



St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 103 – Introduction to Financial Accounting
Number of Credits: 3
Days and Times: Mondays & Wednesdays 5:30 PM to 6:45 PM
Semester and Year: Fall 2020
Classroom Location: FA 3
Pre-requisite(s): None

Course Lecturer Name(s): Mr. Troy J. Noel BA, MSc, FCCA
Course Director Name: N/A

Course Lecturer(s) Contact Information: 444 – 4175 ext. 3475
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 3:00 PM to 5:00 PM
Tuesdays & Thursdays 2:30 PM to 5:30 PM

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C – Windward Hall
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelesti@sgu.edu, ext. 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the subject and principles of accounting. It emphasizes the importance of double-entry in the accounting field. It also involves the preparation of simple financial statements.

Course Objectives:

- i Articulate the basic principles underlying the logic of accounting;

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- ii Analyze business transactions in terms of their effects on ledger accounts;
- iii Prepare financial statements given a list of business transactions for a specific period;
- iv Discuss the kind of information that may be gained about a business entity given its financial statements and be knowledgeable about various issues relating to the Income Statement, Balance Sheet (the Statement of Changes in Financial Position);
- v Articulate how accounting decisions impact various parties such as management, owners, creditors and employees.

Student Learning Outcomes:

- i Fully understand the principle of Double-Entry Accounting for the sole trader type business;
- ii Understand a trial balance to the point of effectively classifying the accounts into its various types: (namely: Assets, Liabilities, Capital, Revenues, Expenses and Contra);
- iii Apply the knowledge to an actual business;

Program Outcomes Met By This Course:

AF-PO-1: Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.

AF-PO-4: Develop an understanding of ethical and social responsibilities of accountants, reflecting on ethical dilemmas and develop appropriate responses.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: **Course Materials:**

Prescribe Text: Financial Accounting (6th Edition) by Harrison and Horngren

Additional Resources:

Business Accounting 1 by Frank Wood
Any Financial Accounting Text

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Grades will be based on the following:

- | | |
|--------------------------------------|-----|
| • Completion of Homework Assignments | 10% |
| • Class Quizzes | 30% |
| • Attendance | 5% |
| • Mid Term Exam | 25% |

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- Final Exam (Cumulative Exam)

30%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

Click or tap here to enter text.

Lesson 1: An Introduction to Accounting

- Introduction to course design and administrative details
- The purpose and nature of accounting and accounting information
- Financial statements
- Users of Financial Statements
- Qualitative Characteristics of Financial Information
- Forms of Business Organization
- Selection of an appropriate form of business organization

Quiz # 1

Lesson 2: The Accounting Principles and Concepts

- The Accounting principles and Concepts

Lesson 3: Basic Financial Statements

- The Accounting Equation
- The Simple (Opening) Balance Sheet

Quiz # 2

Lesson 4: The Accounting Cycle

- The role of accounting records
- The general journal
- The ledger: For
Assets, Liabilities and Capital/Equity
Revenue and Expense
- Closing of the accounts

Lesson 5: The Unadjusted Trial Balance

- Definition of Trial Balance
- Reasons to prepare a Trial Balance
- Preparation of an Unadjusted Trial Balance
- Discussion about the normal balances of Assets, Liabilities, Capital/Equity, Revenues, Expenses and Contra Accounts

Quiz # 3

MID-TERM EXAMS

Lesson 6: Drafting Simple Financial Statements from

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The prepared Unadjusted Trial Balance

- Generally Accepted Accounting Principles
- Financial Statement for Sole Traders Entity:
 - Income Statement
 - Balance Sheet

Quiz # 4

Lesson 7: Transaction Analysis

- Analyze business transactions
- Understand how accounting works
- Record business transactions
- Using the Trial Balance

Quiz # 5

Lesson 8: Books of Original Entries

- Sales Day Book
- Purchase Day Book
- Sales Return Day Book
- Purchase Returns Day Book
- Cash Book
- General Journal

Quiz # 6

FINAL EXAMS

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

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work of your classmates.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off or put on silent all cell phones, beepers and any other form of technologies that could disrupt class. Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 204 – Financial Accounting
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 1:00 PM to 2:15 PM
Semester and Year: Fall 2020
Classroom Location: KBT East
Pre-requisite(s): ACCT 103 or Basic Understanding of the accounting Process

Course Lecturer Name(s): Mr. Troy J. Noel BA, MSc, FCCA
Course Director Name: N/A

Course Lecturer(s) Contact Information: 444 – 4175 ext. 3475
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 3:00 PM to 5:00 PM
Tuesdays & Thursdays 2:30 PM to 5:30 PM

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C – Windward Hall
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Course Support: Mary Celestine, mcelesti@sgu.edu, ext. 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the study of financial statements. It shows them how to prepare, analyze and interpret these statements.

