

Department of Academic and Student Affairs

*Syllabus*

**Online Course Name:** **Foundation of Professional Writing in Public Health**

**Prefix & Number:** PHC 4720

**Section:** 311

**Semester:** Spring 2012

<b>Course Description:</b>	<p>This course provides students the opportunity to learn about all aspects of writing techniques for use in graduate school as well as in the workplace. The course includes common grammar and spelling errors, writing styles, the ethics of authorship, reference and citation systems, and guidance for scientific communication.</p> <p>This course is part of the University of South Florida's Foundations of knowledge and Learning (FKL) Core Curriculum. It is certified as a Capstone course for the following dimensions: critical thinking, inquiry-based learning and inter-relationships among disciplines. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.</p>	
<b>Credit hours:</b>	3	
<b>Pre-Requisites:</b>	None	
<b>Co-Requisites:</b>	None	
<b>Location:</b>	Online	
<b>Instructor Information:</b>		
	Name	Laura Chan MPH
	Office	N/A
	Office hours	By appointment
	Email	<a href="mailto:lchan1@health.usf.edu">lchan1@health.usf.edu</a>
	Preferred method of contact	Email
	Response time	Within 72 hours
<b>Technical Assistance</b>	<p>If you experience technical difficulties, please contact the College of Public Health's Office of Educational Technology and Assessment (ETA) technical assistance <b>PRIOR</b> to contacting the instructor, as your instructor will direct you to this resource. ETA can assist you with various problems, including accessing course materials, links, documents, exams, and resetting submission link for assignments/exams. To contact ETA select the Tech Assistance button on the course website. The Tech Assistance button links to ETA technical support at <a href="http://health.usf.edu/publichealth/eta/techsupport.html">http://health.usf.edu/publichealth/eta/techsupport.html</a>. Select from any of the available options. Students will receive a reply within 24 hours via phone or email</p>	

	based on student preference. You may also call ETA at 813-974-6666 or 1-888-USF-COPH (option#3). This is available Monday-Friday 9am-5pm.
<b>Online Course Technical Requirements:</b>	Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials. <b>It is the student's responsibility to ensure all requirements are met prior to the start of the semester.</b> <a href="http://health.usf.edu/publichealth/eta/students_tech_requirements.htm">http://health.usf.edu/publichealth/eta/students_tech_requirements.htm</a>
<b>Required Materials:</b>	Publication Manual of the American Psychological Association (2010). American Psychological Association: Washington D.C. ISBN 13:978-1-4338-0559-2 HSC Bookstore <a href="http://usfhsc.bkstore.com">http://usfhsc.bkstore.com</a> .
<b>Course Format:</b>	Online
<b>Gordon Rule Communication Requirement:</b>	<p>This course meets Gordon Rule Communication requirements. USF Gordon Rule Communication courses enable student to demonstrate college-level writing skills through multiple assignments. Students will learn how to develop ideas and texts that follow academic &amp; disciplinary conventions for different contexts, audiences, and purposes.</p> <p>You will receive detailed grading feedback in blackboard for each assignment you complete. This feedback is integral to your writing improvement throughout this course. Please note the draft and revision due dates on the course schedule.</p>

**Learning Objectives:**

Upon completion of this course, the student will be able to:

1. Locate and evaluate the information from a variety of peer-reviewed publications.
2. Summarize written materials into comprehensive abstracts and short public health briefs.
3. Become familiar with correct writing and reference styles.
4. Learn a variety of ways to present public health issues without personal bias.
5. Understand how to work with a partner to maximize product development while minimizing time.
6. Explore public health issues that may or may not be of interest to your field of study, i.e. financial, ethical, social, behavioral, medical and environmental topics.

