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# Assignment due Week 5 - Mainstream media and HIV/AIDS

Submit Assignment

**Due** Thursday by 11:59pm    **Points** 30    **Submitting** a text entry box or a file upload

## Purpose

Critical analysis is a vital part of learning. The goal of this assignment is to help you practice your skills in reading mainstream media articles and being able to critically evaluate it as a source of information.



## Instructions

Your analysis of the article should exhibit careful thought, logical reasoning and provide evidence for your answers. Each post should be at least two well-developed paragraph (approximately 4-6 sentences each minimum). Use correct spelling, punctuation, and grammar.

Identify an article released by the mainstream media to the general public that discusses HIV/AIDS.

Example of an article is [Botswana HIV Aids Deaths Decline](https://allafrica.com/stories/201810030288.html)

(<https://allafrica.com/stories/201810030288.html>).

1. Identify which levels of the SEM are being addressed
2. Identify which levels of the SEM not addressed
3. In what ways might this article lead to stigma and discrimination that places a person or group at risk of contracting HIV/AIDS?
4. Provide a written opinion on the how this article positively, negatively, or even excludes information that contributes to the stemming of the HIV/AIDS epidemic.

## Submission Details

- Due: Thursday by 11:59 pm

## Grading Criteria

- Opinion based in logical reasoning and evidence: 4 points
- Identified SEM levels (both addressed and not addressed): 2 points
- Length of post approximately 4-6 sentences or more: 2 points
- Spelling and grammar: 2 points

## Assignment Rubric

Criteria	Ratings					Pts
<p>Organization</p>	<p><b>8.0 pts Full Marks</b> 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.</p>	<p><b>6.0 pts Above Average</b> Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</p>	<p><b>4.0 pts Adequate</b> Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.</p>	<p><b>2.0 pts Inadequate</b> Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.</p>	<p><b>0.0 pts No Marks</b></p>	<p>8.0 pts</p>
<p>Level of Content</p>	<p><b>8.0 pts Full Marks</b> Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.</p>	<p><b>6.0 pts Above Average</b> Content indicates original thinking and develops ideas with sufficient and firm evidence.</p>	<p><b>4.0 pts Adequate</b> Content indicates thinking and reasoning applied with original thought on a few ideas.</p>	<p><b>2.0 pts Inadequate</b> Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.</p>	<p><b>0.0 pts No Marks</b></p>	<p>8.0 pts</p>
<p>Development</p>	<p><b>4.0 pts Full Marks</b> Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.</p>	<p><b>3.0 pts Above Average</b> Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points</p>	<p><b>2.0 pts Adequate</b> Main points are present with limited detail and development. Some critical thinking is present.</p>	<p><b>1.0 pts Inadequate</b> Main points lack detailed development. Ideas are vague with little evidence of critical thinking.</p>	<p><b>0.0 pts No Marks</b></p>	<p>4.0 pts</p>
<p>Grammar and Mechanics</p>	<p><b>3.0 pts Full Marks</b> Free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.</p>	<p><b>2.0 pts Above Average</b> Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.</p>	<p><b>1.0 pts Adequate</b> Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.</p>	<p><b>0.0 pts Inadequate</b> Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.</p>	<p><b>0.0 pts No Marks</b></p>	<p>3.0 pts</p>

Criteria	Ratings					Pts
Style	<b>4.0 pts Full Marks</b> Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination	<b>3.0 pts Above Average</b> Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	<b>2.0 pts Adequate</b> Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	<b>1.0 pts Inadequate</b> Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	<b>0.0 pts No Marks</b>	4.0 pts
Format	<b>3.0 pts Full Marks</b> Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.	<b>2.0 pts Above Average</b> Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	<b>1.0 pts Adequate</b> Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	<b>0.0 pts Inadequate</b> Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	<b>0.0 pts No Marks</b>	3.0 pts
<b>Total Points: 30.0</b>						



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