Assessment Item 4: Time-Limited Response

The fourth assignment, to be completed individually, is an essay response to the question below. Responses must be based only on the prescribed readings. **Cite ALL prescribed readings.** **Do NOT cite any other sources**. All prescribed readings are available via Reading List in Canvas.

Rationale

The ability to write clear concise responses based on set readings is a skill which requires a solid grasp of the topic. To answer the questions, students will need to demonstrate their understanding of some of the sociological concepts covered in lectures, readings and tutorials by applying these concepts to a particular health issue or inequity.

Details

Students have one (1) week to provide a clear and concise answer to the question below, framed by sociological concepts and supported by evidence from the prescribed readings.

Educational Integrity

Whilst your answers need to be based on the set readings, they **must be in your own words,** ie, paraphrased. Where you do paraphrase others, be sure to cite the relevant reference, *including the page number*, to indicate/acknowledge that it is not your work/research/thinking but that of someone else. Do not quote *verbatim* (ie word-for-word) from the readings unless you are absolutely unable to make the same argument in your own words. If you must quote a small passage *verbatim* use quotation marks to indicate they are not your words/writing and, as always, cite the relevant reference*, including the page number,* at the end of the sentence.

In short, when you use the research/arguments of others in your writing without acknowledging whose intellectual property they are with an in-text citation - eg (Chan, 2057) - that is a form of academic dishonesty. While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously. For more information on academic honesty/dishonesty go to the academic integrity pages on the *Current Students* website.

Referencing

Each essay should include a reference list (ie a list in alphabetical order of all the sources cited in the essay), using APA7ᵗʰ referencing style. For more information, see: https://libguides.library.usyd.edu.au/citation/apa7

Word count

- – The word limit for the essay is **1,000 words** (with a +/- 10% leeway)
- – The reference list is *not* included in the word count.
- – In-text citations *are* included in the word count.

Submission

The assignment is to be submitted electronically as either a **.doc or .docx file** through Canvas, where it will be analysed by Turnitin, by no later than:

11.59pm EST on Sunday 6 November 2022

Assignments must be clearly marked with your **student identification number** (SID) but **NOT your name** or other identifying details so the assessments can be marked anonymously.

Marking

Rubric:

The essay responses will be graded against the criteria outlined in the marking rubric - see the marking rubric in Canvas for more details on marking criteria and expectations.

NO SIMPLE EXTENSIONS

Please note that, given this is a time-limited response, no simple extensions will be given. If a special consideration is approved due to illness or misadventure, the unit coordinator will provide the student with an approved special consideration with an **alternative question** and an **alternative seven day period** in which to complete the assessment.

Late Penalties:

Written work submitted after 11.59 pm on the due date will be considered late. Please ensure you give yourself ample time to account for unexpected hold-ups or technical difficulties. It is the student's responsibility to ensure their assessment is submitted to the correct submission portal and to **submit the correct file**. Any resubmitted documents uploaded after the due date/time are docked the same as late submissions. Penalties for late submission will follow Faculty policy http://sydney.edu.au/health-sciences/study/late-penalties.shtml as follows:

Number of days late (including weekends)	Penalty	Example
1 to 10 calendar days	5% **per day**	For every calendar day up to and including ten calendar days after the due date, a penalty of 5% of the maximum awardable marks will be applied. **Example:** For an assessment out of 50 (the maximum awardable mark), each day the assessment is late will be penalised by 5% of 50, ie 2.5 marks. So, if a student earned 35 out of 50 for their assessment but it was submitted six days late, then 15 marks (2.5 marks per day x 6 days = 15) would be deducted from the 35 marks awarded. Thus the final mark would be 20 out of 50.
11 to 14 calendar days	Zero marks awarded for assignment	For work submitted more than ten calendar days after the due date, a mark of zero will be awarded. **NB:** The marker may elect to, but is not required to, provide feedback on such work.

NB: It is compulsory that all set assessments are attempted in order to pass the unit. Failure to complete any one of the set assessments will result in an automatic Absent Fail (AF) grade for the unit.

2022 Time-Limited Response Question – Illness Experience

In the developed world, chronic illness accounts for the bulk of the burden of disease (Habibis 2019: 328). Yet, the nature of chronic diseases means there is often limited medical knowledge about them, resulting in long periods of uncertainty for patients about their health status (Habibis 2019: 333-4). These days, an increasingly common way of coping with such uncertainties is the mobilisation of online support networks (Habibis 2019: 334). Using Long Covid as a case study, ***explain*** (DO NOT JUST DESCRIBE) how the *illness experiences* of people with Long Covid were used to advocate for medical recognition of the condition, with particular reference to the sociological concepts: *contested illness* (Habibis 2019 330), *lay expert* (Habibis 2019: 328), and *illness experience* (Habibis 2019: 332-4).

Habibis, D. (2019). "The illness experience: lay perspectives, disability and chronic illness" in J. Germov (ed.) *Second Opinion: an Introduction to Health Sociology.* Melbourne: Oxford University Press: pp 325-344.

Roth, P. H., & Gadebusch-Bondio, M. (2022). The contested meaning of "long COVID" – Patients, doctors, and the politics of subjective evidence. *Social Science & Medicine*, *292*, 114619. https://doi.org/https://doi.org/10.1016/j.socscimed.2021.114619

Russell, D., Spence, N. J., Chase, J.-A. D., Schwartz, T., Tumminello, C. M., & Bouldin, E. (2022). Support amid uncertainty: Long COVID illness experiences and the role of online communities. *SSM - Qualitative Research in Health*, *2*, 100177. https://doi.org/https://doi.org/10.1016/j.ssmqr.2022.100177