**Assessment Strategies**

- |                            |  |
|----------------------------|--|
| 1. Syllabus Quiz           | 10 points                                  |
| 2. Plagiarism Quiz         | 10 points                                  |
| 3. Self-Reflection Paper   | 10 points                                  |
| 4. APA Citation Paper      | 20 points                                  |
| 5. Selected Topic          | 10 points                                  |
| 6. Mini-Quizzes (4)        | 40 points (10 x 4)                         |
| 7. Examples Paper          | 50 points                                  |
| 8. Literature Review       | 100 points =                               |
|                            | 25 points: Grading rubric for your partner |
|                            | 75 points: Your final paper                |
| 9. Bar Graph and Pie Chart | 50 points                                  |
| 10. Letter to the Editor   | 50 points                                  |
| 11. Midterm                | 50 points                                  |
| 12. Final Exam             | 50 points                                  |

**This course meets the following Competencies.**

Competency	Learning Objectives	Assessment Strategies
<p>1. Identify and articulate the core functions of public health.</p> <p>a. Explain the basic principles of epidemiology.</p> <p>b. Assess social and behavioral interventions to improve health of populations.</p> <p>c. Identify the impact of the environment and communicable diseases on health.</p> <p>d. Explain the role that public health plays in disaster prevention and management and evaluate public policy issues with respect to access, quality and cost when understanding health disparities within vulnerable populations.</p>	1,2,3,4,5,6	4,5,6,7,8,9,10
<p>2. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking and quantitative reason, and to construct sound arguments.</p> <p>a. Identify topics pertaining to public health research.</p> <p>b. Generate research questions, analyze and present data, and interpret and discuss findings.</p> <p>c. Demonstrate awareness about current public health topics including an analysis of the societal attitudes that generate differences on current public health topics.</p>	1,2,3,4,5,6	4,5,6,7,8,9,10
<p>3. Communicate using effective oral skills.</p> <p>a. Demonstrate an ability to contribute effectively to group discussions and presentations.</p> <p>b. Apply effective public speaking skills during classroom presentations.</p>	1,2,3,4,5,6	4,5,6,7,8,9,10
<p>4. Develop effective written presentations.</p> <p>a. Demonstrate the use of information literacy skills such as locating and evaluating pertinent public health information.</p> <p>b. Demonstrate the ability to use library resources and scientific databases.</p> <p>c. Exhibit proper referencing secondary materials in APA format.</p>	1,2,3,4,5,6	4,5,6,7,8,9,10

<b>Grading Scale and Criteria:</b>	<table> <tr> <td>A = 100 - 90%</td><td>450-405</td></tr> <tr> <td>B = 89 - 80%</td><td>404-360</td></tr> <tr> <td>C = 79 - 70%</td><td>359-315</td></tr> <tr> <td>D = 69 - 60%</td><td>314-270</td></tr> <tr> <td>F = &lt;59%</td><td>&lt;269</td></tr> </table>	A = 100 - 90%	450-405	B = 89 - 80%	404-360	C = 79 - 70%	359-315	D = 69 - 60%	314-270	F = <59%	<269
A = 100 - 90%	450-405										
B = 89 - 80%	404-360										
C = 79 - 70%	359-315										
D = 69 - 60%	314-270										
F = <59%	<269										
<b>Grading Policies:</b>	<p><b>Assigning Grades:</b> See Assignment Details for instructions and requirements for each assignment. Points will be removed for failure to meet requirements and follow instructions.</p> <p><b>Assignment Feedback:</b> Grade explanations will be posted in blackboard for students who lose points on assignment. Students are expected to use this feedback to improve in future assignment submissions.</p> <p><b>Late assignments:</b> Late assignments will be assessed a 5 point per day penalty. A documented emergency is the only situation where late points will be waived. A student must receive prior permission from the instructor to submit an assignment later than a week after the due date.</p> <p>Note: Some due dates may fall on holiday weekends. Every assignment can be completed early to avoid potential conflicts. A documented emergency is the only reason late points will be waived for submitting assignments late (see course policies).</p> <p><b>Documented emergencies:</b> Late assignment submission will be excused for unexpected emergencies when a student can provide proper documentation. These include severe illness of the student/student's dependent(s), deaths in the immediate family, other crisis and severe weather conditions. Students must contact the instructor and provide documentation as soon as possible. Email is the preferred method of contact, and it is the student's responsibility to contact the instructor. Judgment of whether a situation is an emergency, whether documentation is sufficient and whether the student contacted the instructor in a timely fashion is entirely at the discretion of the instructor.</p> <p><b>S/U Grade System:</b> This course is not eligible for an S/U (satisfactory/unsatisfactory) grade.</p> <p><b>Late withdrawal:</b> Late withdrawal requests will not be approved after the last quiz.</p>										

