New Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>730</td>
<td>2008-03-24 08:03:20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Public Health</td>
<td>HSC 10000 640103 PUB001 000000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Perrin, PhD</td>
<td>813 974 6704</td>
<td><a href="mailto:kperrin@health.usf.edu">kperrin@health.usf.edu</a></td>
</tr>
</tbody>
</table>

2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC</td>
<td>4631</td>
<td>Critical Issues in Public Health</td>
</tr>
</tbody>
</table>

| Is the course title variable? | N |
| Is a permit required for registration? | N |
| Are the credit hours variable? | N |

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Class Lecture (Primarily)</td>
<td>Regular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>Critical Issues in Public Hlth</td>
</tr>
</tbody>
</table>

Prerequisites
None

Corequisites
None

Co-Prerequisites
None

Course Description
This course provides students the opportunity to learn about the multiple ways to view controversial topics in public health. The course covers topics including biomedical issues, social & behavioral factors related to health, and environmental issues.

3. Gordon Rule

Does this course meet the writing portion of the Gordon Rule? Y
If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers). This course requires: a) Six (600 word) individual written assignments = 3600 words These individual papers are based on the assigned readings. After the student determines their opinion of the public health issue, they write a 2-page summary (600 words, double-spaced, 12 font, 1” margins) including: (a) The first sentence of the paper should state the opinion that the student intends to defend in the paper. (b) The students search the professional literature and cite three peer-reviewed journal articles that support their opinion of the issue. (c) No credit is given for references from popular websites, government documents, magazines, newspapers, and books. Public health is a multi-disciplinary field, so the students are encouraged to look in several different USF library databases to locate information related to their topic. (d) The students summarize the three peer-reviewed journal articles that support their opinion. Students must cite the references in their paper and in the reference section using only APA style citations. (e) The last paragraph should be a clear summary of how the three articles support the first sentence. The last paragraph should illustrate the student’s understanding of the issue and not reflect personal opinion. b) Six (600 word) group written assignments = 3600 words These group papers are based on the assigned readings and the work completed for the individual papers. The students are assigned to a group during the first week of the semester. After submitting their individual assignment, each student goes to the Discussion Board. The instructor assigns each group to one side of the topic. The assigned topic may be the same or opposite of what the student wrote and submitted for their individual assignment. The purpose of the Group Assignment is to teach the students to think collectively on a specific topic which may or may oppose each individual personal opinion and to learn to work with other students to develop a collective paper. Each summary paper should include: (a) 1-page, single-spaced summary (600 words) of one-side (assigned) of the topic; (b) There should be an opening statement (1-3 sentences) of the topic; (c) There should be at least 10 bullet points (15 maximum bullet points) supporting the assigned side of the topic. (d) An APA style citation should be given for each bullet point. (e) APA references should be provided on the second page of the summary. (f) There should be a closing paragraph (1-3 sentences) provided as a wrap-up statement.

Does this course meet the computation portion of the Gordon Rule?
N

4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is unique in that it offers a public health perspective on a wide variety of public health issues that are useful for students with and without a background in health. Historically the course has attracted students who are contemplating future studies in a health-related field and/or a career within public health.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The University of South Florida offers no other course that focuses on the public health perspective of multiple critical issues. The course includes an emphasis on the five core disciplines with public health including epidemiology / statistics, social / behavioral, environmental and occupational, global health and health policy / management.
C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

The course is approved as an elective for the undergraduate public health minor. Students with an interest in various areas of public health would benefit from taking this course. The course evaluations have been positive.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Fall 2007 – 68 Spring 2008 - 87

E. How frequently will the course be offered? What is the anticipated enrollment?

The course will be offered every semester. Enrollment is expected to average about 75 per semester.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

The course instructor must have competency in or knowledge of public health issues. Appropriate candidates will therefore hold, minimally, a Master’s degree in a health related field and should additionally have knowledge of or experience in Public Health. Since this course is taught using Blackboard, experience with the Blackboard software is required.

5. Other Course Information

A. Objectives / Outcomes

Students will: 1) List and describe various methods used to investigate controversial public health topics. 2) Locate and evaluate the information from a variety of peer-reviewed publication databases and incorporate the information into a public health topic. 3) Differentiate how to present public health issues after editing out all personal biases. 4) Understand how to work in small discussion groups to maximize product development while minimizing time. 5) Determine how to explore public health issues that may or may not be of interest to your field of study including financial, ethical, social, behavioral, medical and environmental aspects of each discussion topic. 6) Discuss the challenges faced with complex public health issues that will be faced in the 21st century.

