

Georgia Southern University

## Georgia Southern Commons

---

Jiann-Ping Hsu College of Public Health Syllabi

Jiann-Ping Hsu College of Public Health

---

Fall 2017

### PUBH 2131A - Introduction to Community and Public Health

James Thomas

*Georgia Southern University, Jiann-Ping Hsu College of Public Health, jt02039@georgiasouthern.edu*

Jamie Cromley

*jcromley@georgiasouthern.edu*

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

---

#### Recommended Citation

Thomas, James and Cromley, Jamie, "PUBH 2131A - Introduction to Community and Public Health" (2017). *Jiann-Ping Hsu College of Public Health Syllabi*. 179.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/179>

This other is brought to you for free and open access by the Jiann-Ping Hsu College of Public Health at Georgia Southern Commons. It has been accepted for inclusion in Jiann-Ping Hsu College of Public Health Syllabi by an authorized administrator of Georgia Southern Commons. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 2131A- Introduction to Community and Public Health  
Fall 2017

<b><u>Instructor:</u></b>	James Thomas, MPH Jamie Cromley, MPH
<b><u>Office:</u></b>	Hendricks Hall, Room 2009
<b><u>Phone:</u></b>	(912) 478-2291
<b><u>E-Mail Address:</u></b>	jt02039@georgiasouthern.edu, jcromley@georgiasouthern.edu
<b><u>Office Hours:</u></b>	Tuesdays 10:00am-1:30pm, Thursdays 10:00am-12:30pm and by appointment
<b><u>Class Meets:</u></b>	Mondays, Wednesdays, and Fridays 10:10am-11:00am Education Building 1127

Course Catalog available at:  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:** N/A

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

**Catalog Description**

Introduces the student to the core functions of public health with an emphasis on community health programs and current trends of population health. Exposes the student to the role of community health practice in maximizing the health status of all populations. Course will include an overview of the organizational structure of federal, state, and local health-related agencies and examine the interrelationship of political, social, cultural and economic dimensions of community based population health activities. (2016-2017, Georgia Southern University Undergraduate and Graduate Course Catalog)

**Required Textbook:**

McKenzie, J. F., Pinger, R.R. (2015). *An introduction to community health 9<sup>th</sup> Edition*, Sudbury, MA: Jones and Barlett Publishers. ISBN-13: 9781284036596

**Recommended Textbook:** APA. (2009). *Publication manual of the American Psychological Association. (6<sup>th</sup> ed)*. Washington, D.C.: Author.

**BSPH Student Learning Outcomes**

**Students obtaining the BSPH degree will be able to perform the following skills:**

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.

3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

**Course Objectives: By the end of the semester the student will be able to:**

1. Describe the core functions of public health with an emphasis on community health programs
2. Describe the 10 essential services of public health
3. Recognize trends in population health (health outcomes of a group of individuals, including the distribution of outcomes)
4. Describe the role of community health practice in maximizing the health status of all populations.
5. Articulate the organizational structure of federal, state, and local health-related agencies resources and services.
6. Examine interrelationship of political, social, cultural and economic dimensions of community based population health activities

**Assignments:**

1. **Reading Assessment Tests (RATs).** RATs will assess students' understanding of the material presented through the assigned textbook readings. The exams will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. Please see the course schedule for due dates and times **(80 pts)**.
2. **Midterm Exam.** The midterm exam will be an assessment of the student's understanding of the course material including lectures, course readings, and online modules. The midterm exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. It will cover Modules 1-4. **(50 points)**
2. **Final Exam.** The final exam will be a cumulative assessment of the student's understanding of the course material including lecture, course readings, and online modules. The final exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. **(100 pts)**.
3. **Service Learning Project (SLP):** Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. This project affords students to work directly with a local, health-related public agency. At the beginning of the semester, students will apply for a Volunteer in Action "VIA" Experience with the Office of Student Leadership and Civic Engagement. The project includes: 1) experience *applying* for an internship with an approved health-related public agency 2) self-directed study of a specific area agency, 3) at least 10 service-learning hours volunteering with a single health agency, 4) A final 2-3 page written summary relating the work and mission of this specific agency and address how the agency addresses identified health needs of Bulloch County, 5) A 1 page written reflection on their service-learning experience, 6) A signed letter from the organization confirming service learning experience. This project will be discussed in detail at the beginning of the semester. A rubric will be provided **(160 pts)**.