<b>COURSE POLICIES</b>	
<b>Online Attendance &amp; Participation:</b>	<p>It is recommended that you access course materials at least twice a week. The instructor will post announcements relevant to course material through Blackboard and send emails via your USF email account.</p> <p>See Institutional Policies section for Emergency Preparedness for Academic Continuity.</p> <p><i>In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.</i></p>
<b>Permission to Use Lectures:</b>	<p>All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.</p>
<b>Instructor Expectations:</b>	<p>Students are expected to be responsible for their own learning in this course – you must keep up with course material and complete assignments by the stated deadlines. I teach online and classroom-based courses, and can be easily reached by email. Students are expected to address concerns about any portion of the course/assignments in a timely manner.</p> <p>I will respond to emails within 72 hours. If I don't respond within that time frame, I didn't receive your email and you must send it again.</p>
<b>Incomplete Policy:</b>	<p>COPH policy:  <a href="http://publichealth.usf.edu/academicaffairs/academic_procedures.html">http://publichealth.usf.edu/academicaffairs/academic_procedures.html</a></p>
<b>Schedule Change Policy:</b>	<p>This syllabus is a preliminary plan for the class and may require adjustment by the instructor. If necessary, some components of this syllabus may change. However, any such changes will be announced in Blackboard. The student is responsible for any such announced change.</p>

<b>Course Schedule</b>		
<b>Week/Dates</b>	<b>Topics</b>	<b>Assignments</b> <b>Unless otherwise noted:</b> <b>ALL ASSIGNMENTS AND QUIZZES</b> <b>ARE DUE ON FRIDAY BY 11:00 P.M.</b>
Week 1: 1/9	Student responsibilities, ethics, & past writing experience	Syllabus Quiz due 1/13
Week 2: 1/16	Public Health Topic	Plagiarism Quiz due 1/20
		Self-reflection Paper due 1/20
Week 3: 1/23	Chapter 1: Writing for the Behavioral and Social Sciences	Selected Topic due 1/27
Week 4: 1/30	Chapter 4: Mechanics of Style	Quiz 1: Plurals and Possessives due 2/3
Week 5: 2/6	Chapter 3: Writing Clearly	Quiz 2: Punctuation & Grammar due 2/10
Week 6: 2/13	Chapter 6: Crediting Sources	APA Citation Paper due 2/17
Week 7: 2/20		Midterm: Book Chapters 1,4,3 & 6 due 2/24
Week 8: 2/27		Peer-Reviewed Example Paper due 3/2
Week 9: 3/5	Chapter 2: Manuscript Structure	Quiz 3: Misspelled Words due 3/9
Week 10: 3/12		<b>SPRING BREAK</b>
Week 11: 3/19	Chapter 5: Displaying Results	*Rough draft of Literature to Partner for Review by 3/23
Week 12: 3/26		Quiz 4: Tricky Words & Capitalization due 3/30 *Completed grading rubric and rough draft of Literature Review returned to partner by 3/30
Week 13: 4/2	Chapter 7: References	<b>Final Copy Literature Review due 4/6</b> *Please submit your revised Literature Review and your partner's grading rubric *Be sure to include your name and your partner's name on both documents
Week 14: 4/9	Chapter 8: The Publication Process	Bar Graph and Pie Chart due 4/13
Week 15: 4/16		Letter to the Editor due 4/20
Week 16: 4/23		Final Exam: Chapters 2,5,7 & 8 due 4/27
<b>**Saturday, March 24, 2012-Last day to Withdraw from a course with a "W". No refund and no academic penalty.**</b>		

### Additional Course Information

#### **Syllabus Quiz (10 points):**

This quiz is located in Blackboard under Quizzes. There will be five questions. It is timed and must be completed within 20 consecutive minutes. If you exceed this time limit, you will lose one point for every minute you go over the time limit.