B. Major Topics

Will managed care improve health care in the United States? Does employer-based
health insurance provide adequate coverage for most Americans? Is drug testing vital to the workplace? Is the threat of global water shortage real? Should health providers be allowed to deny prescriptions on the basis of conscience? Does the threat of terrorism warrant curtailment of civil liberties? Does immigration contribute to a better America? Should health care for the elderly be limited? Is physician-assisted suicide wrong? Is gun control a public health issue? Should handguns be banned? Is culture responsible for the spread of ethnically related disease? Will irradiation improve the safety of the food supply? Can vitamin and mineral supplements help prevent chronic disease? Does the USDA pyramid describe an optimal dietary pattern? Are added sugars harmful to health?

C. Textbooks


6. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
Instructor Information:
Instructor: Kay Perrin, PhD, MPH, RN
Associate Professor
Department of Community & Family Health
Director of Academic Affairs
Office: College of Public Health - Academic Affairs
Office Hours: Please contact Kay White (kwhite1@health.usf.edu) to make an appointment.
Phone: 813-974-6704
Email: Through Blackboard only

Course Description:
This course provides student’s the opportunity to learn about the multiple ways to view controversial topics in public health. The course covers current public health topics including biomedical issues, social & behavioral factors related to health, and environmental issues.

Course Objectives:
Upon completion of this course, the student will be able to:
• List and describe various methods used to investigate controversial public health topics.
• Locate and evaluate the information from a variety of peer-reviewed publication databases and incorporate the information into a public health topic.
• Differentiate how to present public health issues after editing out all personal biases.
• Understand how to work in small discussion groups to maximize product development while minimizing time.
• Determine how to explore public health issues that may or may not be of interest to your field of study including financial, ethical, social, behavioral, medical and environmental aspects of each discussion topic.
• Discuss the challenges faced with complex public health issues that will be faced in the 21st century.

Text & Supplemental Readings:

Course Format: Online
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan. 7</td>
<td>Getting started</td>
<td>Syllabus quiz: Due Sat. Jan. 19(^{th}) at 8:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorial: Plagiarism and quiz <a href="http://www.cte.usf.edu/plagiarism/plag.html">http://www.cte.usf.edu/plagiarism/plag.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due Feb. 1(^{st}) via mail, delivery or email.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce yourself to the members of your assigned group.</td>
</tr>
<tr>
<td>Week 2: Jan. 14</td>
<td>Will managed care improve health care in the United States?</td>
<td>Post paper by Sat., Jan. 19(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 3: Jan. 21</td>
<td>Group assignment</td>
<td>Topic posted by Jan. 20(^{th}) at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post group paper by Sat. Jan. 26(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 4: Jan. 28</td>
<td>Does employer-based health insurance provide adequate coverage for most Americans?</td>
<td>Post paper by Sat., Feb. 2(^{nd}) at 10:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSC 5933 students – Post extra topic summary assignment #1 by Sat., Feb 2(^{nd}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 5: Feb. 4</td>
<td>Group assignment</td>
<td>Topic posted by Feb. 3(^{rd}) at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post group paper by Sat. Feb. 9(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 6: Feb. 11</td>
<td>Is drug testing vital to the workplace?</td>
<td>Post paper by Sat., Feb. 16(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 7: Feb. 18</td>
<td>Group assignment</td>
<td>Topic posted by Feb. 17(^{th}) at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post group paper by Sat. Feb. 23(^{rd}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 8: Feb. 25</td>
<td>Is the threat of global water shortage real?</td>
<td>Post paper by Sat., March 1(^{st}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 9: Mar. 3</td>
<td>Group assignment</td>
<td>Topic posted by March 2(^{nd}) at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post group paper by Sat. March 8(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 10: Mar. 10</td>
<td>Spring Break</td>
<td>Post paper by Sat., March 22(^{nd}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 11: Mar. 17</td>
<td>Should health providers be allowed to deny prescriptions on the basis of conscience?</td>
<td>HSC 5933 students – Post extra topic summary assignment #2 by Sat., March 22(^{nd}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 12: Mar. 24</td>
<td>Group assignment</td>
<td>Topic posted by March 23(^{rd}) at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post group paper by Sat. Mar. 29(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 13: Mar. 31</td>
<td>Does the threat of terrorism warrant curtailment of civil liberties?</td>
<td>Post paper by Sat., Apr. 5(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 14: Apr. 7</td>
<td>Group assignment</td>
<td>Topic posted by Apr. 6(^{th}) at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post group paper by Sat. Apr. 12(^{th}) at 10:00 p.m.</td>
</tr>
<tr>
<td>Week 16: Apr. 21</td>
<td>Wrap-up Open Forum</td>
<td>See description in syllabus.</td>
</tr>
</tbody>
</table>
Look at inside cover of textbook. College Success www.mhcls.com/online