Course Objectives:

- i. Build on the basic principles underlying the logic of accounting covered in the introduction to Financial Accounting;

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- ii. Prepare various financial statements given a list of Trial Balance balances for a specific period;
- iii. Discuss the kind of information that may be gained about a business entity given its financial statements and be knowledgeable about various issues relating to the Income Statement, Balance Sheet and the Statement of Cash Flows;
- iv. Articulate how accounting decisions impact various parties such as management, owners, creditors and employees;
- v. Discuss specific assets and liabilities accounts with regards to the preparation of financial Statements and adjustments;

Student Learning Outcomes:

- i. Preparation of Financial Statements for various entities;
- ii. Distinguishing between a service and a merchandising organization;
- iii. Preparation of a Bank Reconciliation Statement for an entity;
- iv. Preparation of the Stockholders Equity section of the Balance Sheet;
- v. Definition and understanding of internal control and the expression of its importance to the business entity;
- vi. Analysis of a financial statement using ratios, horizontal and vertical analysis;

Program Outcomes Met By This Course:

AF-PO-1: Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.

AF-PO-3: Analyze and objectively evaluate financial statements and accompanying disclosures using appropriate tools, techniques and tax regulations.

AF-PO-4: Develop an understanding of ethical and social responsibilities of accountants, reflecting on ethical dilemmas and develop appropriate responses.

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Course Materials:

Text: **Course Materials:**

Prescribe Text: Financial Accounting (6th Edition) by Harrison and Horngren

Additional Resources:

Any Financial Accounting Text

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

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- Quality and completion of Homework Assignments 10%
- Topic Quizzes 25%

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- Attendance 5%
- Mid-Term Exam 30%
- Final Examination - Project 15%
- Final Examination 15%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

Click or tap here to enter text.

WEEKS	TOPIC	CHAPTERS	QUIZ/ASSIGN
1	The Financial Statements	Ch 1	
2	Transaction Analysis	Ch 2	Quiz # 1
3	Using Accrual Accounting to Measure Income	Ch 3	Quiz # 2
4	Using Accrual Accounting to Measure Income	Ch 3	
5	Internal Control and Cash	Ch 4	Quiz # 3
6	Merchandise Inventory and Cost of Goods Sold	Ch 6	Quiz # 4 Assignment # 1 Due
7	Review For Examination		
8	MID-TERM EXAMINATIONS		
9	Stockholders' Equity	Ch 10	
10	Stockholders' Equity Financial Statements Analysis	Ch 10 Ch 13	Quiz # 5
11	Financial Statement Analysis The Statement of Cash Flows	Ch 13 Ch 12	
12	The Statement of Cash Flows	Ch 12	Quiz # 6
13	Short-Term Investment & Receivables	Ch 5	
14	Short-Term Investment & Receivables	Ch 5	Assignment # 2 Due
15	Review For Examination		
16	FINAL EXAMINATIONS		

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 302 Accounting Placement
Number of Credits: 3
Days and Times: 8 Weeks (320 hours)
Semester and Year: Summer/Winter
Classroom Location: N/A
Pre-requisite(s): Junior standing, GENL 400

Course Lecturer Name(s): Ronald A Peters Naline Ramdeen-Joseph and Troy Noel
Course Director Name: Ronald A Peters

Course Lecturer(s) Contact Information: njoseph@sgu.edu, tnoel@sgu.edu
Course Director Contact Information: RAPeters@sgu.edu (473) 444 4175 ext 3612

Course Lecturer(s) Office Hours: Mon., Wed., 1:00-3:00pm, Tues., Thurs., 9:00-10:00 am
Course Director Office Hours: Same as Above

Course Lecturer(s) Office Location: BMS Windward Building
Course Director Office Location: BMS Windward Building

Course Support: Tracy Fortune, TFortune@sgu.edu 3373, Mary Celestine, MCElesti@sgu.edu, 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The Accounting Placement internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in the professional fields they are considering for career paths. Employers get the opportunity to guide and evaluate talent in a structured environment. Students are required to complete a total of 320 hours or an equivalent of eight weeks internship program during the summer or winter period, at any Business organization. Students should aim to start their

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internship the second week after final exams in order to complete their internship before the next semester starts.