#### **Plagiarism Quiz (10 points):**

<http://www.cte.usf.edu/plagiarism/plagindex.html>

Students are required to complete a tutorial on plagiarism provided by the USF Center for 21<sup>st</sup> Century Teaching Excellence. Go to the website listed above. Complete the tutorial and take the quiz. You must submit your quiz results to Blackboard. Follow the directions below:

- After you've completed the quiz, your results will appear on your computer screen.
- While your results are on the screen, press the "Print Screen" button (usually located in the top right of your keyboard) or "CTRL + Print Screen".
- Open a Microsoft word document (you may also use any .doc document or anything that saves as a .rtf document).
- Type your name at the top of the page.
- Click on "Edit" and "Paste" or right-click and "Paste". Your quiz results will appear.
- Save this file.
- Submit this file (must be .doc, .docx or .rtf) to Blackboard by clicking on the Assignments link and submitting it to the Plagiarism Tutorial Quiz link.

These directions are for Macintosh (Mac) computers:

- While your results are on the screen, hold down Apple key ⌘ + Shift + 3 and release all. Then use your mouse to click on the screen. You will see a picture file (the screen capture picture) on your desktop.
- Open a Microsoft word document (you may also use any .doc document or anything that saves as a .rtf document).
- Type your name at the top of the page.
- Click on "Insert" > "Picture" > "From File". Then browse for file on your desktop and then click "OK". Your quiz results will appear.
- Save this file.
- Submit this file (must be .doc, .docx or .rtf) to Blackboard by clicking on the Assignments link and submitting it to the Plagiarism Tutorial Quiz link.

#### **Self-Reflection Paper (10 points)**

This paper should be 500 words excluding title. The questions below are provided to get you thinking about your writing skills. ***Do not answer these questions, but rather write about your own experiences.***

- What has been your experience with writing instruction in the past include positive and negative experiences?
- What do you like or dislike about writing assignments?
- What is your style of completing a writing assignment: wait until the last minute, write and rewrite numerous times, write and let someone else edit, etc.?
- What would you like to improve about your writing in this course?
- How have you tried to improve your writing over the past five years?



**Self-Reflection Grading Rubric**

	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Total Points</b>
Word limit	<495 or over 505		500	
Focused on self-reflection	No self-reflection	Minimal self-reflection	Excellent self-reflection	
Grammar	5+ grammatical errors	1-4 grammatical errors	No grammatical errors	
Spelling	5+ spelling errors	1-4 spelling errors	No spelling errors	
Overall response to topic	None	Minimal	Maximum; high quality	
			Total:	

**Selected Topic (10 points)**

There are six different fields of public health: community development, behavioral sciences, global perspectives, environmental science, health care policy, epidemiology and statistics.

For this assignment, you should identify a public health topic of interest to you. Write about your topic, why you are choosing it, and what you will explore on this topic during the semester. Use at least 3 references for this assignment. Be sure to use a minimum of a topic sentence, three support sentences and a concluding sentence.

**Selected Topic Grading Rubric**

	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>Total Points</b>
Topic Selection	None identified or failed to say why	Vaguely identified	Clearly identified and why selected is given	
Required five sentences	Missing a topic, 3 support sentences and a concluding sentence		Included a topic, 3 support sentences and a concluding sentence	
Grammar/Spelling	5+ grammatical errors	1-4 grammatical errors	No grammatical errors	
References	5+ errors in citation	1-4 citation errors	No citation errors	
References	0 references provided	1-2 references provided or 3 inappropriate references provided	3 appropriate references provided	
			Total:	

**Mini-Quiz (10 points per quiz)**

This course has frequent quizzes on a variety of topics related to writing. Each quiz will have 5 multiple-choice questions. You will have 20 minutes to complete each mini-quiz. If you exceed this time limit you will lose 1 point for every minute you go over the time limit. It is expected that you will need to look up some of the answers either in your textbook, a dictionary, or online. The purpose of the quizzes is to teach you common errors made in writing.

The topics include but not limited to:

- a) Commonly misspelled words
- b) Tricky words
- c) Capitalization
- d) Plurals and possessives
- e) Punctuation
- f) Grammar

You will be able to view your quizzes. Take your time when completing the mini-quizzes.

