

Georgia Southern University

Digital Commons@Georgia Southern

---

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

---

Fall 2021

## PUBH 9231 – Chronic Disease Epidemiology

Jian Zhang

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

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



Part of the [Public Health Commons](#)

---

### Recommended Citation

Zhang, Jian, "PUBH 9231 – Chronic Disease Epidemiology" (2021). *Public Health Syllabi*. 491.  
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/491>

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

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

PUBH 9231 – Chronic Disease Epidemiology  
Fall, 2021

<b><u>Instructor:</u></b>	Jian Zhang, MD. DrPH.
<b><u>Office:</u></b>	Hendricks Hall, Room 2032
<b><u>Phone:</u></b>	(912)-478-2290 (office), (770)-695-5158(cell)
<b><u>E-Mail Address:</u></b>	Jianzhang@geogriasouthern.edu ( <a href="mailto:Jianzhang@geogriasouthern.edu">the best way to reach me</a> )
<b><u>Office Hours:</u></b>	Monday 3:00 PM - 5:00 PM Tuesday 1:00 PM - 4:00 PM Consultation appointments are available on an as-needed basis.
<b><u>Web Page:</u></b>	Folio
<b><u>Class Meets:</u></b>	Monday, 5:00 pm – 7:45 pm (Info Technology Bldg 2205)

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

**Prerequisites:**

BIOS 6331 – Regression Analysis in Biostatistics (3)  
EPID 7131 – Research Method I  
EPID 7132 – Research Method II  
EPID 7231 – Chronic Disease Epidemiology

**FOLIO Access:** <https://georgiasouthern.desire2learn.com/d2l/home/627704>

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

**Catalog Description:**

This course is designed to introduce the student to the ever-expanding area of chronic disease epidemiology. Students will be introduced to the current status of chronic disease and control programs, methods used in chronic disease surveillance, intervention methods, and modifiable risk factors. Some of the major chronic diseases such as cancer, cardiovascular disease, chronic lung disease, diabetes and arthritis will be discussed in detail. Pathophysiology and clinical features of common chronic conditions will also be presented.

## **Required Textbook:**

No required textbook however, the book listed below is recommended for the reference for this class.

*Chronic Disease Epidemiology and Control.* Washington, DC:  
American Public Health Association Brownson RC, Remington PL,  
Davis JR. (2010, 3<sup>rd</sup> edition). .

Supplemental reading materials, chapters from other books or publications appearing in major journals, will be provided by the instructor and accessible online at the course website or distributed during class.

## **DrPH Core Student Learning Outcomes:**

1. Apply evidence-based practice and research methods to advance the field of public health.
2. Develop culturally-sensitive public health policies or programs using interdisciplinary approaches grounded in legal and ethical principles.
3. Integrate knowledge, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in addressing public health problems.
4. Communicate public health information to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
5. Propose strategies for health improvement and elimination of health inequities including stakeholders, researchers, practitioners, community leaders and other partners.

## **CEPH Concentration Competencies**

### **Biostatistics Competencies**

1. Interpret analytic methods used in the public health and biomedical journals, as well as critique published reports of public health and biomedical experiments as to the validity of the inferential conclusions.
2. Demonstrate proficiency in statistical software such as SAS or R to handle complex public health and biomedical data analysis problems.
3. Develop new biostatistical methods and new ideas for applying existing biostatistical methods to applications in public health and the biomedical sciences.
4. Demonstrate the ability to flexibly apply prior information to solve a wide range of public health biomedical problems using Bayesian Analysis.
5. Demonstrate the comprehension of the underlying statistical theory that supports the biostatistical methodology.

### Community Health Behavior and Education Competencies

1. Analyze theories, concepts and models from a range of social and behavioral disciplines in public health research and practice.
2. Develop collaborative partnerships with communities, stakeholders, policy makers, and other relevant groups.
3. Assess and argue cultural, environmental, and social justice influences on the health of communities.
4. Adapt evidence-based public health programs and research to address geographic disparities.
5. Facilitate debate and discussion, with diverse groups in and outside of the traditional classroom setting that ensure inclusion of ideas and resolution of challenges.

### Epidemiology Competencies

1. Demonstrate the ability to identify deficiencies in scientific knowledge or public health practice using existing sources of epidemiologic data.
2. Construct a public health and epidemiologic research question from ideas, conditions, or events using critical thinking skills.
3. Utilize advanced epidemiologic research methods to inform public health action.
4. Select appropriate statistical tools and methodology to analyze and summarize epidemiological data.
5. Disseminate information based on advanced epidemiologic studies to lay or professional audiences.