Course Objectives:

1. Use and apply the Accounting concepts learnt in the classroom to organizations
2. Analyze information and apply critical thinking skills to help solve organizational problems
3. Apply professional and work-related skills
4. Generate creative approaches and processes adapted to the needs of the organization

Student Learning Outcomes:

1. Gain relevant experience by working within a business organization
2. Develop and apply practical and managerial skills in the working environment.
3. Describe, analyze, evaluate and critique workplace processes and procedures using academic concepts
4. Build proficiency in a range of Accounting skills including quantitative analysis
5. Apply qualitative analysis through professional communication in the form of written, verbal, and non- verbal means.
6. Assist in the decision-making process in relation to the career direction they wish to pursue.
7. Network and establish useful contacts for future employment/business opportunities

OVERVIEW OF THE INTERNSHIP EXPERIENCE:

A semi-structured and supervised situation in which students receive basic training and directed work experience in selected entry-level positions consistent with their career preference. It is intended that students will also receive some managerial and supervisory training. Emphasis will be placed on job competence, performance, professionalism and interpersonal relationship skills.

Program Outcomes Met By This Course:

APO-1 Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.

APO-2 Prepare historic and forecasted financial reports for internal and external stakeholders of organizations using appropriate managerial accounting tools, techniques, theories, financial accounting principles and standards and tax regulations.

APO-3 Analyze and objectively evaluate financial statements and accompanying disclosures using appropriate tools, techniques and, regulatory requirements.

APO-4 Develop an understanding of the ethical and social responsibilities of accountants, reflecting on ethical dilemmas and develop appropriate responses.

SAS Grading Scale: Grades will be assigned as follows:

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- F = 65% or less

Grading:

Pass/Fail

Course Materials:

Text: No text applicable, material will be supplied by internship instructors

Supplementary Readings/Resources: N/A

Course Grading Requirement:

ITEM	WEIGHT
Oral presentation ¹	25
Written report (inclusive of daily activity log) ²	25
Midterm supervisor assessment report- (completed after 3 weeks)	25
Final supervisor assessment report (completed at the end of the internship)	25
TOTAL	100%

Course Requirements:

1. Complete 8 week (320 hour) internship at assigned organization
2. Submit midterm supervisor assessment report
3. Complete oral presentation
4. Submit written report (inclusive of daily log)
5. Submit final supervisor assessment report

¹ See appendix for grading rubric

² See appendix for grading rubric

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Course Schedule:

	Before Internship	During Internship	After Internship
1	Attend Internship briefing and familiarize yourself with the Internship checklist	Student must ascertain who his /her SGU Faculty Internship Supervisor.	Upon completion of the internship, the student must collect a thank you letter for his/her internship organization from the department secretaries. This should be done within two weeks of completing their internship. Student is personally responsible for delivering these letters to the organization.
2	Secure Internship placement with resumes and application checked by the writing center or internship supervisors	There will be two supervisor's/mentor's evaluation during the internship period; one in the middle and one at the end of the internship.	Internship schedule will be sent out to all students by the secretaries and they must indicate the most convenient time for their presentation based on this schedule. Student is expected to make his/her presentations (2) weeks after mid-term.
3	Obtain internship package from Secretaries in the business department	Student is expected to complete his/her written report and PowerPoint presentation based on the established criteria of the Department of Business and Management Studies	
4	Return the signed learning agreement to the Business Department's Secretaries		

Internship Overview and Support:

The internship is a joint venture undertaken with employers at various Business organizations and the St. George's University. Prior to and during the internship students will have contact with the following:

1. SGU Support Staff:

Secretary Mary Celestine- mcelestine@sgu.edu

Secretary Tracy Fortune- tfortune@sgu.edu

Secretaries will provide an internship checklist, a list of suggested companies/organizations, internship report and presentation guidelines and an evaluation package to each student. They will also collect the necessary data about each intern for ease of reference, evaluation and record keeping.

2. Assigned Faculty Internship Supervisors

Naline Joseph- njoseph@sgu.edu

Ronald A Peters- RAPeters@sgu.edu

Troy Noel-Tnoel@sgu.edu

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Internship Faculty supervisors will provide the necessary support and guidelines before, during and upon completion of the internship. They are required to liaise with both the employer/mentor and the student to ensure the internship experience is fulfilling its stated objectives for both parties. This liaison during the internship period will comprise of an initial contact with the organization supervisor and the intern by phone/conference call or email. The Faculty supervisor will be available to both the workplace mentor and the intern to handle any issues that may arise.

3. Workplace Mentor/Supervisor.

The internship organization will assign a supervisor/mentor to ensure that the work undertaken is of a substantial nature, the necessary support is provided, and the student evaluations are completed on time.

Course Requirement and Percent in Grade

This is an on the job-training experience design to gain practical experience in specific areas of study. Guidelines will be provided prior to students embarking on their internship. Students will also be required to deliver an oral presentation and a written assignment which will be graded by faculty in the Business and Management Department.

