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CHBE 9235 Communication and Advocacy

Moya L. Alfonso

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE 9235 Communication and Advocacy
Fall 2018

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| <u>Instructor:</u> | Moya L. Alfonso, PhD, MSPH |
| <u>Office:</u> | Hendricks Hall 2014 |
| <u>Phone:</u> | 912-478-0966 |
| <u>E-Mail Address:</u> | malfonso@georgiasouthern.edu (preferred, no communication on nights or weekends, plan accordingly) |
| <u>Office Hours:</u> | Mondays and Wednesdays 12 pm to 330 pm Also by appointment (no Fridays) |
| <u>Web Page:</u> | http://jphcoph.georgiasouthern.edu |
| <u>Class Meets:</u> | Thursday – 6:30pm-9:15pm, Hendricks 1003 |

Moya L. Alfonso, PhD, MSPH is an Associate Professor of Community Health at the Jiann-Ping Hsu College of Public Health (JPH COPH) at Georgia Southern University. Her research interests include community-driven translational research, participatory research and evaluation, adolescent health, addiction and recovery, and program evaluation. Dr. Alfonso has an interdisciplinary background that bridges public health and educational research and measurement. Her combined skills in prevention research and program evaluation led to her serving as Lead Evaluator for over 10 years for the School Board of Sarasota County’s prevention work. Prior to arriving at JPH COPH, Dr. Alfonso served as Co-Lead of Methods and Evaluation for the Florida Prevention Research Center. In this role, she led the evaluations of the VERBTM Summer Scorecard physical activity campaign and the Believe in All of Your Possibilities substance use prevention campaign. She has published over 40 peer reviewed articles describing her extensive work in journals such as *American Journal of Community Psychology*, *Journal of School Health*, *Preventing Chronic Disease*, and *Program Planning and Evaluation*. In addition to her funded work, Dr. Alfonso specializes in using service learning to assist local nonprofits in conducting program evaluation with emphasis on community health assessments. Finally, Dr. Alfonso serves as Research Chair for the Center for Addiction Recovery at Georgia Southern University, where she is investigating the intersection of alcohol addiction and overweight/obesity.



Prerequisites: None

FOLIO Access: <https://georgiasouthern.desire2learn.com/d2l/home/411555>

Catalog Description: This course is designed to familiarize students with the history and current applications of health communication theory and strategies to public health practice and research. This course examines how to structure, develop and evaluate social marketing, media advocacy, risk communication and advocacy skills for change. In addition, systematic qualitative data collection processes such as interviewing skills, participant observation and focus groups will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice.

Required Textbooks: Parvanta, C., Nelson, D.E., Parvanta, S.A., & Harner, R.N. (2018). *Public health communication: Critical tools and strategies*. Sudbury, MA: Jones and Bartlett.

Heath, C. & Heath, D. *Made to stick: Why some ideas survive and others die*. Random House.

Secondary Text: Pdfs. of all other readings can be found on Folio.

DrPH Core Student Learning Outcomes:

TBD

CEPH DrPH Competencies

Data & Analysis

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

Leadership, Management & Governance

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

Policy & Programs

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

Education & Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

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

At the completion of this course the student will be able to:

1. Evaluate the contributions of various health communication strategies to public health.

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2. Discuss and select the appropriate communication advocacy approach for achieving population level behavior change.
 3. Develop media advocacy approaches for enhancing policy development, implementation and evaluation.
 4. Determine the effectiveness of various approaches to risk communication for protecting public health.
 5. Discuss the effectiveness of community and policy advocacy skills in influencing public health decision making and policy development.
 6. Demonstrate skills to design, implement and analyze qualitative, quantitative, and mixed method research efforts.
 7. Discuss the rationale for using mixed methods formative research designs to inform communication and advocacy campaign development.
 9. Synthesize data from multiple sources to inform communication and advocacy efforts.
 10. Demonstrate the ability to apply findings from consumer research to health communication strategy development.
 11. Describe criteria used to determine whether communication campaigns are cost effective (6).
 12. Relate the development of health communication based strategies to multiple program planning activities designed to eliminate health disparities.
 15. Practice collaboration development skills and visionary leadership skills.
 16. Apply community-based research skills to the development of communication advocacy campaigns that can contribute to the elimination of health disparities in rural communities.

