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BIOS/PUBH 6541: Biostatistics

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

BIOS/PUBH 6541: Biostatistics

Fall 2021

Instructor:	Jian Zhang, MD. DrPH.
Office:	Hendricks Hall, Room 2032
Phone:	(912)-478-2290 (office, rarely used)
E-Mail Address:	Jianzhang@georgiasouthern.edu (the best way to reach me)
Office Hours:	By appointment only
Class Meeting:	Tuesday and Thursday 12:30pm-1:45 pm,
Location:	Info Technology Building room 2201

TA: Very unfortunately, I was assigned the course without biostatistics TA.

Prerequisites: *N/A*

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

FOLIO Access: <https://georgiasouthern.desire2learn.com/d2l/home/640703>

Access to course materials are available for up to one year after graduation.

Catalog Description

This 3 credit course examines statistics in public health and related sciences, including sampling, probability, basic discrete and continuous distributions, descriptive statistics, hypothesis testing, confidence intervals, categorical data analysis, regression, and correlation. Emphasis will be on the development of critical thinking skills and health data analysis applications with computer software.

Required Textbook:

Essentials of Biostatistics in Public Health, 3rd edition by Lisa M. Sullivan (will be available from the instructor thanks to University library's subscription of the e-textbook.

MPH Core Student Learning Outcomes

1. Select quantitative and quantitative data collection methods appropriate for a given public health context.
2. Analyze and Interpret data for public health research, policy, or practice.
3. Assess population needs, assets, and capacities that affect communities' health.

4. Design a population-based policy, program, project or intervention.
5. Communicate audience-appropriate public health content, both in writing and through oral presentation.

CEPH Concentration Competencies

1. Provide the biostatistical components of the design of a public health or biomedical experiment.
2. Demonstrate proficiency in SAS programming to solve biomedical problems.
3. Develop expertise and demonstrate the cognition of ethical issue in biomedical studies, such as treatment efficacy and patient safety.
4. Translate the biomedical experimental objectives into biostatistical questions via hypothesis testing or confidence interval framework.
5. Describe key concepts and theory underlying biostatistical methodology used in probability and inferential, analytical and descriptive statistics.

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
2. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

1. Assess population needs, assets and capacities that affect communities' health
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

3. Design a population-based policy, program, project or intervention
4. Explain basic principles and tools of budget and resource management
5. Select methods to evaluate public health programs

Policy in Public Health

1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations
4. Evaluate policies for their impact on public health and health equity

Leadership

1. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
2. Apply negotiation and mediation skills to address organizational or community challenges

Communication

1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

1. Perform effectively on interprofessional teams

Systems Thinking

2. Apply systems thinking tools to a public health issue

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

Assessment of Student Learning

Objectives 1: Laying the concept foundation of basic terminology and definitions of biostatistics, including but not limited to, fundamental probabilistic notions, properties, and applications to the analysis of public health, biomedical data descriptive statistics, distribution functions, more complex statistics, statistical inference through defining

hypotheses to be tested, type I error, type II error, p-value, proper interpretation of the final results, simple and multiple regression, logistic regression, and survival data analysis. Competence in basic terminology will be evaluated using three (3) activities:

- (1) Weekly topic-specific self-assessment and quizzes
- (2) Section-specific assignment (homework)
- (3) Two weighted exams (week 10 and week 17).

Objectives 2: Enhancing the understanding the interpretation of basic biostatistical measures **and ability of** calculation of probabilities, descriptive statistics, distribution functions, more complex statistics, statistical inference, estimation and hypotheses testing, type I error, type II error, p-value, simple and multiple regression, logistic regression, and survival data analysis. The competence in this aspect will be evaluated using two (2) activities:

- (1) Weekly topic-specific self-assessment and quizzes
- (2) Section-specific homework, and
- (3) Two weighted exams (week 10 and week 17).

Objectives 3: Consolidating the skills of the basic applications of biostatistical principles, as well as the integration of these principles across the public health spectrum. Competence in ability to integrate concepts will be evaluated using final class project using real data.

- (1) Two weighted exams (week 10 and week 17) with real-world research contents

Objectives 4: Strengthening the competency in written and oral communication to the lay professional audience, this objective will be evaluated using.

- (1) Class discussion and assignments

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Details of Learning Activities

In addition to typical class lectures, discussion, readings, specific learning activities have also been developed to enhance your learning experiences and increase the learning efficacy. Specifically:

Thinking and reasoning – intensive weekly quizzes (X 10):

Weekly topic-specific quizzes are available to keep students to make consistent commitments toward each topic covered in the courses. Weekly quizzes are graded items, each making a tiny part (2%) towards the final course grade. You have 2 attempts with the higher scores recorded. Students are highly recommended to complete the readings recommended and finish self-assessments before they take weekly quizzes since all questions in weekly quizzes are constructed in the same manner and highlight exactly same points as the self-assessments. It's true that weekly quizzes have been developed to promote thinking and reasoning, simply calculations sometime are needed to reach the right answers to the quiz questions. Each attempt was granted 1 hour, more than enough for even complicated calculations.