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Examination Attendance

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“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Written assignments are to be submitted in ExamSoft by the assigned deadline for the semester.

Classroom/Online Etiquette Procedure:

N/A

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Policy/Procedure Related to the Department:

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (Before Internship)

Students will receive and must respond promptly to an email from the secretaries inquiring about their intention to pursue their internship for the upcoming semester. A subsequent email will be sent out to all students advising them of a mandatory Internship Briefing meeting. The Briefing will be conducted once with two time slots, one in the morning and one in the afternoon. The Internship Briefing meeting will provide students with guidance, tips for interviews, also on how to conduct themselves in an ethical and professional manner.

Prior to internship students are required to collect an internship checklist which is available from the secretaries of the Department of Business and Management Studies

Students must have their Cover Letter (Application) and Resume reviewed by the Center of Academic Excellence (CAE) Writing Center and attend any relevant workshops provided by CAE.

Upon selection and acceptance at internship sites students are required to collect an internship package from secretaries.

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (During the Internship)

Any request made by the organization in respect to performing an audit of the organization's processes, making recommendations for improvements, as well as, tasks assigned outside of the day to day internship requirements must be discussed and approved by an internship supervisor.

During the internship there will be two (2) evaluations conducted. One after the first three weeks and one at the end of the internship. Students are required to collect both evaluations and carry them to the secretaries for tabulations and recording purposes.

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (After the Internship)

The written internship report is due one day after the oral presentation and must be submitted via ExamSoft. Late reports without a valid excuse will result in the student losing 5 marks per day up to a maximum of 25 marks.

Upon completion of the internship, students must collect a thank you letter for their internship organization from the department secretaries. This should be done within one week of completing the internship. Students are personally responsible for delivering these letters to the organization

Attendance and Workplace Etiquette Policy

Students are advised that dishonesty (not starting or completing internship and claiming to have done so), abusing workplace resources, stealing and dishonesty may result in disciplinary action by the Dean of Students.

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LATE SUBMISSIONS

Students are expected to comply with the due dates for all reports, assignments and submissions. Each day that an assignment is late will result in 5 points being deducted from the assignment score.

Academic Integrity

It is expected that all presentations, papers and coursework are the original work of the students, with proper credits given to the sources of all referenced material.

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Appendix i

Written Internship Rubric					
Categories	Highly Competent 9-10	Competent 7-8	Satisfactory 5-6	Unsatisfactory 4 -1	Total
1.Overview of Internship Site, Mission, Services, Personnel	Student fully described the elements required.	Student partially described the elements required.	Student provided a minimal description of the elements required.	Student did not provide any information on the internship site.	/10
2.Internship activities, duties responsibilities	Student fully described what he/she worked on during the internship.	Student partially described what he/she worked on during the internship.	Student provided a minimal description of what he/she worked on during the internship.	Student did not provide any information on what he/she worked on during the internship.	/10
3.Self-Assessment of preparedness	Student fully described their preparedness with connections to courses and past experience.	Student partially described their preparedness with connections to courses and past experience.	Student did not described their preparedness with connections to courses and past experience.	Student did not provide any information on their preparedness with connections to courses and past experience.	/10
4.Lessons learnt and challenges experienced	Student fully described the lessons learnt and challenges experienced.	Student partially described the lessons learnt and challenges experienced.	Student did not described the lessons learnt and challenges experiences.	Student did not provide any information on the lessons learnt and challenges experienced.	/10
5.Successes Experienced and areas for professional development	Student fully described the successes experience and identified areas for professional development.	Student partially described the successes experienced and identified areas for professional development.	Student did not described the Successes experienced and identified areas for professional development.	Student did not provide any information on the successes experienced and identified area for professional development.	/10
6.What was learnt from the experience and the relevance of theories and concepts learnt	Student fully described what he/she learnt from the experience, theories and concepts learnt.	Student partially described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	/10
7.Sketch of Future Plans (Career, Etc.)	Student Clearly articulated and described his/her future plans.	Students only provided a list of options.	Student was not able to articulate his/her future plans.	Student did not provide any information on his/her future plans.	/10

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8. Student evaluation of the overall internship site	Student demonstrated a clear understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated moderate understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated minimal understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student did not demonstrate any understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	/10
9. Style & Grammar Follows APA writing style and basic rules of formal English grammar and written paper style	Well written with excellent communication and written skills.	Information is generally clear and reasonable development of ideas and competency demonstrated.	Information flow is fairly developed with average competency demonstrated.	Information was poorly developed with little understanding.	/10
10. Daily Activity Log	Student's activity log included all the required elements and was presented in a professional manner.	Student's activity log included all the required elements and was presented in a less professional manner.	Student's activity log included some of the required elements and was presented in a less professional manner.	Student's activity log very poorly presented and was incomplete.	/10
					Total: /100