Assessment of Student Learning

ASSIGNMENT DESCRIPTIONS

Article Discussions

Description: Each student is responsible for locating a peer reviewed journal article related to the topic discussed the week they are selected to present. Each student is expected to provide a summary of the article and then lead the class through a discussion of the article's implications for what we're learning in class that week. Students should submit three to five open-ended discussion questions via Folio Dropbox prior to the class their assigned. Articles selected for discussion must be submitted to Dr. Alfonso by Monday of the week the discussion assignment is due via email for review and approval.

Scoring and Points: A grading rubric is available on Folio. This assignment is worth a total of 25 points toward your final grade.

Service Learning Project

You and your classmates under my supervision will participate in the development of a social marketing campaign, which will involve conducting qualitative formative research, for a local, faith-based organization that offers a tutoring program to underprivileged youth. I will provide you with more information throughout the course. Your participation in formative research is needed in order to ensure an adequate sample size and successful data collection and essential for campaign development and delivery. Products for the social marketing project will include the development of a comprehensive formative research plan (including instruments), an audience profile using primary and secondary data specific to adults in the community, a literature review on parental involvement in rural communities, a a research results report that is clearly connected to a strategy development plan, and a social marketing campaign, including Product, Price, Placement, and Promotional strategies. For the reflection paper assignment, the following questions should be addressed in your paper:

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1. What did you learn about yourself as a public health professional as a result of participating in the service learning process?
 2. How did participation in the service learning project reinforce what you learned in the classroom?
 3. How do you think the assessment information will affect the faith-based organization/tutoring program and the community they will serve?

Problem Description (Group Assignment for Service Learning Project) - Due 8/30/18

1. The topic is youth educational outcomes and parental involvement in rural communities
2. Conduct a literature review (minimum of 5 sources of information)
3. Gather information related to the problem from existing data sources (e.g., OASIS)
4. Complete pp. 18, 19 and 21 in Obesity Prevention Guidebook (McCormack Brown et al.) based on the results of steps 2 and 3
5. Submit a 3 to 5-page narrative describing the problem you select with completed worksheets in the Appendix (8 page total max)

Points: 100 points

Works as a team.

Scoring: Your description will be evaluated based on: adherence to assignment guidelines, quality of the synthesis of data reviewed, quality of writing, and extent to which competency is demonstrated. A grading rubric will be made available on Folio.

Research Plan (Group Assignment for Service Learning Project) – Due 9/20/18

Purpose: 1) to demonstrate an understanding of the appropriate uses of qualitative and quantitative methods in formative research; 2) to demonstrate ability to prepare questions needed to identify factors that influence behavior.

Prepare a 5-7-page plan for conducting the formative research phase of a social marketing or community based prevention marketing campaign on parental involvement in children's education, including tutoring. Your plan should include the following components:

- A ½ page introduction to the issue
- A one-page review of research methods used to date to examine this issue (3 peer reviewed references minimum)
- A completed draft of p. 30 of McCormack Brown et al. based on a review of the literature related to your topic in the appendix
- Specification of 2 to 3 research objectives (Not questions but Objectives (e.g., to determine, to identify)
- Discussion of data collection methods you plan to use (focus groups, in-depth interviews, surveys, etc.) and justification of choice
- Description of sample composition – description of sample and source of subjects for each method – and recruitment strategies
- A summary list of variables you will examine using each method (perceived benefits and barriers, perceived risk, etc.) and sample questions specific to each variable (be sure questions are appropriate for the method you selected)

BE SURE TO GIVE ENOUGH DETAIL ON THE RESEARCH METHODS YOU PLAN TO USE SO THAT I CAN ASSESS YOUR UNDERSTANDING OF THE MAJOR COMPONENTS.

