential connection to Licensed Mental Health counselors 24/7 through the Husky HelpLine at 206.616.7777 as well as through chat through the website:

<https://wellbeing.uw.edu/huskyhelpline/> (<https://wellbeing.uw.edu/huskyhelpline/>).

Late Assignment Policy

All quizzes, assignments, and assessments (with few exceptions) must be submitted through Canvas by the due date. Late submissions will face a 2% penalty for each day they are late for a maximum of 50%. Students may request an assignment extension by submitting a [special request form](#) 

(https://docs.google.com/forms/d/e/1FAIpQLScguzigaBCvgBB4YzrKuxKc5oagmaJx3aVrNGUKv0O342sQeA/viewform?usp=sf_link) at least 24 hours before the due date.

Notice to Student - Use of Plagiarism Detection Software

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

Personal Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We invite everyone to share their pronouns. Professor Hovis uses she/her pronouns. Your TA, Timothy, uses he/him pronouns.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the bias concerns link. The University also has designated offices to help you: [SafeCampus](https://www.washington.edu/safecampus/); [Office of the Ombud](https://www.washington.edu/ombud/); [Title IX Investigation Office](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/).



SPH Land Acknowledgment

Washington State is [home](https://www.washingtontribes.org/tribes-map) to 29 federally recognized and five unrecognized tribes. Land acknowledgment statements demonstrate our collective humility and respect for the original caretakers of the land that we occupy. I encourage you to explore the original settlers of the land you occupy by visiting the [Native Land digital map](https://native-land.ca/). As such:







- My workplace at the University of Washington: I acknowledge the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations.















- My home in Centralia, WA: I acknowledge the Chehalis and Cowlitz people, who have been stewards of these lands and waters since time immemorial.

Writing Resources












All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the [SPH website](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf)  (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>) and on the [DEOHS intranet](https://portal.deohs.washington.edu/index.php/academic-support-writing-resources)  (<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources>).











Course Summary:









Date	Details	Due
Wed Apr 2, 2025	 Class 1: Course Introduction	to do: 2:30pm
	 Class 2: Introduction to Zoonotic Disease	to do: 2:30pm
Fri Apr 4, 2025	 Quick-Write: Reflecting on the COVID-19 Pandemic (https://canvas.uw.edu/courses/1800391/assignments/10060480)	due by 11:59pm
	 Quick-Write: Who are you? (https://canvas.uw.edu/courses/1800391/assignments/10060458)	due by 11:59pm
Sun Apr 6, 2025	 Zoonoses "Deep Dive" Project Overview (https://canvas.uw.edu/courses/1800391/assignments/10060494)	due by 11:59pm
	 Dr. Dykstra Guest Lecture from ENV H 442 A Sp 25: Zoonotic Diseases And Their Control (https://canvas.uw.edu/calendar?event_id=4214382&include_contexts=course_1800391)	2:30pm to 4pm
Wed Apr 9, 2025	 Class 3: Public Health Surveillance [ON ZOOM]	to do: 2:30pm
	 Quick-Write: Liz Guest Lecture Reflection (https://canvas.uw.edu/courses/1800391/assignments/10060472)	due by 11:59pm

Date	Details	Due
	 Reading Check: Spillover Chapter 1 - Pale Horse https://canvas.uw.edu/courses/1800391/assignments/10060481	due by 2:30pm
Fri Apr 11, 2025	 Class 4: Emerging Zoonoses & Spillover	to do: 2:30pm
	 LGA: Spillover Ch. 1 Discussion https://canvas.uw.edu/courses/1800391/assignments/10060457	due by 11:59pm
Wed Apr 16, 2025	 Class 5: Intro to Integrated Pest Management (IPM)	to do: 2:30pm
	 URS #1: Community Group Agreement & Area Selection https://canvas.uw.edu/courses/1800391/assignments/10060473	due by 11:59pm
Fri Apr 18, 2025	 Reading Check: Spillover Chapter 4 - Dinner at the Rat Farm https://canvas.uw.edu/courses/1800391/assignments/10060477	due by 2:30pm
	 Class 6: Rodent-borne Diseases	to do: 2:30pm
	 LGA: Spillover Ch. 4 Discussion https://canvas.uw.edu/courses/1800391/assignments/10060454	due by 11:59pm
Sun Apr 20, 2025	 Zoonoses "Deep-Dive" Research Check-In https://canvas.uw.edu/courses/1800391/assignments/10060463	due by 11:59pm
Wed Apr 23, 2025	 Class 7: Rodent Biology & Control Programs	to do: 2:30pm
	 Quick-Write: Leah Guest Lecture Reflection https://canvas.uw.edu/courses/1800391/assignments/10060461	due by 11:59pm
Fri Apr 25, 2025	 Class 8: Active Rodent Signs & Field Trip	to do: 2:30pm
Wed Apr 30, 2025	 URS #2: Fieldwork Safety Plan Development https://canvas.uw.edu/courses/1800391/assignments/10202395	due by 11:59pm
Fri May 2, 2025	 Class 10: Bat Biology, Control & Associated Diseases	to do: 2:30pm