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Appendix ii

Presentation Rubric					
CRITERIA	Highly Competent	Competent	Satisfactory	Unsatisfactory	Total
Points	5	4	3	2-1	
<p><u>Sequence</u> <u>(15 Points)</u> -Introduction Articulation and development of ideas -Conclusion</p>	Extremely well organized, introduces evidence in a clear and creative manner with a smooth transition to connect key points and ends with a conclusion	Generally, well organized, introduces evidence with a smooth transition to connect key points and ends with a conclusion	Somewhat organized, introduces evidence with a lack of a smooth transition between key points and ends with a conclusion	Non-existent organization, does not clearly introduce the evidence and with a lack of a smooth transition and ends abruptly without a conclusion	<hr/> 15
<p><u>Information and Content</u> <u>(20 Points)</u> -Adherence to Internship Report Guidelines -Depth of research on the company -Application of relevant theories and concepts learnt -Explanations using examples and illustrations</p>	The presentation provides an accurate and complete reflection on key theories and concepts related to selected evidence and to the internship experience, with the use of adequate examples and illustrations clearly articulated to the audience.	The presentation for the most part provides an accurate and complete reflection on key theories and concepts related to selected evidence and to the internship experience, with some use of examples and illustrations not clearly articulated to the audience	The presentation provides a somewhat accurate and an incomplete reflection on key theories and concepts related to selected evidence and to the internship experience, with little use of examples and illustrations	The presentation provides an inaccurate and incomplete reflection on key theories and concepts related to selected evidence and to the internship experience, with no use of examples and illustrations	<hr/> 20
<p><u>Presentation Skills</u> <u>(25 Points)</u> -Volume -Enunciation, -Eye contact -Posture -Appropriate dress</p>	The presenter displays excellent verbal skills and delivered a highly interesting coherent presentation; at a level to keep the audience attention, appropriately dressed and maintained eye contact	The presenter displays good verbal skills and delivered an interesting coherent presentation; at a level to keep the audience attention, appropriately dressed and maintained eye contact	The presenter displays fair verbal skills and delivered a fair but lacking in coherency; at a level not engaging for the audience, appropriately dressed and maintained little eye contact	The presenter displays poor verbal skills and delivered an uninteresting presentation; at a level that did not engage the audience, inappropriately dressed and with no eye contact	<hr/> 25

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St. George's University

School of Arts and Sciences

Department of Choose an item.

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 306 Taxation
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 10.00AM to 11.15AM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): ACCT 351 and BUSI 201

Course Lecturer Name(s): Ronald A Peters
Course Director Name: Click or tap here to enter text.

Course Lecturer(s) Contact Information: rapeters@sgu.edu
Course Director Contact Information: Click or tap here to enter text.

Course Lecturer(s) Office Hours: Click or tap here to enter text.
Course Director Office Hours: Click or tap here to enter text.

Course Lecturer(s) Office Location: Click or tap here to enter text.
Course Director Office Location: Click or tap here to enter text.

Course Support: Tracy Fortune, tfortune@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the basic theory, principles and practice of taxation using the United States tax system as the foundation but also making reference to other country tax systems. Students learn how to compute taxable income and tax liability for individuals and businesses. They understand how and why financial accounting income and tax accounting income differ. They learn to reconcile financial accounting income and taxable income. The concept of income tax expense and income tax payable is explored. This course provides students with a basic understanding of taxation and prepares them for advance study in taxation. It also provides students with a foundation for future practice in taxation and consulting.

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Course Objectives:

1. Identify the elements of the basic income tax models for individuals and corporations
2. List the different types of taxes and taxing units
3. Discuss the characteristics of a good tax
4. Identify the primary sources of tax laws
5. Discuss concepts of tax compliance, tax avoidance and tax evasion
6. Determine income tax liability for an individual and a corporation
7. Prepare an income tax return for an individual and a corporation

Student Learning Outcomes:

1. Compute taxable profits for a business
2. Compute taxable income for individuals
3. Calculate tax payable for a business
4. Calculate tax payable for an individual
5. Compute the tax payable for a self-employed person
6. List and identify tax types
7. Calculate interest charges when taxes are paid after the due date
8. Complete tax returns for various taxpayers
9. Explain the difference between tax avoidance and tax evasion

Program Outcomes Met By This Course:

- Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.
- Prepare historic and forecasted financial reports for internal and external stakeholders of organizations using appropriate managerial accounting tools, techniques, theories, financial accounting principles and standards and tax regulations.
- Develop an understanding of the ethical and social responsibilities of accountants, reflecting on ethical dilemmas and develop appropriate responses.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
 B+ = 84.5 - 89.4%
 B = 79.5 - 84.4%
 C+ = 74.5 - 79.4%
 C = 69.5 - 74.4%
 D = 64.5 - 69.4%
 F = 65% or less

Course Materials:

Text: Taxation for Decision Makers: by Shirley Dennis Escoffier and Karen A. Fortin, published by Wiley.