Points: 100 points

Work as a team.

Scoring: Your proposal will be evaluated based on: appropriateness of research objectives; appropriate selection of data collection methods; appropriate use of each method selected; selection of appropriate behavioral determinants to explore in study; quality of sample questions developed for each factor. A grading rubric will be provided on Folio.

Social Marketing Plan (Group Assignment for Service Learning Project) – Due 11/29/18

Purpose: The purpose of this assignment is to develop a data-based social marketing plan to increase low levels of parental involvement in an educational tutoring program in rural Georgia.

Prepare a five to seven-page plan that includes an introduction to the problem (i.e., the groups' problem description), a summary of formative research results, a comprehensive audience profile, and Product, Price, Placement, and Promotional strategies and tactics recommended for increasing involvement in an educational tutoring program in rural Georgia. Further details will be discussed in class.

Points: 100 points

Work as a team.

Scoring: Your proposal will be evaluated based on: appropriateness of social marketing strategies; appropriate selection of data collection methods; appropriate use of social marketing principles; selection of appropriate behavioral determinants to target in the campaign; quality of tactics developed for each social marketing strategy. A grading rubric will be provided on Folio.

Discussion questions

A total of 8 classes will involve discussion of *Made to Stick*. I have included this excellent book on communication and messaging, a key component of health communication, media advocacy, and social marketing. After all, the point of health communication in general is to make messages stick and ensure they survive. We will discuss this book in a total of 8 classes over the course of the semester. You are required to turn in two open-ended discussion questions based on the assigned chapter for that day. Questions should be typed and turned in at the beginning of class. Questions should require critical thinking and a deep level of thought in order to address adequately.

Final Exam

The final exam will be administered in class and will comprise a group project. A problem-based scenario will be provided and you and your classmates will be given the class period to devise a plan using what you've learned this semester to develop a comprehensive plan to solve the problem provided. Further instructions will be provided prior to the final exam. The final exam is cumulative in that all class materials and resources will be assessed. The final exam is scheduled for Monday December 3rd from 10 am until 12 pm. You will have the full two hours to work as a class to complete the exam.

I will grade all exams and assignments and will return them within 72 hours so that you may accurately calculate their grades at any point in time during the semester. For calculation of your final grade, all grades will be included.

Evaluation:

1. Chapter discussion questions and participation...8 sessions at 10 points each.....80 points
2. Service learning participation and reflection paper.....50 points
3. Problem Description Paper100 points
4. Research Plan.....100 points
5. Article Discussions.....25 points
6. Social Marketing Plan.....100 points
7. Comprehensive Final Exam.....100 points

For calculation of your final grade, all grades above will be included.

The following point scale will be utilized in grading:

- 590-to-655 points (90%) A
- 524-to-589 points (80%) B
- 459-to-523 points (70%) C
- 393-to-458 points (60%) D

A cumulative total of 393 points or less will be considered as failing.

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.

Preview of the Content to be Covered During the Semester:

| Week | Topic | Readings | Assignments |
|-----------|---|---|--|
| 1 8/16 | Syllabus Overview Assignment & Class Expectations Discussion of Service Learning Project | Syllabus | No Assignment |
| 2 8/23 | Social Change: The Role of Health Communication & Marketing Service Learning Community Partner | Parvanta: Ch. 1, 2 Resnick and Siegal Chs. 1 & 2 (pdf) Minkler Chapter 1 | Article Discussions |
| 3 8/30 | What is Health Communication? Health Communication Theory Health Communication Planning Process | Review entire site (includes dropdowns): http://www.orau.gov/cdcynergy/web/BA/Content/phase1/phase1mainframeset.htm Parvanta Ch 3-5, 8 | Class Activity: Complete Communication Plan Made to Stick Chapter 1 Discussion Questions Due Problem Description Due |

