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Fall 2021

### PUBH 3431 - Introduction to Global Health

Kristina Harbaugh

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
**PUBH 3431- Introduction to Global Health**  
**Fall 2021**

<b>Instructor:</b>	Kristina Harbaugh
<b>Office:</b>	Solms Hall 109A
<b>Phone:</b>	(912)
<b>E-Mail Address:</b>	kharbaugh@georgiasouthern.edu
<b>Office Hours:</b>	Mondays & Wednesdays, 12:30-2:00 Tuesdays & Thursdays, 2:00-3:00
<b>Class Meets:</b>	Tuesdays & Thursdays, 3:30-4:45

**Prerequisites**

N/A

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

**Catalog Description**

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Course Description: This course introduces you to a comprehensive and growing field of global health. The course will introduce students to the essentials of global health in well-structured, clear and easy to understand ways. This is a survey course that will focus broadly on five questions: What do people get sick, disabled and die from; why do they suffer from these conditions? Which people are most affected? Why should we care about such concerns? What can be done to address key health issues, hopefully at least cost, as fast as possible, and in sustainable ways? The course will be global in coverage but with a focus on low- and middle-income countries, the health of the poor, and health disparities. Throughout the course, an emphasis is placed on health systems issues, the linkages between health and development, and health matters related to global interdependence. The course will cover key concepts and frameworks but be practical in orientation.

**Required Textbook and Readings**

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For almost every session of Introduction to Global Health course, there will be required readings, recommended readings, and recommended videos.

**The Readings and other materials for Introduction to Global Health**

**Required Textbooks:**

- ✚ Skolnik, Richard. (2021). Global health 101 (Essentials of Global Health): Fourth Edition. Boston, Jones & Bartlett Publishers. ISBN: 9781284145380

**Other Materials:**

- ✚ For each required reading, the materials are posted in Folio and students MUST read these materials/articles prior to class meetings for in-class quiz and discussion purposes.
- ✚ The second set of “recommended readings” are additional readings that have been carefully selected to help students understand the content of each topic discussed in class. These are mostly from journal articles and reports.
- ✚ There are also one or two videos that relate to the topic of the session. These are meant to help the students get a better feel for the topic which is being covered. The videos are brief, easy and enjoyable to watch, and very enlightening.

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

1. Students will demonstrate the ability to assess population needs, assets, and capacities that affect communities' health.
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication.
4. Students will create strategies for promoting health improvement and disease prevention.

### **CEPH BSPH Competencies**

At the completion of the BSPH degree program all students will be able to :

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement, and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

### **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: Assessment Activities Described in Next Section)**

#### **Assessment of Student Learning**

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**A. Quiz [25%]:** 5 quizzes will be given over the course of the semester. You will have 2 opportunities to take the quiz and the highest grade will count. The quizzes will be 5 points each. These quizzes will be on our reader for this semester: **Global health textbook**. In order to successfully complete these exams, you must have read the material prior to taking them. Quizzes will be taken in Folio. No make-up quizzes will be given, barring death or major hospitalization.

**B. Global Health E-Learning (Certificate courses in Global Health) (10%)**

Create an account on Global Health E-learning center. Each student will take a total of **5** modules from a variety of global health courses. Each module has a knowledge check and knowledge recap. The knowledge recap is the Quiz. The Global Health eLearning Center courses cover key topics in global health and the learning are organized into certificate programs. The purpose of this task is to help students focus on learning and to reinforce important concepts covered in the class. Students will earn a certificate upon the successful completion of each of the **FIVE** courses. **The certificate should be downloaded in PDF format and uploaded in Folio for grading before the due date.** <https://www.globalhealthlearning.org/user/register>

**C. Global Health Indicator Assignment (5%) (Submit via dropbox in Folio):**

The Global Health Indicator assignment involves the synopsis and evaluation of health indicators for a developing country, with a comparison to developed countries. This is a vivid way of demonstrating the presence of health inequities across the globe, particularly in health outcomes.

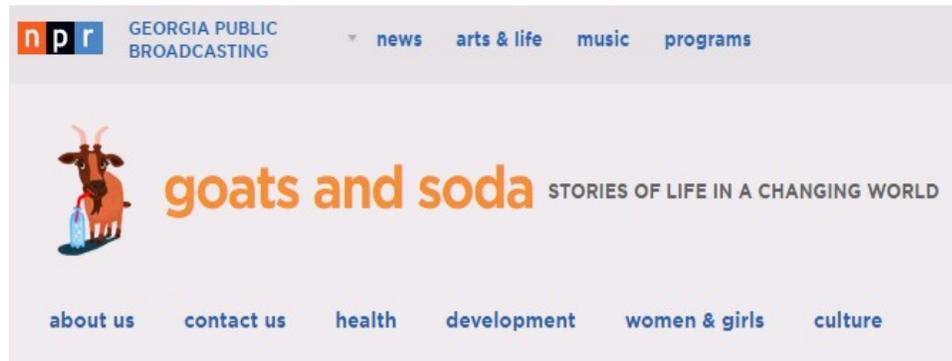
**D. Goats and Soda (5%) (Submit via dropbox in Folio):**