Supplementary Readings/Resources: Available on the ACCT 305 Mycourses course management website (Sakai): These include the syllabus, power point slides, and selected solutions to problems.

Course Grading Requirement:**Grades will be earned as follows:**

1. Class participation	10%
------------------------	-----

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2. In class quiz	30%
3. Mid-term exam	30%
4. Final exam	30%

Course Requirements:

1. Participation in class discussions.
2. Successful completion of both in class quizzes.
3. Successful completion of mid-term and final examinations.

Course Schedule:

Click or tap here to enter text.

Tentative Course Schedule:

WEEK	TOPIC	Assignments to be prepared for class
1	An Introduction to Taxation	Chapter 1 QU #16,18,20& 22
2	The Tax Practice Environment	Chapter 2 QU #31,33 & ,35
3	Determining Gross income	Chapter 3 QU #20,22 & 24
4	In Class Quiz 1	
5	Employee Compensation	Chapter 4 QU # 16, 18 & 20
6	Employee Compensation	Chapter 4 QU # 16, 18 & 20
7	Business Expenses	Chapter 5 QU # 18, 20 & 22
8	Mid-Term Exam	
9	Business Expenses	Chapter 5 QU # 18, 20 & 22
10	Taxation of Corporation	Chapter 9 QU # 16, 18 & 20
11	Taxation of Corporation	Chapter 9 QU # 16, 18 & 20
12	In Class Quiz 2	
13	Sole Proprietorship and Flow-Through Entities	Chapter 10 QU 16, 18 & 20

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14	Income Taxation of Individuals	
15	Income Taxation of Individuals	Chapter 11 QU 18,20 & 22
16	Final Exam	

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 351 Managerial Accounting
Number of Credits: 3
Days and Times: Monday and Wednesday 5.30PM to 6.45PM
Semester and Year: Spring 2020
Classroom Location: Founders Annex 4 (FA 4)
Pre-requisite(s): ACCT 204 Financial Accounting

Course Lecturer Name(s): Ronald A Peters
Course Director Name: [Click or tap here to enter text.](#)

Course Lecturer(s) Contact Information: rapeters@sgu.edu
Course Director Contact Information: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 2.30PM to 4.30PM
Course Director Office Hours: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Location: Winward Hall (Building C)
Course Director Office Location: [Click or tap here to enter text.](#)

Course Support: Tracy Fortune ext 3373

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This introduces students to the tools, concepts and techniques used by Accountants to provide information to managers within an organization to enable them to better plan and control the activities of the organization. The course starts with helping students to appreciate the difference between financial accounting and managerial accounting. This is followed by a briefly describing the basic tasks of managers and how they use accounting information in carrying out these tasks. The course develops students understanding of the various ways costs can be classified and which costs are relevant to particular decisions. Students learn about changes in the business environment that influence changes to the techniques used in managerial accounting. The course use various

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types of organizations to demonstrate how managerial accounting is used. These organizations include, manufacturing, service, profit seeking, non-profit organizations, and government.

Course Objectives:

Upon completion of this course students should be able to:

- 1. Distinguish between managerial accounting and financial accounting**
- 2. Discuss the role of managerial accounting within an organization.**
- 3. Discuss the importance and challenges of ethics to the accountant within an organization**
- 4. Use various classifications to analyze costs within an organization.**
- 5. Describe and illustrate absorption and variable costing methods and prepare reports using these methods.**
- 6. Describe, illustrate and comment on the use of budgeting as an aid to planning.**
- 7. Identify relevant costs and appropriate techniques for decision-making and use them in various decision-making situations**

Student Learning Outcomes:

1. Record transactions involving the acquisition and use of materials, labour and overheads
2. Calculate product costs
3. Calculate profits using absorption and marginal costing techniques
4. Prepare functional budgets and static master budgets
5. Prepare flexible budgets
6. Compute and interpret variances
7. Prepare reports using relevant information to assist management in making operating and marketing decisions

Program Outcomes Met By This Course:

AF-PO-1 Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.