**APA Citation Practice Paper (20 points):**

The purpose of this assignment is to provide practice citing sources in correct APA style. Adhere to APA style STRICTLY! Use your textbook as your APA Style Citation Guide. Your citations are expected to be flawless.

**Requirements for APA Citation Practice Paper:**

- Use the public health topic that you have already selected. You will NOT be writing about this topic. You will only be finding journal articles (academic, peer-reviewed journals), books and websites on this topic and citing these sources correctly.
- Find 2 different academic, peer-reviewed journals with information, 1 book and 2 websites on this topic.
  - Articles must have a DOI number (digital object identifier).
- Cite these journal articles in APA style format.
  - Each source must include a reference citation and an in text citation.
  - Note: If the article, book or website has 3-5 authors, you must include the 1<sup>st</sup> in text citation and subsequent in text citations.

**Format for APA Citation Practice Paper:**

**Public Health Topic:**

- 1) Full reference citation from 1 journal article  
In text citation
- 2) Full reference citation from 1 journal article  
In text citation
- 3) Full reference citation from 1 book  
In text citation
- 4) Full reference citation from 1 website  
In text citation
- 5) Full reference citation from 1 website  
In text citation

**Peer-Reviewed Example Paper: (50 points)**

For this paper, read pages 10-11 in the textbook, you need to stay with the same topic that you submitted for your public health topic. You need to locate FIVE different kinds of peer-reviewed publications:

- a) Empirical Studies: publication using primary or secondary data
- b) Literature Reviews
- c) Theoretical Articles
- d) Methodological Articles
- e) Case Studies

You will find these peer-reviewed publications by going to the library or by linking to the library from BlackBoard. Going to Google and searching will not guarantee results in the correct type of peer-reviewed publications.

After you locate the publications:

- a) Read each abstract several times.
- b) Rewrite each abstract in your own words. The limit to your rewrite is 100 words.
- c) Submit a copy of each abstract and your 100 word summary.
- d) Make sure that each of your summaries includes a correct APA citation. The APA citation is not included in your 100-word limit.

**Peer-Review Examples Grading Rubric**

	<b>0 points</b>	<b>5 points</b>	<b>10 points</b>	<b>Total Points</b>
Word limit	<95 or over 105		100	
Rewritten	Paraphrased, not rewritten		Clearly rewritten	
Grammar	5+ grammatical errors	1-4 grammatical errors	No grammatical errors	
Spelling	5+ spelling errors	1-4 spelling errors	No spelling errors	
APA citations	Not met	Partially met	Completely met	
			Total:	

**Literature Review (Read this carefully) (100 points)**

For this assignment, you will continue to use the public health topic that you selected at the beginning of this course. You may use any or all of the citations that you have used for a previous assignment in this course plus you will be adding additional resource. After gathering all of your information and reading the material, you will be ready to write a concise summary of the information.

Do not write:

Smith and White (1999) and Green (2000) said this blah, blah, blah about [your topic]. Jones (2003) said yea, yea, yea about [your topic]. Lastly, Wilson (2006) concluded the following ideas of XXX, XXX, and XXX about [your topic].

**Do write:**

Since 1999, several authors began researching [your topic] and found yes, yes, yes and yes (Smith & White, 1999; Green 2000). After several years, Jones (2003) followed-up on the previous research by adding information related to [your topic]. Wilson (2006) changed the methodology of [your topic] and discovered that XXX, XXX, XXX and XXX. Today [your topic] researchers are still working on the next step of [your topic] with help from the most research by Zimmerman (2009). This research is .....

Required three types of documents for this Literature Review:

- a) Four peer-reviewed journal articles
- b) Four websites:
  - Two from a Government websites. Example: Center of Disease Control and Prevention (cdc.gov); Department of Health and Human Services (dhhs.gov); Florida Department of Health; National Institute of Health (nih.gov). Basically, any website that ends in .gov
  - Two from a Non-Governmental Organization websites. Example: American Heart Association, American Lung Association, March of Dimes.
- c) One book

Each document must be properly cited in the paper and in the reference section of the paper.