**Point Break Down of Service Learning Project (SLP)**

Application for the VIA Experience	25 points
Service Learning Updates (2 @ 5 pts each)	10 points
Service-Learning Log (10 Hours)	30 points
Final Agency Summary Paper	65 points
Reflection Paper- 1 page	25 points
<u>Letterhead Stationary From Agencies:</u>	<u>5 points</u>
Total Points:	160 points

4. **Class Participation/Activities.** Class activities will vary throughout the semester. Activities will include things such as reflections, critiques, in-class work (individual/group), webcast summations (some of the webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion. If a student misses class participation/activity points because he or she is absent they will not be allowed to complete the assignment for credit. **(60 pts)**

**Grading:**

Reading Assessment Tests (RAT)	80
Midterm Exam	50
Final Exam	100
Service Learning /Community Agency Project	160
Class Participation/Activities	60
<b>TOTAL POINTS:</b>	<b>450</b>

Grades:

405-450pts.	90-100%	A
360-404 pts.	80-89%	B
315-359 pts.	70-79%	C
270-314 pts.	60-69%	D
0-269 pts.	0-59%	F

**Student Expectations and Course Policies:**

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc. of what was covered on the day of your absence. If you miss exams, quizzes or other assignments because of a missed class, then you will receive a "0".

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for **an university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.
5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.
6. Please consult the STUDENT CONDUCT CODE 2017-2018 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned a "F" for the course.
7. Last day to withdraw from class without academic penalty is **October 9<sup>th</sup>, 2017**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".
8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
9. On the first day of class all students must sign an acknowledgement and consent form that they have received a copy of the syllabus and understand the course policies, expectations and grading procedures.
10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
11. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.
12. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.
13. When you need to contact me, please do so through the **jt02039@georgiasouthern.edu** email account for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).
14. Cell Phone Policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.
15. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

### **My Commitment to You:**

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful. Please feel free to visit my office, call, or e-mail me at any time.

**Open Door/ Closed Door Office Policy:** Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

### **Attendance**

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. In-class assignments missed by the student will receive a grade of zero. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor immediately (see make-up exam policy).

**Students with Special Needs or Disabilities:** Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center offers various support services and can help you if special accommodations related to your special need or disability is warranted. If you have **any type** of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. *It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course. Each student's issue(s) will be evaluated on a case-by case basis. Students who choose to wait until the issue has persisted for a lengthy time or the end of the semester will deny the instructor with the opportunity to evaluate their needs and/or a potential solution.*

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism:**

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.

D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

#### PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

##### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

##### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

##### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

##### NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student,

the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/>

### Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

### Requirements for Written Work

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 10-12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6<sup>th</sup> edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of "0" for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6<sup>th</sup> edition) if you have any questions regarding citations or preparation of a reference list.

### Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:



- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
  - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
    - a salutation,
    - identify who you are,
    - what the contact is in reference to (i.e. PUBH4132), and
    - what you would like me to do.
- At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
  - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