AF-PO-2 Prepare historic and forecasted financial reports for internal and external stakeholders of organizations using appropriate managerial accounting tools, techniques, theories, financial accounting principles and standards and tax regulations.

AF-PO-4 Develop an understanding of the ethical and social responsibilities of accountants, reflecting on ethical dilemmas and develop appropriate responses

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: : "Introduction to Management Accounting" by Horngren, Sundem and Stratton 15th Edition, Prentice Hall.

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Supplementary Readings/Resources: Available on the ACCT 351 Mycourses course management website (Sakai): These include the syllabus, power point slides, and selected solutions to problems.

Course Grading Requirement:

1. Participation in class discussions.
2. Successful completion of both in class quizzes.
3. Successful completion of mid-term and final examinations.

Grades will be earned as follows:

1. Class participation	10%
2. In class quiz	30%
3. Mid-term exam	30%
4. Final exam	30%

Course Requirements:

1. Participation in class discussions.
2. Satisfactory completion of all written assignments
3. Successful completion of both in class quizzes.
4. Successful completion of mid-term examinations.
5. Successful completion of final examinations.

Course Schedule:

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Week	Topic	Assignments to be prepared for class
1	Introduction Course design & Administration Managerial Accounting, the business Organization, and Professional ethics	Chapter 1 1-A3, 1-B1 & 1-B2, 1-B3 Exercise 1-29, 1-32, 1-34, Problem 1-48
2	Introduction to Cost Behaviour & Cost volume relationships	Chapter 2 2-A2, 2-A3, 2-B2, 2-B3 Exercise 2-29, 2-32, 2-39 Problem 2-41, 2-50
3	Introduction to Cost Behaviour & Cost volume relationships	
4	Measurement of Cost behaviour	Chapter 3 3-A1, 3-A2 Exercise 3-32, 3-35, 3-37 Problem 3-46
5	Measurement of Cost behaviour In Class Quiz 1	
6	Cost Management Systems (Page 140 to top of page 152	Chapter 4 Exercise 4-36,4-38, 4-39 Problems 4-51, 4-52,
7	Relevant Information & Decision making: Pricing Decisions	Chapter 5 5-A1 Exercise 5-31, 5-32, 5-33, 5-40 & 5-43 Problem 5-56(Parts1,2,3)
8	MID TERM EXAM	
9	Relevant Information & Decision making: Operational Decisions	Chapter 6 Exercise 6-32, 6-33, 6-36, 6-37 Problem 6-47
10	Relevant Information & Decision making: Operational Decisions	
11	Introduction to Budgeting & Preparing the Master Budget	Chapter 7 Exercise 7-30, 7-31, 7-33, 7-35 Problem 7-36
12	Introduction to Budgeting & Preparing the Master Budget In class quiz 2	
13	Flexible Budgets & Variance Analysis	Chapter 8 8-B2 Exercise 8-26, 8-30, 8- 32
14	Flexible Budgets & Variance Analysis	
15	Accounting for overhead costs	Chapter 13 Exercise 13-45 Problem 13-58, 13-59

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

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Assignment Submission Procedure:

Students are expected to read the chapter material prior to the lecture. Selected questions will be assigned as homework. Homework assignments will be either checked in class or students will be asked to submit answers on Sakai.

Classroom/Online Etiquette Procedure:

Attending classes is important for this course. To understand and grasp the fundamentals taught in later classes build on knowledge and skills learnt in previous classes. Therefore missing classes will impede your progress. Participation in class discussions is encouraged and rewarded.

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Instructor will consider the effort and quality of the contribution of each student for the entire semester. Students are expected to treat the instructor and classmates with respect and courtesy at all times. This means giving your full attention, no private conversations, no cell phone, ipad or computer use while the lecturer or other student is speaking

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 401 Cost Accounting
Number of Credits: 3
Days and Times: Tuesday and Thursday 2.30PM to 3.45PM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): ACCT 351 Managerial Accounting

Course Lecturer Name(s): Ronald A Peters
Course Director Name: [Click or tap here to enter text.](#)

Course Lecturer(s) Contact Information: rapeters@sgu.edu
Course Director Contact Information: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 2.30PM to 4.30PM
Course Director Office Hours: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Location: Winward Hall (Building C)
Course Director Office Location: [Click or tap here to enter text.](#)

Course Support: Tracy Fortune, tfortune@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course examines the concepts, tools and procedures underlying the development of a cost accounting system used to support managerial decision making, control and performance reporting. Topics covered include cost measurement, cost allocation, job costing, process costing, Activity based costing. The course use various types of organizations to demonstrate how Cost Accounting is used. These organizations include, manufacturing, service, profit seeking, non-profit organizations, and government.

