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Fall 2021

### PUBH 3136 – Principles of Environmental Health

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**GEORGIA SOUTHERN UNIVERSITY**  
**JIANN-PING HSU COLLEGE OF PUBLIC HEALTH**

PUBH 3136 A – PRINCIPLES OF ENVIRONMENTAL HEALTH  
FALL 2021

<b><u>INSTRUCTOR:</u></b>	DR. EVANS AFRIYIE-GYAWU, PHD., MPH.
<b><u>OFFICE:</u></b>	HENDRICKS HALL, ROOM 2035
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<b><u>OFFICE HOURS:</u></b>	WEDNESDAYS      11:00 AM – 3:00 PM THURSDAYS      11:00 AM – 2:00 PM ALSO BY APPOINTMENT
<b><u>CLASS MEETINGS:</u></b>	TUESDAYS & THURSDAYS 9:30 AM – 10:45 AM EDUCATION BUILDING, ROOM 1115

Course schedules can be found at: <http://students.georgiasouthern.edu/registrar/>

**Catalog Description:**

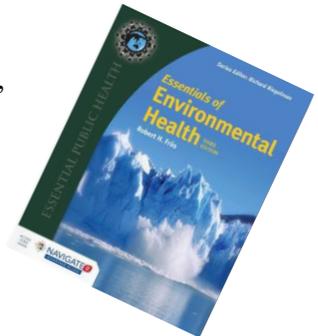
This course examines health issues, scientific understanding of causes, and possible future approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

**Required Textbook:**

Friis, Robert H. (2018). *Essentials of Environmental Health –3<sup>rd</sup> Edition*. Sudbury, MA: Jones and Bartlett Publishers.

**ISBN-13:** 978-1284-1239-75

**ISBN-10:** 1284-1239-79



### **BSPH Core Student Learning Outcomes:**

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

### **CEPH Concentration Competencies**

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design and implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education.

### **CEPH BSPH Competencies:**

#### **Public Health Communication**

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

#### **Information Literacy**

The ability to locate, use, evaluate and synthesize public health information

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

1. Students will demonstrate competence by describing and applying the basic terminology and definitions of environmental health (*Activity 1*).
2. Students will defend or support an argument made by a researcher on select environmental health topics (*Activity 2*).
3. Students will demonstrate competence by explaining the fundamental concepts of environmental health including environmental epidemiology and environmental toxicology, and their broad policies, practices, and application (*Activities 1, 2 & 3*).
4. Students will demonstrate competence by examining the effects of environmental pollution affecting different populations, comparing and contrasting environmental health treatment and prevention strategies and community health outcomes (*Activity 2, 3 & 5*).
5. Students will demonstrate the ability to communicate environmental health concepts and

associated issues through writing for lay and professional audiences (*Activities 4 & 5*).

6. Students will demonstrate ability to communicate environmental health concepts and associated issues through presentations to lay and professional audiences (*Activity 6*).

### **Assessment of Student Learning**

Activity 1: Use course lectures and class discussions to explain the basic terminology and definitions of environmental health, including but not limited to environmental epidemiology, environmental toxicology, health hazard, dose-response, exposure, risk assessment, environmental agents, zoonoses, ionizing and nonionizing radiation, criteria air pollutants, food-borne pathogens, and occupational health. Competence in basic terminology will be evaluated using: 1) five quizzes, and 2) three exams including final exam.

Activity 2: Use course lectures, class discussions and case studies to explain basic concepts of environmental health, effects of various environmental hazards on human health, the interaction of individuals and communities with the environment, and existing policies and practices to prevent and control negative health effects of the environment on different communities including occupational settings. Competence in the ability to understand and apply basic concepts of environmental health and environmental policy and management principles will be evaluated using three activities: 1) five quizzes, 2) three exams including the final exam, 3) two online discussions.