\*\*If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

Community Health  
Course Schedule- *Fall 2017*

<b>Week Module</b>	<b>Tentative Class Topic</b>	<b>Reading Assignments</b>	<b>Due Dates</b>
Week One 8/14-8/18	<p style="text-align: center;">-Course Introduction &amp; Syllabus</p> <p style="text-align: center;">Community Health – Yesterday, Today and Tomorrow</p> <p style="text-align: center;">Service Learning Introduction 8/19 (class is mandatory)</p>	Chapter 1	
Week Two 8/21-8/25  Module 1	<p style="text-align: center;">Module 1</p> <p style="text-align: center;">-Historical Perspective of Community Health</p> <p style="text-align: center;">Organizations that Help Shape Community Health</p> <p style="text-align: center;">*8/25- Top VIA Choice returned to students</p>	Chapter 2	<p style="text-align: center;"><b>Bring textbooks to class Mon. 8/21</b></p> <p style="text-align: center;"><b>Due in-class 8/21: Top 3 VIA Agency Choices and Why</b></p>
Week Three 8/28-9/1 Module 2	<p style="text-align: center;">Module 2 Epidemiology</p>	Chapter 3& 4	<p style="text-align: center;"><b>Due in-class 8/28: A hard copy of your resume and cover letter for SLP .</b></p> <p style="text-align: center;"><b>Your approved resume and cover letter must be submitted to <u>your VIA agency by Friday Sept 1<sup>st</sup></u></b></p> <p style="text-align: center;"><b>RAT #1 (Ch 1 and 2) Due (9/1) by 10pm</b></p>

Week Four 9/4-9/8	Labor Day Holiday- 9/4, No Class Monday		
Module 3	Module 3 Community Organizing	Chapter 5	
Week Five 9/11-9/15	School Health  <i>*No formal in-class meeting: 9/15- Research, interview, or begin volunteering at your VIA Agency</i>	Chapter 6	<b>RAT #2 (Ch 3 and 4) Due (9/15) by 10pm</b>
Week Six 9/18-9/22	Module 4 Maternal and Child Health  <i>*No Class Friday 9/22- Service Learning Project sites</i>	Chapter 7	
Week Seven 9/25-9/29	Maternal and Child Health (cont.)  Adolescent, Young Adults & Adults  <i>*No Class Friday 9/29- SLP</i>	Chapter 8	<b>RAT #3 (Ch 5 and 6) Due (9/29) by 10 pm</b>
Week Eight 10/2-10/6	Adolescent, Young Adults & Adults (cont.)  <b>Midterm Exam Oct. 4<sup>th</sup></b>  <i>*No Class Friday 10/6- SLP</i>	Chapter 8	<b>Midterm Exam 10/4  SLP Update #1 due 10/6</b>
Week Nine 10/9-10/13	Module 5 Special Populations  <i>*No Class Friday 10/13- SLP</i>	Chapter 9	<b>RAT #4 (Ch 7 and 8) Due (10/13) by 10pm</b>
Week Ten 10/16-10/20	Special Populations (cont.)  <i>*No class Friday 10/20- SLP</i>	Chapter 10	
Week Eleven 10/23-10/27	Module 6 Community Mental Health  <i>*No class Friday 10/27- SLP</i>	Chapter 11	<b>RAT #5 (Ch 9 and 10) Due (10/27) by 10pm SLP Update #2 due 10/27</b>

Week Twelve 10/30-11/3	Module 7 Health Care System: Structure and Delivery  <i>*No Class Friday 11/4-SLP</i>	Chapter 13	
Week Thirteen 11/6-11/10  Module 8	Module 8 Community Health and the Environment  <i>*No Class Friday 11/10- SLP</i>	Chapter 14	<b>RAT #6 (Ch 11 and 13) Due (11/10) by 10pm</b>
Week Fourteen 11/13-11/17	Injuries as a Community Health Problem  Service Learning Debrief 11/17	Chapter 15	<b>RAT #7 (Ch 14) Due (11/17) by 10pm</b>  <b>Friday 11/17: Service Learning Project Due!</b>
11/20-11/23	Thanksgiving Break- No Classes		
Week Fifteen 11/27-12/1	Safety and Health in the Workplace  Future Prospective in Community Health  Course Wrap Up	Chapter 16	<b>RAT #8 (Ch 15 and 16) Due (12/1) by 10pm</b>
Finals Week 12/4-12/8	<b>Final Exam: Monday, December 4th 10:00am-12:00pm</b>		

\*\*Some Friday classes will be designated ‘Volunteer Friday’ to allow out of class time to work with your local community health agency, the class will only meet on Fridays indicated by the instructor.

### **One Final Note**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.