- Current news
- Book support:
  - Websites and current articles
  - Practice questions
  - Study tips
  - Search strategies
  - Research links
  - Cool links
- How to study more effectively
- How to write better term papers
- How to conduct web-based and library research
- How to perform better on tests
- Time management
- Your future:
  - How to build a resume
  - Interview tips
  - How to select a graduate school program
  - Finding financial aid success

How to Search Professional Literature and find Peer-Reviewed Journals
http://eta.health.usf.edu/publichealth/library/tutorial/index.html

Grading Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Plagiarism Tutorial</td>
<td>10</td>
</tr>
<tr>
<td>Topic Summary Assignments</td>
<td>600</td>
</tr>
<tr>
<td>Group Assignments</td>
<td>360</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>980</strong></td>
</tr>
</tbody>
</table>

A = 100-90%
B = 98-80%
C = 79-70%
D = 60-69%
F = <60%

Assignments

**Syllabus Quiz** 10 points
This quiz is located under the Course Document tab on BlackBoard.

**Tutorial: Plagiarism** 10 points
http://www.cte.usf.edu/plagiarism/plag.htm
Go to this website. After reading the materials in each of the green boxes near the left-hand margin, click on the Quiz in the upper right-hand corner. After you have completed the quiz, print out the grade sheet. You may either drop-off the grade to Dr. Perrin’s office in the College of Public Health, Office of Academic Affairs, or you mail sent it to Dr. Perrin at College of Public Health, 13201 Bruce B. Downs Blvd. MDC-56, Tampa, FL, 33612-3805, or you may scan the form and email the scannned form to Dr. Perrin. The grade sheet must be received via email, postmarked or dropped off.
Topic Summary Assignments

100 points x 6 topics = 600 points

a) There are 6 topics (HSC 5933 students: there are 8 topics)

b) For each topic, you should complete the following:

1) Read the complete text including the “yes” and “no” sections.
2) Based on the reading, decide your opinion of the public health issue.
3) Write a 2-page summary (double-spaced, 12 font, 1” margins) including:
   (a) The first sentence of your paper should state the opinion that you intend to
defend in the paper.
   (b) Search the professional literature and find three peer-reviewed journal articles that
   support your opinion of the issue.
   (c) No credit will be given for references from popular websites, government documents,
magazines, newspapers, and books. Public health is a multi-disciplinary field, so you
are encouraged to look in several different USF library databases to locate
information related to your topic.
   (d) Summarize the three peer-reviewed journal articles that support your opinion. (Do
   not plagiarize your summary; write information in your own words). You must cite
the references in your paper and in the reference section using only APA style
citations. If you are unfamiliar with APA style referencing, please consult the USF
reference librarian or other available resources.
   (e) The last paragraph should be a clear summary of how the three articles support the
first sentence. The last paragraph should illustrate your understanding of the issue
and not reflect personal opinion – just the facts that you presented.
   (d) Submit your 2-page summary to the Assignment tab. Submit as a Word Document
attachment only. BlackBoard will not accept .docx attachments.
   (e) Late assignments will not be graded.

No extra credit is available in this course. Please refer to the grading rubric, so you know what is
expected from each assignment.

Dr. Perrin will grade each assignment within 4-5 days. Feedback will be provided for each assignment,
so your grades should improve as the semester progresses.

Please remember to look to see when assignments are due. Once the due date passes, your submitted
assignment will not be graded. 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.
### Grading Rubric for Topic Summary Assignment