Activity 3: Use course lectures and class discussions to explain basic applications of environmental health principles and concepts, and their utilization in the context of contemporary environmental health treatment and prevention strategies. Competence in the ability to analyze basic principles and concepts of environmental health and their integration with treatment and prevention strategies will be demonstrated through 1) the analysis of peer-reviewed articles pertinent to environmental health 2) current events presentations.

Activity 4: Competence in written communications for lay audiences will be evaluated using a factsheet on a selected environmental health issue.

Activity 5: Competence in written communication for a professional audience will be evaluated using a comprehensive review of selected peer-reviewed articles related to environmental health.

Activity 6: Competence in oral presentation will be evaluated using the preparation and delivery of a PowerPoint presentation of selected *Current Events* pertinent to environmental health issues, which must be related to the topic of the week.

*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.*

**Table 1. Overview of the Content to be covered during the Semester:**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment*</b>
1 (8/12/21)	Syllabus & Introductions		
2 (8/17/21) (8/19/21)	Course Introduction: The Environment at Risk	Chapters 1	Review Definitions/Abbreviations
3 (8/24/21) (8/26/21)	Environmental Epidemiology	Chapter 2	
4 (8/31/21) (9/2/21)	Environmental Toxicology	Chapter 3	Quiz 1 (Chapters 1, 2 & 3) Current Event Presentation (Groups 1)
5 (9/7/21) (9/9/21)	Environmental Policy/Regulation	Chapter 4	Current Event Presentation (Groups 2)
6 (9/14/21) (9/16/21)	Zoonotic and Vector-Borne Diseases	Chapter 5	Current Event Presentations (Groups 3 & 4)
7 (9/21/21) (9/23/21)	Toxic Metals & Elements	Chapter 6	Current Event Presentation (Groups 5) Quiz 2 (Chapters 4, 5 & 6) EXAM 1 – DUE (9/23/21 – 9/26/21 by 11: 59 PM)
8 9/28/21) (9/30/21)	Pesticides and Other Organic Chemicals	Chapter 7	Current Event Presentation (Groups 6) Discussion 1 (Individual Assignment)
9 (10/5/21) (10/7/21)	Ionizing and Nonionizing Radiation	Chapter 8	Current Event Presentation (Group 7)
10 (10/12/21) (10/14/21)	Water Quality	Chapter 9	Current Event Presentation (Group 1) Quiz 3 (Chapters 7, 8 & 9)
11 (10/19/21) (10/21/21)	Air Quality	Chapter 10	Current Event Presentation (Group 2) Article Critique (Due on 10/31/21)
12 (10/26/21) (10/28/21)	Food Safety	Chapter 11	Current Event Presentations (Groups 3 & 4) Quiz 4 (Chapters 10 & 11) Discussion 2 (Individual Assignment)
13 (11/2/21) (11/4/21)	Solid and Liquid Wastes	Chapter 12	Current Event Presentation (Group 5) EXAM 2 – DUE (11/4/21-11/7/21 by 11: 59 PM)

14 (11/9/21) (11/11/21)	Occupational Health	Chapter 13	Current Event Presentation (Group 6)
15 (11/16/21) (11/18/21)	Injuries: Focus on Unintentional Injuries and Death	Chapter 14	Quiz 5 (Chapters 12, 13, 14) Environmental Health Fact Sheet (Due - 11/14/21) Current Event Presentation (Group 7)
16 (11/23/21) (11/25/21)	<b>THANKSGIVING BREAK!!</b>		
17 (11/30/21) (12/2/21)	<b>Review for the Final Exam</b>	Review your notes, quizzes, and exams 1 & 2 <b>Stop by my office, if necessary!</b>	
18 (12/7/21)	<b>FINAL EXAM</b>	<b>Comprehensive (10:00 AM – 12:00 PM)</b>	

*\*All current event presentations will be on Thursdays unless, for some reasons, the instructor deems it necessary to make some changes that will be beneficial to the students.*