### Health Policy

1. Analyze the impact of legislation and policies on population health.
2. Use informatics principles in the design of information systems.
3. Evaluate organizational performance in relation to strategic and defined goals.
4. Design strategies for resolving ethical concerns in research and healthcare.
5. Assess ethical considerations in developing communications and promotional initiatives.

### Public Health Leadership Competencies

1. Apply leadership skills for building partnerships in public health.
2. Evaluate how systems thinking can contribute to solving public health organizational issues and problems.
3. Analyze the policy development, assessment, evaluation process, and legal environment for improving the health status of populations.
4. Evaluate the process for strategic planning and marketing for public health through analysis of quality, cost benefit, and performance improvement concepts.

5. Demonstrate the ability to manage programs within budget constraints through resource allocation, financing, and evaluation.

## **CEPH DrPH Competencies**

### **Data & Analysis**

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

### **Leadership, Management & Governance**

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

### **Policy & Programs**

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis

17. Propose interprofessional team approaches to improving public health

### **Education & Workforce Development**

18. Assess an audience's knowledge and learning needs

19. Deliver training or educational experiences that promote learning in academic, organizational or community settings

20. Use best practice modalities in pedagogical practices

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

1. Students will demonstrate a comprehensive understanding of the principles and terminology of chronic disease epidemiology, and the complicating nature of related research (Activity 1).
2. Students will demonstrate a competency to describe the pathophysiology and clinical features of common chronic conditions and diseases, including but not limiting to cancer, cardiovascular disease, chronic lung disease, diabetes and depression (Activity 2 and 3).
3. Students will demonstrate an appreciation the sense of urgency and the magnitude of these emerging issues associated with chronic diseases (Activity 2 and 3).
4. Students will demonstrate an appreciation of the multi-factorial nature of chronic diseases, in particularly, the social and culture determinants of chronic diseases (Activity 3,4,5 and 6).
5. Students will demonstrate an awareness of the evidence-approved effective strategies available to control and prevent chronic disease locally, national, and globally (Activity 5 and 6).
6. Students will demonstrate the ability to communicate chronic disease related research through writing or presentation to lay and professional audiences (Activity 6).

## **Assessment of Student Learning**

1. Activity 1: Use course lectures and class discussions to demonstrate *a comprehensive understanding of the principles and terminology of chronic disease epidemiology, and the complicating nature of chronic disease research*. Competence in basic terminology will be evaluated using final examine and pop quizzes. The assignment 1 is also designed as a part of this activity.
2. Activity 2: Use course lectures and class discussions to demonstrate *a competency to describe the pathophysiology and clinical features of common chronic conditions*. Competence will be evaluated using assignment 1, final examine and pop quizzes.
3. Activity 3: *an appreciation the sense of urgency and the magnitude of these emerging issues associated with chronic diseases* will be evaluated using the written submission of the project-related mini-review, which requires students to summarize the epidemiology of topic selected for their project.
4. Activity 4: The course has been designed to be driven by floor, the class discussion will offer a plenty of opportunities to assess students' *an appreciation of the multi-factorial nature of chronic diseases, as well as social and culture determinants of chronic diseases*.
5. Activity 5: *an awareness of the evidence-approved effective strategies available to control and prevent chronic disease locally, national, and globally* will be evaluated using the final submission of an extensive review of a control and prevention measurement of selected chronic disease (project), and policy recommendations based on based on a research project using data collected by federal public health agencies.
6. Activity 6: *Competence in written communication or oral presentation to the professional audience or lay* will be evaluated using the Preparation and delivery of a PowerPoint presentation of a comprehensive review of extensive review of a control and prevention measurement of selected chronic disease.