**Choose a partner (Paired Learning Task)**

Students will choose and report on a ‘Goats and Soda’ broadcast. You may not repeat a broadcast given by another student. Choose your broadcast and list it on the thread to avoid duplication of the broadcast. Your oral presentation should not last more than 2-3 minutes. Please dress up on the day that you present. The “Goats and Soda” worksheet is due with a copy of the ppt the by 11:59 pm the night before you present. Your

presentation should consist of 3-4 ppt slides. The day that you present, you should upload your ppt on the desktop computer in the classroom latest by 3:25 pm.

You will get questions on the exams from these presentations – you might want to take some notes.



- E. Global Health Films (Submit via dropbox in Folio) (5%):** I have uploaded in folio a list of acceptable Global Health films to watch. I have provided a list of acceptable global health films to watch. The resources – Seattle Globalist and USC Global Health have links to many of these films. This is a paired learning activity and the film will be watched in Class. You are to turn in a “Film Critique Worksheet” on the due date.

**USC Global Health**  
Institute for Global Health

## Global Health Films Database

[www.seattleglobalist.com](http://www.seattleglobalist.com)

Top 30 global health films to get you inspired - The Seattle Globalist

- F. Out of Class Global Health Discussion in Folio (5%):** There will be an out-of-class discussion posted in Folio. This could be either an article critique or the analysis of a global health film. Students will be given an outline in Folio. The expectation from students is to discuss the global health issue, current interventions, global health implication, lessons learned, and future recommendations. Each student is expected to reply at least two of their colleague’s discussion post with critical responses (students are NOT allowed to post “agree or disagree” i.e. As a global health student, you are expected to think critically and respond to the points made by your colleague or oppose and explain your viewpoint).

**G. Mid-Term Exam (15%)**

There will be a midterm exam (30 questions) for this class. The midterm exam will be given online via Folio. Midterm exam material will cover chapters, articles, handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items.

**H. Public Health Group Project Presentation (10%)**

Create a presentation based on a specific Global Health issue. Choose a topic within these areas that are current global issues. Explain the background/history, global incidence & prevalence, symptoms prevention/treatment, strategy for control. Powerpoint, globster, or other media is encouraged. Apply the SEM perspective to your topic. **Rubrics provided in Folio.**

**I. Final Exam (20%)**

The final exam will be a cumulative multiple choice exam administered online via Folio. Final exam material will cover chapters, articles, handouts from course lectures, discussions, and activities. The format may include

multiple choice, fill-in-the-blank, matching, and /or short answer items. If this date and time will not work for you, please consider dropping this class.

**J. Bonus Points.** Bonus points will be available throughout the semester. Be on the watch for them!

**K. Attendance (-%)**

Due to the nature and structure of this course, class attendance is of utmost importance. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Attendance will be taken regularly. **There will be a 2% deduction for each absence from your total grade.**

*Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered.*

*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.*

Overview of Content and Assignments to be Covered During the Semester			
Week	Date	Content of Session	Readings and Special Instructions
<b>Part 1: Principles, Measurements, and Health – Development Link</b>			
1	August 12 Week 1	<ul style="list-style-type: none"> <li>x Course overview and Student Introductions</li> <li>x Groups and Global health E-Learning.</li> </ul>	Syllabus in Folio <b>(Print and bring to class)</b> Readings in Folio
2	August 17 & 19 Week 2	<ul style="list-style-type: none"> <li>x Principles, Measurements, &amp; Health Development Link</li> <li>x The Global Health Context and Who Plays</li> </ul>	<b>Chapter 1</b> Readings in Folio Videos in Folio
3	August 24 & 26 Week 3	<ul style="list-style-type: none"> <li>x Health Determinants, Measurements, and the Status of Health Globally Discuss Global health Indicator assignment</li> <li>x Global Health Films ( Film Review 1:)</li> </ul>	<b>Chapter 2</b> <ul style="list-style-type: none"> <li>• <b>Global Health Indicator Assignment Due August 29<sup>th</sup></b></li> <li>• <b>Film Review 1 Due August 29<sup>th</sup></b></li> <li>• <b>Goats and Soda PPT &amp; Form Due August 29<sup>th</sup></b></li> </ul>
4	August 31 September 2 Week 4	<ul style="list-style-type: none"> <li>x Global Burden of Disease</li> <li>x Article Review and in-class discussion</li> </ul>	<b>Chapter 3</b> <ul style="list-style-type: none"> <li>• <b>Quiz 1 Due September 5<sup>th</sup></b></li> </ul>
<b>Part 2: Cross-Cutting Global Health Themes</b>			