### **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:**

While I am the instructor of record, guest lectures will be given by other Public Health faculty or subject matter experts. All course material will be posted on Folio. **Students are responsible for downloading the lecture slides and reading materials from Folio.**

Information will be presented in the classroom, through the required readings, and through written and oral exercises. Class meetings will be a combination of lectures, in-class discussions, and group activities. The instructor will present and discuss the topics related to the assigned readings; **however, if any section of the reading assignment is not covered during the lecture and class discussion, you are responsible for acquiring the material.** Furthermore, students are responsible for **ALL supplementary information** discussed during the scheduled class periods. You are strongly encouraged to ask questions during and/or at the end of the lecture to address various aspects of the topic discussed that may be unclear to you.

**Table 2. Grading:**

	Topics covered	Points
Quiz 1	Chapters 1, 2 & 3	15
Quiz 2	Chapters 4,5 & 6	15
Quiz 3	Chapters 7,8 & 9	15
Quiz 4	Chapters 10 & 11	15
Quiz 5	Chapters 12, 13 & 14	15
Exam 1	Chapters 1-6	100
Exam 2	Chapters 7-12	100
Final Exam	Comprehensive	120
Article Critique	Groups will select the peer-reviewed article(s)	20
<b>Discussions (Online):</b>	<b>Post comments on the following:</b>	<b>30</b>
• Discussion 1.1	• DDT	
• Discussion 1.2	• Climate change	
• Discussion 2.1	• Water Fluoridation	
• Discussion 2.2	• GMO's	
EH Current Events	Each group will present to the class	20
EH Issue Fact Sheet	Groups will select a topic and create a factsheet	25
In-Class Participation	Attendance	10
<b>Total</b>		<b>500</b>

Point Scale	Percent	Grade
450 – 500	90 - 100%	A
400 – 449.9	80 – 89.9%	B
350 – 399.9	70 – 79.9%	C
300 – 349.9	60 – 69.9%	D
< 300	< 59.9%	F

All points listed above will be added to calculate your final grade. All grades are final; no assignments will be re-graded. Grading on a curve will not be used.

**PLEASE NOTE:** It is at the instructor's discretion to round-up your final grade. The policy is as follows: If you have more than 3 unexcused absences OR do not actively participate in class discussions/activities, **YOUR FINAL GRADE WILL NOT BE ROUNDED UP.** For example, if you accumulated 79.0-79.9% of total points and you had **MORE THAN 3** unexcused absences **OR did not actively participate in class discussions/activities**, your final grade in this class will be a "C".

**\*\*\*ATTENDANCE WILL BE TAKEN DURING EVERY CLASS MEETING\*\*\***

## ASSIGNMENTS AND ACTIVITIES:

### 1. Scheduled Quizzes (75 points total)

Five (5) quizzes will be given over the course of the semester. These quizzes will account for 15 points each. Quizzes will be online via Folio; and are due by 11:59 PM on Sunday of the lecture week.

### 2. Exams (200 points total) – Excluding the final exam.

There will be two exams, each worth 100 points. These exams may be any combination of true/false, multiple choice, matching, short answer problems, calculations & discussions. ***These exams will be online and available on Folio.*** Exams will be due on the specified day and time indicated in Table 1 (pages 4-5).

### 3. Final Exam (120 points total).

According to the GSU Exam Schedule, the final exam will be administered on **Tuesday, December 7, 2021 @ 10:00 AM – 12:00 PM. You will be notified if the time is changed.** This exam will be cumulative. The test may be any combination of true/false, multiple choice, matching short answer, problem calculations & discussion. No early/late finals will be given. Students who do not take the Final Exam during this university mandated schedule will be given a “0”. **If this time conflicts with your schedule, please talk to me at your earliest convenience – not in the middle of the semester.**

### 4. Online Discussions (30 points total).

There will be a total of two (2) discussions related to the lectures throughout the semester. Each discussion is worth 15 points. For each discussion, students will pick one out of two topics given at a time. The topics will be different for discussions one and two. Your discussion posts must be done online via Folio. You are expected to actively participate in the discussions to receive the full credit. Specific instructions will be posted for each discussion item and must be followed to complete the assignment.