Date	Details	Due
	 LGA: Evaluating Rabies Exposures https://canvas.uw.edu/courses/1800391/assignments/10060455	due by 11:59pm
Sun May 4, 2025	 Quick-Write: Mid-Quarter Check-In https://canvas.uw.edu/courses/1800391/assignments/10060470	due by 11:59pm
Wed May 7, 2025	 Class 11: Food & Housing Pests [NO IN-PERSON CLASS]	to do: 2:30pm
	 Class 12: Foodborne Zoonoses	to do: 2:30pm
Fri May 9, 2025	 LGA: Preventing Zoonoses at the County Fair https://canvas.uw.edu/courses/1800391/assignments/10060468	due by 11:59pm
Wed May 14, 2025	 Class 13: Tick Biology & Control	to do: 2:30pm
	 Class 14: Tick-borne Diseases [NO IN-PERSON CLASS]	to do: 2:30pm
Fri May 16, 2025	 LGA: Spillover Ch. 5 Discussion https://canvas.uw.edu/courses/1800391/assignments/10060483	due by 11:59pm
Sun May 18, 2025	 Zoonoses "Deep Dive" Report https://canvas.uw.edu/courses/1800391/assignments/10060495	due by 11:59pm
Thu May 22, 2025	 URS #3 - Field Survey Forms https://canvas.uw.edu/courses/1800391/assignments/10060490	due by 11:59pm
Fri May 23, 2025	 Class 16: Urban Rodent Survey Project Workday - Data Analysis & Mapping	to do: 2:30pm
	 Class 17: Mosquito Biology & Control	to do: 2:30pm
Wed May 28, 2025	 LGA: Spillover Ch. 3 Discussion https://canvas.uw.edu/courses/1800391/assignments/10060467	due by 11:59pm
Fri May 30, 2025	 Class 18: Mosquito-borne Diseases	to do: 2:30pm

Date	Details	Due
	 Quick-Write: Marguerite Guest Lecture Reflection https://canvas.uw.edu/courses/1800391/assignments/10060460	due by 11:59pm
	 Bi-Weekly Quiz #1: Intro to Zoonotic Diseases https://canvas.uw.edu/courses/1800391/assignments/10060459	
	 Bi-Weekly Quiz #2: IPM, Rodent Biology, Control & Associated Diseases https://canvas.uw.edu/courses/1800391/assignments/10060484	
	 Bi-Weekly Quiz #3: Bat, Food, and Housing Pest Biology, Control & Associated Diseases https://canvas.uw.edu/courses/1800391/assignments/10060464	
	 Bi-Weekly Quiz #4: Tick & Mosquito Biology, Control & Associated Diseases Quiz https://canvas.uw.edu/courses/1800391/assignments/10060474	
	 Bi-Weekly Quiz #5: Surveillance & Travel-Associated Zoonoses https://canvas.uw.edu/courses/1800391/assignments/10060479	
	 Class 4 Guest Lecture with Vianca from WSDA https://canvas.uw.edu/calendar?event_id=4145896&include_contexts=course_1800391	
	 ENV H 442: Food & Housing Pest Guest Lecture with Doug https://canvas.uw.edu/calendar?event_id=4145898&include_contexts=course_1800391	
	 EXTRA CREDIT - Course Evaluation https://canvas.uw.edu/courses/1800391/assignments/10060488	
	 EXTRA CREDIT - Extra Spillover Reading https://canvas.uw.edu/courses/1800391/assignments/10060466	
	 EXTRA CREDIT - Zoonoses in the News https://canvas.uw.edu/courses/1800391/assignments/10060486	

Date	Details	Due
	 EXTRA CREDIT - Zoonoses-Related Webinar (https://canvas.uw.edu/courses/1800391/assignments/10060471)	
	 Give feedback - "Deep-Dive" Infographic (https://canvas.uw.edu/calendar?event_id=4145902&include_contexts=course_1800391)	
	 Give feedback - Synthesis Assignment #2: Infographic/Blog Post (https://canvas.uw.edu/calendar?event_id=4145900&include_contexts=course_1800391)	
	 Guest Lecture with Dr. Dykstra (https://canvas.uw.edu/calendar?event_id=4145897&include_contexts=course_1800391)	
	 Hand in - "Deep-Dive" Infographic (https://canvas.uw.edu/calendar?event_id=4145901&include_contexts=course_1800391)	
	 Hand in - Synthesis Assignment #2: Infographic/Blog Post (https://canvas.uw.edu/calendar?event_id=4145899&include_contexts=course_1800391)	
	 Quick-Write: U-District Field Trip Reflection (https://canvas.uw.edu/courses/1800391/assignments/10060478)	
	 Quick-Write: Vianca Guest Lecture Reflection (https://canvas.uw.edu/courses/1800391/assignments/10060476)	
	 Read feedback - "Deep-Dive" Infographic (https://canvas.uw.edu/calendar?event_id=4145903&include_contexts=course_1800391)	
	 Reading Check: Spillover Chapter 3 - Everything Comes from Somewhere (https://canvas.uw.edu/courses/1800391/assignments/10060465)	

Date	Details	Due
	 Reading Check: Spillover Chapter 5 - The Deer, The Parrot & The Kid Next Door (https://canvas.uw.edu/courses/1800391/assignments/10060456)	
	 TBD - Spillover: Zika, Ebola & Beyond Documentary Discussion (https://canvas.uw.edu/courses/1800391/assignments/10060489)	
	 Urban Rodent Survey Project - Assignment Overview (https://canvas.uw.edu/courses/1800391/assignments/10060493)	
	 URS #3 - Presentation Slides & Notes (https://canvas.uw.edu/courses/1800391/assignments/10060491)	
	 URS #4 - In Class Presentation (https://canvas.uw.edu/courses/1800391/assignments/10060492)	
	 URS #5 - Peer Review Part 1 (https://canvas.uw.edu/courses/1800391/assignments/10060462)	
	 URS #6 - Peer Review Part 2 (https://canvas.uw.edu/courses/1800391/assignments/10060475)	
	 Zoonoses "Deep-Dive" Infographic & Peer Review (https://canvas.uw.edu/courses/1800391/assignments/10060496)	