5	September 7 & 9 Week 5	<ul style="list-style-type: none"> <li>x Goats and Soda (Paired presentation 1)</li> <li>x Goats and Soda (Paired presentation 2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Class presentations on September 7<sup>th</sup> and 9<sup>th</sup> (PowerPoints due the night before you present)</b></li> </ul>
6	September 14 & 16 Week 6	<ul style="list-style-type: none"> <li>x Health, Education, Equity, and the Economy</li> <li>x An Introduction to Health Systems</li> </ul>	<p><b>Chapter 4</b></p> <p><b>Chapter 6</b></p>
<b>Part 3: The Burden of Disease</b>			
7	September 21 & 23 Week 7	<ul style="list-style-type: none"> <li>x The Environment and Health</li> <li>x Global Health Films (Film Review 2)</li> </ul>	<p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• <b>Film Review 2 due September 26<sup>th</sup></b></li> <li>• <b>Nutrition: An introduction Certificate 1 due on September 26<sup>th</sup></b></li> <li>• <b>Quiz 2 due September 26<sup>th</sup></b></li> </ul>
8	September 28 & 30 Week 8	<ul style="list-style-type: none"> <li>x Nutrition and Global Health</li> <li>x <b>Discussion Cases: Instructions and discussion assignments (second presentation for the course will be based on your assigned discussion topic)</b></li> </ul>	<p><b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• <b>Maternal Survival: A Holistic Approach Certificate 2 Due October 3<sup>rd</sup></b></li> </ul>
9	October 5 & 7 Week 9	<ul style="list-style-type: none"> <li>x Women's Health</li> <li>x Out of class lab to work on presentation with partner</li> <li>x Midterm</li> </ul>	<p><b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>• <b>Integrated Early Childhood Development Programming for Young Vulnerable Children Certificate 3 Due on October 10<sup>th</sup></b></li> <li>• <b>Mid-Term Due on October 10<sup>th</sup></b></li> </ul>

10	October 12 & 14 Week 10	<ul style="list-style-type: none"> <li>x The Social Ecological Model (SEM)</li> <li>x Out of class lab to work on presentation with partner</li> </ul>	<b>Chapter 11</b>  Readings in Folio Videos in Folio <ul style="list-style-type: none"> <li>• <b>Quiz 3 due October 17<sup>th</sup></b></li> </ul>
11	October 19 & 21 Week 11	<ul style="list-style-type: none"> <li>x The Health of Young Children</li> <li>x Out of class lab to work on presentation with partner</li> </ul>	<b>Chapter 12</b>  <ul style="list-style-type: none"> <li>• <b>Tuberculosis Basic Certificate 4 Due on October 24<sup>th</sup></b></li> </ul>
<b>Part 4: Working Together to Improve Global Health</b>			
12	October 26 & 28 Week 12	<ul style="list-style-type: none"> <li>x The Health of Adolescents and Young Adults</li> <li>x Out of class lab to work on presentation with partner</li> </ul>	<b>Chapter 15</b> <ul style="list-style-type: none"> <li>• <b>Quiz 4 due October 31<sup>st</sup></b></li> </ul>
13	November 2 & 4 Week 13	<ul style="list-style-type: none"> <li>x Injuries</li> <li>x Out of class lab to work on presentation with partner</li> </ul>	Readings in Folio  Videos in Folio
14	November 9 & 11 Week 14	<ul style="list-style-type: none"> <li>x Natural Disasters and Complex Humanitarian Emergencies</li> </ul>	<b>Chapter 16</b>  <ul style="list-style-type: none"> <li>• <b>Governance and Health Certificate 5 Due November 14<sup>th</sup></b></li> <li>• <b>Quiz 5 Due November 14<sup>th</sup></b></li> </ul>
	November 16 & 18 Week 15	Group Presentations	<ul style="list-style-type: none"> <li>• <b>PowerPoints due November 21<sup>st</sup> for all groups</b></li> </ul>
15	November 22-26 Week 16	<b>Thanksgiving Week; No class; Have fun and be SAFE!</b>	

16	November 30 Week 16	x <b>Final Exam review</b>	•
17	Final exam week	<b>Final Exam</b>	• <b>Final exam via Folio (Due December 2<sup>nd</sup>, 2021)</b>

### 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

*Example: Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.*

### Grading

<b>Assignment</b>	<b>Points</b>
Quizzes x 5 @ 5 pts	25
Global Health E-Learning Certificates x 5 @ 2 pts	10
Global Health Indicator Assignment	5
Goat and Soda Broadcast	5
Global Health Film	5
Out of Class Discussion in Folio	5

Midterm	15
Final	20
Group Presentation	10
<i>Attendance</i>	-%
<b>Total</b>	<b>100</b>
<i>Attendance</i>	-?

**Course Grading Scale:**

**A** 90-100%

**B** 80-89.99%

**C** 70-79.99%

**D** 60-69.99%

**F** 59.99% and below

**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 Undergraduate & 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.

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Student Name (print)

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Student Signature

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Date