### 5. Peer-Reviewed Article Critique (20 points).

The article critique is a group assignment. Each group will select one peer-reviewed (*not from Wikipedia*) environmental health-related article during the semester. Each group will review the article and critically analyze the material based on list of questions provided by the instructor. Refer to FOLIO for the guidelines and detailed instructions.

### 6. Environmental Health (EH) Fact Sheet (25 points total).

This is a group assignment. Students are required to work in teams to identify an environmental health issue which impact their daily lives (living area, on campus, community, etc.). Environmental health issues vary from environmental hazards, prevention strategies, sustainability, policy needs, implementation, etc. Students are required to select and describe the EH issue by developing a fact sheet/brochure. Students are expected to complete and submit peer-evaluation noting what each person in the group contributed and each group member will grade each other; these evaluation forms are to be submitted into a specified Folio Dropbox. Other specific instructions, grading rubrics and evaluation form will be posted in Folio.

## 7. Current Event(s) Presentation (20 points).

Each student will be assigned to a group early in the semester. Each group will be required to present to the class a short summary of current event(s) highlighting an environmental health issue reported in some media outlets or of a local concern. This presentation will occur during a class period. The students will need to identify an environmental health or ecological issue that is currently occurring in the world, country, state, county or town. **The topic of the presentation should relate to the chapter(s) that will be discussed during that week.** The students in each group will need to present this information and link it to environmental health. This connection should be made through a thought provoking **discussion question** that the student has prepared for the class. Each group will have 10 minutes for the presentation and 5 minutes for Q & A's. Description of the current event in the form of the original newspaper article, internet link, or broadcasting video must be submitted to the designated Dropbox in Folio by 12:00 pm the day before the presentation. **ALL FILES SUBMITTED ELECTRONICALLY MUST HAVE THE GROUP NUMBER AND THE ASSIGNMENT, e.g., Group 5 Current Event.** The group **MUST PRESENT** the current event to the class in order to receive the points. **The key points highlighted during these current event presentations and discussions may be included in the exams.**

### *Current Events Presentation Guidelines:*

Please use the following points to guide your in-class discussion on the Current Environmental Health (EH) or related event. **All presentations should be in a PowerPoint format:**

- a. Brief description of the EH event or issue
- b. Explanation of how the issue occurs and the populations that are (or may be) mostly affected by the potential health effects of the issue
- c. Importance of the issue in terms of EH
- d. Relevance of the issue in the context of Public Health
- e. How the issue does (or will) affect you personally, your community/GA/US/World
- f. Thought provoking question(s) for the class

## 8. Attendance (10 points)

Attendance will be taken at each class. Points to be allotted for attendance will be determined at the end of the semester by the instructor.

Your participation in this class is very important. To demonstrate your participation, you are expected to ask relevant questions, answer questions, make contributions that relate to material in the textbook, discussion topic and/or share relevant experiences. **If you are absent on these days, you will receive no participation points.** Your contributions will be very valuable if/when you are responding to something another student says (including answering a question asked by a student) or constructively disagreeing with something in the book or said in class by the Instructor or your classmate. Students are expected to actively participate in class and online discussion of the topics listed on the syllabus, basing their participation on the assigned readings and/or media. Be **CONSTRUCTIVE** in your critiques, **RESPECT** others' opinions and **PROFESSIONALLY** respond to criticisms. The Instructor may call you to participate, but voluntary participation is preferred. **Participation in class sessions will be used for rounding grades when necessary.**

## **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.

### **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.

### **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 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.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

**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 JPH College of Public Health faculty, 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 Department 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.

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Student Name (print)

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Student Signature

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Date