<table>
<thead>
<tr>
<th></th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Submission</td>
<td></td>
<td>Submitted on time</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Length</td>
<td>Less than 1/3 page in length</td>
<td>Too short or too long; incorrect spacing</td>
<td>2-page summary: double spaced, 12 font, 1” margins</td>
</tr>
<tr>
<td>3</td>
<td>First sentence</td>
<td>Absent</td>
<td>More than one sentence</td>
<td>One clearly, stated sentence</td>
</tr>
<tr>
<td>4</td>
<td>Critical thinking</td>
<td>No evidence</td>
<td>Brief summary of each article; no connection linking articles</td>
<td>Complete summary; shows evidence of understanding content; linkage</td>
</tr>
<tr>
<td>5</td>
<td>Peer-reviewed journal articles</td>
<td>No evidence of articles</td>
<td>Minimal use of reference articles to support opinion; articles did not closely match topic to support argument</td>
<td>Three appropriate articles that match statement in first sentence</td>
</tr>
<tr>
<td>6</td>
<td>APA style in paper</td>
<td>No citations given</td>
<td>Citations provided, but not correct APA style</td>
<td>APA style used correctly</td>
</tr>
<tr>
<td>7</td>
<td>APA style in references</td>
<td>No citations given</td>
<td>Citations provided, but not correct APA style</td>
<td>APA style used correctly</td>
</tr>
<tr>
<td>8</td>
<td>Quality of citations</td>
<td>Used non-peer reviewed materials</td>
<td>Used peer-reviewed articles older than 2000</td>
<td>Used only recent peer-reviewed journal articles</td>
</tr>
<tr>
<td>9</td>
<td>Last paragraph summary</td>
<td>Limited connection to opinion</td>
<td>Weak argument to support opinion</td>
<td>Closely linked to first sentence</td>
</tr>
<tr>
<td>10</td>
<td>Quality of writing</td>
<td>Poorly written</td>
<td>Adequately written with minimum errors</td>
<td>Well-written</td>
</tr>
</tbody>
</table>

10 scored categories x 2 points maximum per category = 20; 20 maximum points x 5 = 100 points

Example: Your total points x 5 = Your score out of 100 possible points per submission
Group Assignment

60 points x 6 topics = 360 points

You will be assigned to a group during the first week of the semester. Go into your Group and introduce yourself to the other students in the group. You will be working with this group for the entire semester.

After submitting your Topic Summary Assignment, go to the Discussion Board. Dr. Perrin will assign your group to one side of the topic. The assigned topic may be the same or opposite of what you wrote and submitted for your Topic Summary Assignment.

The purpose of the Group Assignment is to:
(a) Think collective on a specific topic which may or may oppose your personal opinion;
(b) Learn to work with other students to develop a collective paper.

Often times in a work environment, you will be asked to work with various kinds of people. You may or may not like their work style, but you will still be expected to “get the job done.” This Group Assignment is the same type of task. Learn to work with others for a common goal which in this case is the same grade for each person in the group.

What to submit?
Each group is to pretend that they are working for a legislative lobbying organization. Each group needs to develop a summary of bullet points which highlight the convincing points which would persuade a Congress person to vote for your side or fund your assigned side of the topic.

Each summary page should include:
(a) 1-page, single spaced summary of one-side (assigned) of the topic;
(b) There should be an opening statement (1-3 sentences) of the topic;
(c) There should be at least 10 bullet points (15 maximum bullet points) supporting the assigned side of the topic.
(d) An APA style citation should be given for each bullet point.
(e) APA references should be provided on the second page of the summary.
(f) There should be a closing paragraph (1-3 sentences) provided as a wrap-up statement.
**Grading Rubric for Group Assignment**

<table>
<thead>
<tr>
<th>Category</th>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Posting</td>
<td>Not posted</td>
<td>Posted on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Length</td>
<td>Too short or too long</td>
<td>1-page, single spaced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Opening statement</td>
<td>Not included</td>
<td>Not 1-3 sentences; not clearly stated</td>
<td>1-3 sentences; clearly stated</td>
<td></td>
</tr>
<tr>
<td>4. Bullet points</td>
<td>Not included</td>
<td>Less than 10 or more than 15 points; no citations</td>
<td>10-15 clearly written points with citations</td>
<td></td>
</tr>
<tr>
<td>5. Closing paragraph</td>
<td>Provided short response; lacks integration of facts</td>
<td>Responded with a some integration of facts</td>
<td>Integrated facts into a convincing argument; well-developed response</td>
<td></td>
</tr>
<tr>
<td>6. APA style in paper</td>
<td>No citations given</td>
<td>Citations provided, but not correct APA style</td>
<td>APA style used correctly</td>
<td></td>
</tr>
<tr>
<td>7. APA style in references</td>
<td>No citations given</td>
<td>Citations provided, but not correct APA style</td>
<td>APA style used correctly</td>
<td></td>
</tr>
<tr>
<td>8. Quality of citations</td>
<td>Used non-peer reviewed materials</td>
<td>Used peer-reviewed articles older than 2000</td>
<td>Used only recent peer-reviewed journal articles</td>
<td></td>
</tr>
<tr>
<td>9. Writing style</td>
<td>Poor writing style; spelling errors; grammatical errors</td>
<td>Adequate writing style; minimum errors</td>
<td>Excellent sentence structure; no errors</td>
<td></td>
</tr>
<tr>
<td>10. Evidence of group participation</td>
<td>Limited group participation</td>
<td>Modest group work</td>
<td>Excellent group work</td>
<td></td>
</tr>
</tbody>
</table>

| 10 scored categories x 2 points maximum per category = 20 | 20 maximum points x 3 = 60 points |