Quizzes will be closed before middle night of next Tuesday, and late homework will not be accepted unless advanced permission was given by the instructor under extraordinary circumstances (e.g., serious illness/accident, death in the family, etc.).

Programming and calculating intensive section-specific homework assignment (X 4):

The table below lists assignments for each chapter to be covered throughout the class. You are encouraged to **work together** on these assignments, however each student must submit his/her own assignment and state with whom he/she worked. Certainly, addressing the questions individuals are also welcomed.

Assignments are to be turn in into the dropboxes with clearly indicated due times. Generally, students have one week (across weekend) to complete the assignment, and give instructor(s) sufficient time to grade the homework and prepare to review the common issues possibly existing with the specific assignment and address them in front of the next lecture. Therefore, turning-in your assignment in time is very crucial.

Dropboxes will be closed on time, and late homework will not be accepted unless advanced permission was given by the instructor under extraordinary circumstances (e.g., serious illness/accident, death in the family, etc.).

You are encouraged to describe and justify your answers with detailed reasoning for partial credit if your final numbers are not correct. If SAS is used, please attach the commented code at the end of the homework, which I should be able to run and reproduce your results.

Overview of the content to be covered the semester:

Date	Topic	Readings	Assessments (graded)
Unit 1: Introduction			
Week 1	Introduction	Chapters 1 Case - study	SAS assessment
Week 2	Basic SAS		Topic specific quiz 1
Week 3	Study design	Chapters 2	Topic specific quiz 2
Week 4	Measures for disease	Chapter 3	Topic specific quiz 3 Section-specific assignment 1
Unit 2 Description			
Week 5	Descriptive methods	Chapter 4	Topic specific quiz 4
Week 6	Probability	Chapter 5	
Week 7	Probability – dichotomized variable	Chapter 6	Section-specific assignment 2
Week 8	Probability – Continuous variables	Chapter 6	
Week 9	Probability (Central Limit Theorem)	Chapter 6	Topic specific quiz 5
Unit 3: Estimation			
Week 10	Confidence interval Estimation Middle-term (day 2)	Chapter 6	Topic specific quiz 6 Section-specific assignment 3
Unit 4: Testing			
Week 11	Hypothesis testing	Chapter 7	
Week 12	Hypothesis Testing	Chapter 7	Topic specific quiz 7
Week 13	Power and sample size	Chapter 8	Topic specific quiz 8
Week 14	Multivariable methods	Chapter 9	Topic specific quiz 9 Section-specific assignment 4
Week 15	Thanksgiving, no class		
Week 16	Data visualization	Chapter 12	Topic specific quiz 10
Week 17	Final exam	NA	Final exam

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.

Instructional Methods

Class meeting will be a combination of lecture, class discussion and active participation. PowerPoint presentations (you can find and download from Folio) will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended reading. Actively engaging with class discussion is critical to ensure that the learners focus and prepared to successfully accomplish the learning objective of each lecture experience.

Grading

Grading Scheme:

Component / deliverable items	Item #	% of course grade *
Topic-specific chapter-end tests	10 X 2%	20%
Homework assignment	4 X 5%	20%
Mid-term	1 X 30%	30%
Final exam	1 X 30%	30%
Total	17 deliverable items	100%

Grading Scale:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 - 59%

Approximate Schedule of in class exams:

Midterm: Week 10 (cover chapters 1 to 6)

Final exam: Final exam week (cover chapter 7, 8, 9, 12)

NO make-ups for any missed quizzes, assignments, exams unless acceptable documentation from 3rd parties (family doctors, employers, et al) is available.

Computing

Computer software, Statistical Analysis System or SAS, will be intensively used in this class.

Given the ongoing Covid-19 pandemic, you are strongly encouraged to purchase a student version of SAS. This is also part of the reason I provide the textbook.

- You can Purchase a student copy of SAS as follows:
 - 1- Sign in My.Georgiasouthern.edu account.
 - 2- Go down to Discount Software and click on it.
 - 3- Go and click to Personal Store.
 - 4- Sign in or create an account if you don't have, and sign in.
 - 5- Click on Software and then on SAS.
 - 6- Click on the Software and add to the cart.
- You can have a virtual access to University edition of SAS free of charge by login Mygeorgiasouthern account.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Self-assessments: scores available immediately.
- Topic specific quiz: scores available immediately.
- Discussion posts: within 72 hours.
- Assignment grades: within 72 hours of submission date.
- Exams: scores available within 48 hours.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Covid-19 Specific Notes

Illnesses

“We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center COVID-19 self-reporting form (through the MyGeorgiaSouthern portal under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the MyGS mobile app, calling 912-478-CARE (M-F 8am-5pm), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational

Arrangement Request Form to the SARC office. For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

Face Coverings

Georgia Southern, along with other University System of Georgia (USG) institutions, **strongly recommend** that all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible; this includes classroom spaces. Use of face coverings will be in addition to, rather than a substitute for, social distancing.

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 Georgia Southern University, 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."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912)

478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. It's high possible that the instructor has to make changes necessary to the syllabus and course material to accommodate the progresses that majority of the class are making, and to ensure better student learning. 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.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only 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.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date