## Overview of the content to be covered

	Topic	Readings in additional to lecture notes	Assignment/deliverables
<b>01</b> <b>08/17</b>	Introduction Self-introduction & course introduction		A puzzle unfinished
<b>02</b> <b>08/24</b>	Comorbidity between chronic diseases and emerging infectious diseases- Covid-19	Why We're Losing the Battle With Covid-19, New York Time Magazine	Dietary intake, blood folate level and colorectal cancer deaths
<b>03</b> <b>08/31</b>	Challenging in chronic disease control and prevention	1. The incoherence of China's national health development strategies. Am J Public Health. 2012,102(12):e14-6 2. doi.org/10.1016/S0140-6736(03)14335-8	Search for the missing link between bench and bedside
<b>04</b> <b>09/07</b>	Challenging in chronic diseases research	10.1371/journal.pmed.0020124. The challenge of reforming nutritional epidemiologic research. 10.1001/jama.2018.11025	A time-dependent bidirectional association between serum folate and lung cancer
<b>05</b> <b>09/14</b>	<u>Class project I preview</u> – data, study design, learning objectives, and analytic details		
<b>06</b> <b>09/21</b>	<u>Class project II preview</u> – data, study design, learning objectives, and analytic details		
<b>07</b> <b>09/28</b>	The caveat of arbitrarily categorizing diseases into communicable and non-communicable diseases meaning		
<b>08</b> <b>10/05</b>	Mixing Art And Science For better health – Cut-point selection in chronic disease research	Psychiatry Res. 2015;228(3):866-70.	
<b>09</b> <b>10/12</b>	Confounder and effect-modifier in chronic disease research	Obes Res Clin Pract. 2016 10(4):399-407	Due of project mini-review
<b>10</b> <b>10/19</b>	Effect-modification vs interaction.	Int J Epidemiol. 2012 Apr; 41(2): 514–520.	Due of project method
<b>11</b> <b>10/26</b>	The role of statistics in chronic epidemiology research, type I vs type II errors Clinical difference vs. statistical difference	High Blood Press, Cardiovasc Prev. 2016 Sep;23(3):245-53 Nutr Metab Cardiovasc Dis. 2018	Due of project results
<b>12</b> <b>11/02</b>	Class project review		Due of project discussion
<b>13</b> <b>11/09</b>	Class project review		Due of project first draft and PowerPoint)
<b>14</b> <b>11/16</b>	Class project presentation		Final exam distributed
<b>15</b> <b>11/23</b>	Thanksgiving break		
<b>16</b> <b>11/30</b>	Post publication issues of chronic disease research		Due of the original research paper
<b>17</b> <b>12/09</b>	Exam		Due of the final exam

**Instructional Methods:** Class meetings will be a combination of lecture and class discussion.

**Assignments:**

As a part of doctoral program for a professional degree (DrPH), this course is designed to teach students the strategic overview of chronic disease control and prevention and advanced research and communication skills for chronic disease control and prevention practices. Therefore, the assignments are more than text-book based multiple choice, calculations or anything you commonly see in introduction of epidemiology or intermediate research method classes. Instead, personalized class assignment and group projects are designed to create an active learning environment for a review of the main issues of chronic disease epidemiology. Students will have an opportunity to complete a group assignment to review the population burden of the selected chronic diseases based on his or her interest and professional goal. The methods used in public health-oriented intervention will also be covered by the review assignment.

**Grading:**

Component / deliverable items	Due time (week)	% of grade *
Reviewing works from someone you may know		
1. A puzzle unfinished but with great public health importance: relationship between colorectal cancer and folate.		5
2. Dietary intake, blood folate level and colorectal cancer deaths among US adults, findings from Follow-up of a national cohort, 1988 to 2010		5
3. Search for the missing link between bench and bedside - epidemiological evidence on folate and lung cancer		5
4. A time-dependent bidirectional association between serum folate and lung cancer deaths among US adults, findings from Follow-up of a national cohort, 1988 to 2010.		5
Literature search results (table) – <b><u>Sample provided</u></b>	05	10
Literature review (Project mini-review ) – <b><u>Rubric provided</u></b>	07	10
Project outline in Power-point format *	12	5
Project presentation	14	10
Final of class project (In the format of publishable manuscript, rubric would be available – <b><u>Check list provided</u></b> ) <ul style="list-style-type: none"> <li>• Importance</li> <li>• Methodology</li> <li>• Results</li> <li>• Lessons learned/ policy develop or clinical practice implications</li> </ul>	14	25
Final exam	17	10
Class participation, attendance, pop quiz performance		10
Total		100

\*: Including background (importance of the study), study design, study population, data source, variable definition, analytic method, results, strengths, limitation, and implication of policy development and clinical practice if applicable.

90 – 100	A	80 – 89	B	70 – 79	C
60 – 69	D	Below 60	F		

### **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
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

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.

### **Course Expectations**

#### **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*)

### **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."

### **Disability-related Accommodations**

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

### **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](mailto: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](mailto: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. The instructor reserves the right to make any changes necessary to the syllabus and course material 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
----------------------	-------------------	------