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| 4 9/6 | Social Marketing: Part 1 | McCormack Brown et al. (entire guidebook – pdf) Parvanta Ch. 6 Resnick and Siegel Ch. 5 (pdf) Formative Research CHAID Audience Segmentation Alfonso Self Injury Segmentation | Article Discussions Class Activity: Practice formative research methods and finalize instrument |
| 5 9/13 | Social Marketing: Part 2 | Campaign Development McCormack Brown et al. (entire guidebook – pdf) | Class Activity: Complete Social Marketing Worksheets for Service Learning Project Made to Stick Chapter 2 Discussion Questions Due |
| 6 9/20 | Media Advocacy Theory | Staples: Media Advocacy (pdf) Adolescent Health Advocacy Case Study (pdf) Tobacco Control Advocacy (pdf) Sample kit: http://www.wcsap.org/media-advocacy | Article Discussion Made to Stick Chapter 3 Discussion Questions Due Research Plan and Instrument Due |
| 7 9/27 | Community Based Prevention Marketing – Overview | DiClemente et al.: Chapter 12 (pdf) Farmworker CBPM | Article Discussion |
| 8 10/4 | Mobilizing the Community (CPBM Step One) & Building Community Capacity (CBPM Step Four) | DiClemente et al.: Chapters 9 (pdf) & 10 (pdf) Community Mobilization and Alcohol (pdf) Glanz et al.: Chapter 13 (pdf) Bringing the Community Together (pdf) | Article Discussion Made to Stick Chapter 4 Discussion Questions Due |
| 9 10/11 | Develop Community Profile (CBPM Step Two) | Concerted Services Needs Assessment (read whole document) | Article Discussion |
| 10 10/18 | Select Target Behaviors and Audience (CBPM Step Three) | Participatory Behavior Selection (pdf) Nickelson et al. (pdf) | Made to Stick Chapter 5 Discussion Questions Due |

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|-------------|---|--|---|
| 11 10/25 | Conduct Formative Research (CBPM Step Five) | Parvanta Ch. 9 Andreasen market research readings (pdf) Resnick and Siegel Chapter 7 (pdf) Krueger Focus Group Interviews (pdf) | Focus Group Facilitation Training Class Activity Made to Stick Chapter 6 Discussion Questions Due |
| 12 11/1 | Strategy Session | In Class Strategy Session with Community Partner for Service Learning Project | Problem Description Due Article Discussion Made to Stick Epilogue Discussion Questions Due |
| 13 11/8 | Market Strategy Intervention Development, & Implementation (CBPM Steps Six - Eight) | Resnick & Siegel (Chs. 8 – 10 – pdf) Parvanta Chs. 10-11 In Class Campaign Development for Service Learning Project | Article Discussion Made to Stick Sticky Advice Discussion Questions Due Target practice assignment due |
| 14 11/15 | APHA | No Class, Students are Encouraged to Attend the Conference | |
| 15 11/22 | Thanksgiving Break | | |
| 16 11/29 | Evaluation (CBPM Step Nine) | Parvanta Ch. 12 Evaluating Media Advocacy (pdf) Alfonso et al.: Capacity Evaluation (pdf) In Class Evaluation Plan Development for Service Learning Project Presentation of Social Marketing Plan to Service Learning Community Partner | Class Activity Completion of Evaluation Worksheets Social Marketing Plan and Campaign Materials Due |
| 17 12/6 | Comprehensive Final Exam | In class | Exam is scheduled for 12/6 from 630 pm until 915 pm, you will have the entire class period to complete the group exam |

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods: Classes will entail lecture, group discussion, and group/individual activities. You are expected to come to class having read all of the material specified for that night. Individual and group assignments, class participation, presentations, and a comprehensive final exam constitute the basis of student evaluation. A student's grade will consist of the following: 1) class participation, 2) participation in group assignments, and b) satisfactory completion of all assignments and papers as prescribed in the course syllabus.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

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

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

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

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

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

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

Class Attendance and Participation Policy

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

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

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

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

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

ACADEMIC DISHONESTY

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

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

Student Name (print)

Student Signature

Date