**Open Forum**  
Maximum of 10 points

The topic for the Open Forum will be selected by the students. Dr. Perrin will select two topics from the most suggested topics by the students. There will be an open discussion available on the Discussion Board for each topic. Each student will be allowed to post their opinion, but credit (5 points) will only be given if the student also provides an APA style citation to back-up their stated opinion. If students do not wish to get any points, they will be welcome to join the discussion to simply state their opinion on the topic. These optional points will be added to your final point total, so these points do not show on BlackBoard as part of the final point total.
Accessing Blackboard:
This class will be managed through Blackboard.
Definition and purpose:
Blackboard is a University of South Florida supported web-based program that allows students to access
course materials from any computer terminal linked to the web. Additional course materials such as lecture
slides, exercises answers, and article review questions are located on the website. Only students officially
enrolled in the course may obtain access to Blackboard.

Applying for a NetID Account:
1. To apply for a NetID account, go to the website: https://www.my.usf.edu
2. Click on “Sign up” for your USF account.
3. Fill in all relevant information and submit your application. You should be able to access Blackboard
immediately.

Logging on to Blackboard:
1. To initiate log on to the site, go to the address https://www.my.usf.edu
2. Enter login identification (your NetID account username)
3. Enter password (the default password for each user is their social security number – please do not
use spaces or hyphens; or your NetID account password, if you created it)
4. Once you’ve entered the site and read all of the current announcements, you may click on the green
headings located on a panel on the left side of the screen (e.g. course documents for lecture slides;
assignments for practice problems and answers)

Getting help with Blackboard: If you have difficulty accessing the site, please do not contact the course
instructors, or the teaching assistant. We can only assist you with course material once you’ve logged onto
the site. Instead, contact the Academic Computing Help Desk by one of the following methods:
- Phone (813) 974-1222, or toll free in Florida 1-866-974-1222
- http://utu.acomp.usf.edu/cgi-bin/support
- Email Help-ac@usf.edu
- In person LIB 608 (6th floor of the Tampa Campus Library)

Course Requirements, Policies & Procedures

Course Policies:
1. ALL assignments must be submitted as a Word Document and follow APA style (5th Edition)
2. Evidence of plagiarism, even unintentional plagiarism, is unacceptable, and could lead to an “F”
grade for the assignment and/or course. All quotations should be cited appropriately, and
paraphrasing of the work of others should be done with the utmost of care. Basic rule: when in
doubt, give the other person credit. Read everything, then write the information in your own
words and include the reference for the material that you read.
3. Permission to Use Lectures: Documents posted on Blackboard may only be used for this class
and cannot be distributed for purposes other than this class.
4. S/U Grade System: This course is not eligible for a S/U (satisfactory/unsatisfactory) grade.
University Policies

http://www.ugs.usf.edu/catalogs/0506/adadap.htm (USF Undergraduate Catalog, p. 45-46)

Academic Dishonesty: Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty.


Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work. http://www.ugs.usf.edu/pdf/cat0607/acapol.pdf

USF Safe Assignment: Each student may submit their course papers / assignments to the www.safeassignment.com which is located under the My Drop Box / Safe Assignment tab in Blackboard. Follow the easy instructions. This link allows you and the instructor to determine if any part of your assignment has been plagiarized. The instructor reserves the right to engage the students in process writing which means the instructor may provide students with feedback on their papers. Students may also be asked to submit their papers / assignments to MyDropBox in Blackboard and the instructor will transfer the papers to Safe Assignment in Blackboard.