**Steps to follow for this assignment:**

- a) You will be paired with another student in this course.
- b) Write a 700-word summary of the literature review on your public health topic. The format should be: 12-point font, double-spaced, 1" margins. Word count must be noted at the bottom of the page before the APA citations.
- c) Attach the Grading Rubric to the end of your paper.
- d) You will email your paper/rubric to your partner. In addition, you will receive your partner's paper/rubric.
- e) Complete the grading rubric sheet for your partner's paper. Email the completed rubric to your partner
- f) Upon receipt of your partner's comments on your rubric, make changes/corrections to your paper.
- g) Submit two documents:
  - 1) Your partner's paper and the grading rubric that you completed for your partner.
  - 2) Your revised Literature Review and your partner's grading rubric
- h) **Be sure to include your name and your partner's name on both documents.**
- i) You will receive two grades: a) your review of your partner's paper (25 points); and b) your final paper (75 points).

Literature Review Grading Rubric will be provided on Blackboard.

**Bar Graph and Pie Chart (50 points)**

By now you should have some data related to your topic. The purpose of this assignment is for you to learn how to make a bar graph and a pie chart on your computer. If you do not have data, you may go to the U.S. Census website to find some examples of data that is related to your public health topic.

On one page, display the data as a bar graph and pie chart. The bar graph and the chart should include: a title, a legend, and a complete APA citation of where you found the data that you are displaying.

**Bar Graph and Pie Chart Grading Rubric**

	<b>0 points</b>	<b>5 points</b>	<b>10 points</b>	<b>Total Points</b>
Bar Graph and Pie Chart	Not submitted	Only one	Both	
Title & Legend	Both missing	One	Correct	
Grammar/spelling	5+ errors	1-4 errors	No errors	
APA style	Absent	APA citations with errors	APA citations	
Professional presentation	Absent	Minimal	Excellent	
			Total:	

**Letter to the Editor (50 points)**

This assignment allows you to use the information that you have gathered so far on your topic. Without using any references, write a 200-word Letter to the Editor of a local newspaper. You need to write a convincing argument presenting your opinion of one aspect of your topic plus an action statement. Clearly state what you would like to have happen in your community related to your topic.

**Letter to the Editor Grading Rubric**

	<b>0 points</b>	<b>5 points</b>	<b>10 points</b>	<b>Total Points</b>
Word Limit	Under 195 or over 205 words		Between 196 and 204 words	
Convincing statement	Absent / weak	Adequate	Strong	
Grammar / spelling errors	5+ errors	1-4 errors	No errors	
Action statement	Absent / weak	Adequate	Strong	
Critical thinking	Absent / weak	Adequate	Strong	
			Total:	

**Midterm Exam: (50 points)**

The midterm exam will be based on Chapters 1, 3, 4 & 6 in the textbook. Each exam will consist of multiple choice questions. You may use your textbook during the exam. There will be 10 questions and you will have 30 minutes to complete the exam. If you exceed this time limit you will lose 1 point for every minute you go over the time limit.

**Final Exam: (50 points)**

The final exam will be based on Chapters 2, 5, 7 & 8 in the textbook. Each exam will consist of multiple choice questions. You may use your textbook during the exam. There will be 10 questions and you will have 30 minutes to complete the exam. If you exceed this time limit you will lose 1 point for every minute you go over the time limit.