Academic Assistance for Students with Disabilities: Student Disability Services exists to ensure that students with disabilities have the academic support necessary to achieve academic success at the University of South Florida. Course related assistance and academic accommodations are provided to eligible students with documented disabilities. Services may include advocacy, reader services, interpreters, alternate exam administration, note takers, and adaptive equipment such as FM systems and large print computer access. http://www.sds.usf.edu/students.htm

Students are encouraged to contact the Student Disability Services Office (SVC 2043) office as early as possible prior to enrollment to make arrangements for appropriate services. Documentation of a disability and significant current functional impairment resulting from that disability is necessary in order for accommodations to be provided.
“I” Grade Policy: An “I” grade indicates incomplete coursework and may be awarded to graduate and undergraduate students. (Undergraduate rules apply to non-degree-seeking students.) It may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. Until removed, the “I” is not computed in the GPA for either undergraduate or graduate students. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate. If an instructor is willing, he or she may accept work from a student after an “I” grade has changed to an IF or IU grade, and assign the student a final grade in the course, unless the student has graduated. Whether or not the student is in residence, any change to “IF” grades will be calculated in the cumulative GPA and, if applicable; the student will be placed on appropriate probation or academically dismissed. Students are not required to re-register for courses in which they are only completing previous course requirements to change an “I” grade. However, if a student wants to audit a course for review in order to complete course requirements, full fees must be paid.

Dates of Religious Observation: Students who anticipate the necessity of being absence from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second-class meeting. All students, faculty, and staff at the University of South Florida have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to attend classes and take examinations as determined by the University. The University will, at the beginning of each academic term, provide written notice of the class schedule and formal examination periods. The University, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the University's constituency. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting. Students absent for religious reasons will be given reasonable opportunities to make up any work missed. In the event that a student is absent for religious reasons on a day when the instructor collects work for purposes of grading (homework, pop quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade at the discretion of the instructor. Any student who believes that he or she has been treated unfairly with regard to the above may seek review of a complaint through established University Grievance Procedures including those provided by the University's Office of Equal Opportunity Affairs.

The University will reasonably accommodate the religious observance, practice and belief of employees with regard to attendance and scheduling of work. Employees wishing to observe a holy day of their religious faith, shall, upon notifying their supervisor, be allowed to take accrued leave or, in its absence, leave without pay to observe a religious holy day of their faith. Each employee is responsible for work missed and will be permitted a reasonable amount of time to make up the work. Faculty will make arrangements for another instructor to conduct the class in his or her absence or reschedule the class. For a list of major religious observances, visit the Diversity & Equal Opportunity Office website at: http://usfweb2.usf.edu/eqo/holydays2005.asp.

Students, faculty & staff are strongly encouraged to report allegations of discrimination, harassment or retaliation. Visit http://usfweb2.usf.edu/eqo/complaint.asp for more information.
Academic Dishonesty and Disruption of Academic Process

Disruption of Academic Process: Disruption of academic process is defined as the act or words of a student in a teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishment Guidelines for Disruption of Academic Process: Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing, a grade of “F” will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University. Punishments for academic dishonesty, will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., or an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University. A student who receives an “FF” grade may not use the university’s Grade Forgiveness Policy if the course is subsequently repeated. Assignment of an “FF” grade indicates academic dishonesty, is reflected only on internal records, and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student’s registration in the course will be reinstated until the issue is resolved. Please note that dismissal of a student for reasons of academic dishonesty may be reflected on the student’s transcript with the following formal notation: Dismissed for Academic Dishonesty.

a. For observation of or exchanging test information with other students during the course of a classroom test, the students who receive or give such information may receive an “F” with a numerical value of zero on the test, and the “F” shall be used to determine the final course grade. It is the option of the instructor to fail the student in the course.

b. For the use of any prohibited device, such as a cheat sheet, recording, calculator if forbidden on exam, etc., during the course of a classroom test to assist the student or other students, the student using such prohibited device may receive an “F” in the course.

c. For the use of another student, or stand-in to take an examination for the enrolled student, it is suggested that the; it is also suggested that the stand-in, if a University student, be suspended from school for one year.

d. For stealing, borrowing, or buying of research papers, creative works, speeches or tests and other exam materials, or other graded assignments, or the dissemination of such materials, or the manipulation of recorded grades in a grade book or other class records, the student, if enrolled in the course, may receive an “F” in the course and may be expelled from the University.

e. It is suggested that students who receive or give stolen computer programs receive an “F” with a numerical value of zero on the program or programs, and the “F” be used to determine the final course grade. It is the option of the instructor to fail the student in the course.
**Hearings:** Emergency Hearings. An expedited emergency hearing may be held before an academic administrator appointed by the dean or by the appointed academic committee in cases that involve the safety, health or welfare of any student or staff member.

**Cheating**

Cheating is defined as follows:

(a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test

(b) asking another person to take an examination in his/her place

(c) taking an examination for or in place of another student

(d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one’s own

(e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, other graded assignments, etc.

(f) Stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.