Additional Course Information	
<p style="text-align: center;"><b>INSTITUTIONAL POLICIES</b></p> <p>The most recent version of the <a href="http://health.usf.edu/publichealth/forms.html">Institutional Policies information</a> can be found on the Academic Affairs Forms page at <a href="http://health.usf.edu/publichealth/forms.html">http://health.usf.edu/publichealth/forms.html</a> (Spring 2012)</p>	
<b>Student Handbook:</b>	<a href="http://www.sa.usf.edu/dean/docs/full_handbook.pdf">http://www.sa.usf.edu/dean/docs/full_handbook.pdf</a>
<b>Student Conduct:</b>	<p>USF Student Rights/Responsibilities: <a href="http://www.sa.usf.edu/srr/page.asp?id=81">http://www.sa.usf.edu/srr/page.asp?id=81</a></p> <p>USF Student Code of Conduct: <a href="http://www.sa.usf.edu/srr/page.asp?id=88">http://www.sa.usf.edu/srr/page.asp?id=88</a></p>
<b>Disruption of Academic Process/Academic Integrity of Students:</b>	<p>Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at:</p> <p><a href="http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf">http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf</a></p>
<b>Academic Dishonesty/Plagiarism:</b>	<p>Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:</p> <p>Undergraduate:</p> <p><a href="http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62">http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62</a></p> <p>The University of South Florida has an account with an automated plagiarism detection service (<i>SafeAssign</i>), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students' assignments to <i>SafeAssign</i>, or 3) request students to submit their assignments to <i>SafeAssign</i> through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.</p> <p><b>NOTE:</b> An institution may not release a paper to a plagiarism detection software without the student's prior consent unless all personally identifiable information has been removed, such as a student's name, social security number, student number, etc.. Note that a paper/essay is considered an educational record and an institution may not ask a student to waive their rights under FERPA for the purpose of submitting papers to a plagiarism detection software.</p> <p>For more information about Plagiarism and <i>SafeAssign</i>, visit:</p> <p>Plagiarism tutorial: <a href="http://www.cte.usf.edu/plagiarism/plag.html">http://www.cte.usf.edu/plagiarism/plag.html</a></p> <p><i>SafeAssign</i>: <a href="http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf">http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf</a></p>

<b>Cheating Statement:</b>	<p>The USF College of Public Health expects students to maintain academic honesty in all courses. By virtue of being registered in a public health course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).</p> <p>Undergraduate:  <a href="http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=67">http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=67</a> </p>
<b>Undergraduate Academic Policies and Procedures:</b>	<p><a href="http://www.ugs.usf.edu/pdf/cat1112/08acapol.pdf">http://www.ugs.usf.edu/pdf/cat1112/08acapol.pdf</a></p>
<b>Special Accommodations:</b>	<p>Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.</p> <p>Students with Disabilities Services: <a href="http://www.sds.usf.edu/">http://www.sds.usf.edu/</a></p> <p>Students: <a href="http://www.sds.usf.edu/students.asp">http://www.sds.usf.edu/students.asp</a></p> <p>Faculty: <a href="http://www.sds.usf.edu/faculty.asp">http://www.sds.usf.edu/faculty.asp</a></p>
<b>Holidays and Religious Observances:</b>	<p><a href="http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf">http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf</a></p>
<b>Emergency Preparedness:</b>	<p>In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.</p>
<b>Student Grievance Procedure:</b>	<p>Review USF Academic Grievance Policy at:  <a href="http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf">http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf</a> </p> <p>Undergraduate:  <a href="http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62">http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62</a> </p> <p>Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman.  <a href="http://www.sa.usf.edu/ombudsman">http://www.sa.usf.edu/ombudsman</a> </p>

<b>RESOURCES FOR STUDENTS</b>	
<b>Library Resources:</b>	USF Library Resources and Services: <a href="http://www.lib.usf.edu/">http://www.lib.usf.edu/</a> Shimberg Health Sciences Library: <a href="http://library.hsc.usf.edu/">http://library.hsc.usf.edu/</a> Shimberg Health Sciences Library Tutorials: <a href="http://library.hsc.usf.edu/">http://library.hsc.usf.edu/</a> (follow links under 'Instructional Services' section)
<b>Creating Citations &amp; Using Refworks:</b>	<a href="http://guides.lib.usf.edu/CitingSources">http://guides.lib.usf.edu/CitingSources</a>
<b>Netiquette</b> <i>(online communication etiquette for online courses):</i>	<a href="http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf">http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf</a>
<b>Plagiarism &amp; Safe Assign:</b>	See Academic Dishonesty/Plagiarism Section
<b>USF Email Accounts:</b>	<a href="http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf">http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf</a>
<b>Blackboard Tutorials:</b>	<a href="http://media.c21te.usf.edu/bbstudents.html">http://media.c21te.usf.edu/bbstudents.html</a>
<b>Elluminate Live Tutorials:</b> <i>(for online courses)</i>	<a href="http://media.c21te.usf.edu/elluminatetestudents.html">http://media.c21te.usf.edu/elluminatetestudents.html</a>