Course Objectives:

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Upon completion of this course students should be able to:

1. Explain the role of cost accounting information in creating value for managers.
2. Describe the fundamentals of the job costing process.
3. Identify the basic principles of process costing
4. Explain Activity based costing and how it differs from traditional costing methods.
5. Identify relevant costs and appropriate techniques for decision-making and use them in various decision-making situations

Student Learning Outcomes:

1. Prepare cost accounting reports that are useful for decision making and performance evaluation.
2. Demonstrate how materials, labour and overhead costs are added to a product at each stage of the production cycle.
3. Analyse the basic cost flow model and use it to assign costs in a job cost system
4. Formulate overhead costs using predetermined rates and Activity Based Costing.
5. Interpret variable overhead cost and fixed cost variances
6. Prepare Cash budgets
7. Prepare a process costing report

Program Outcomes Met By This Course:

AF-PO-1 Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.

AF-PO-2 Prepare historic and forecasted financial reports for internal and external stakeholders of organizations using appropriate managerial accounting tools, techniques, theories, financial accounting principles and standards and tax regulations.

AF-PO-4 Develop an understanding of the ethical and social responsibilities of accountants, reflecting on ethical dilemmas and develop appropriate responses

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: : "Cost Accounting: A managerial Emphasis" by Horngren, Foster and Datar 14th Edition, published by Prentice Hall.

Supplementary Readings/Resources: Available on the ACCT 351 Mycourses course management website (Sakai): These include the syllabus, power point slides, and selected solutions to problems.

Course Grading Requirement:

1. Participation in class discussions.
2. Successful completion of both in class quizzes.
3. Successful completion of mid-term and final examinations.

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Grades will be earned as follows:

1. Class participation	10%
2. In class quiz	30%
3. Mid-term exam	30%
4. Final exam	30%

Course Requirements:

1. Participation in class discussions.
2. Satisfactory completion of all written assignments
3. Successful completion of both in class quizzes.
4. Successful completion of mid-term examinations.
5. Successful completion of final examinations.

Course Schedule:

Week	Topic	
1	Introduction Course design & Administration The manager, Management Accounting & Cost Accounting	Chapter 1
2	Introduction to cost terms and purposes	Chapter 2
3	Cost Volume profit Analysis	Chapter 3
4	Job Costing	Chapter 4
5	In Class Quiz 1	
6	Flexible Budgets – Variable overhead cost variances	Chapter 8
7	Flexible Budgets – Fixed overhead cost variances	
8	MID TERM EXAM	
9	Process Costing	Chapter 17
10	Inventory Costing	Chapter 9
11	Capacity Analysis	Chapter 9
12	In class quiz 2	
13	Allocation of Support Department costs, common costs and revenue	Chapter 15
14	Cost Allocation – Joint products and By products	Chapter 16
15	Cost Allocation – Joint products and By products	Chapter 16
16	Final Exams	

POLICY INFORMATION

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Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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Assignment Submission Procedure:

Students are expected to read the chapter material prior to the lecture. Selected questions will be assigned as homework. Homework assignments will be either checked in class or students will be asked to submit answers on Sakai.

Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 402 – Corporate Consolidation Accounting
Number of Credits: 3 Credits
Days and Times: TBD
Semester and Year: Fall 2020
Classroom Location: TBD
Pre-requisite(s): ACCT 305 & ACCT 306

Course Lecturer Name(s): David Shaw, MBA
Course Director Name: N/A

Course Lecturer(s) Contact Information: Telephone: 473-444-4175 Email: dshaw@sgu.edu ext. 3746

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: TBD / by Appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: CB2
Course Director Office Location: N/A

Course Support: Tracey Fortune, tfortune@sgu.edu, ect. 3373

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to advanced accounting concepts and techniques, including accounting and reporting rules for multiple entities, and specialized accounting entities when reporting under one management team. A few of the concepts covered include: forms of business combinations; the value, cost, and equity method of accounting for multiple business combinations; purchase accounting; and the preparation of financial statements at the date of acquisition under multiple buying and selling scenarios

Course Objectives:

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Upon completion of this course students will be able to:

1. Understand the various forms of business combinations.
2. Understand the accounting concept of a business combination.
3. Apply the fair value , cost, and equity method of accounting for stock investments
4. Account for a business combination under the purchase method
5. Prepare consolidated financial statements at the date of acquisition
6. Prepare consolidated financial statements subsequent to the date of acquisition
7. Prepare consolidated working papers.
8. Prepare consolidated statements when the parent company ownership percentage increase or decrease during the period
9. Account for Partnership entities
10. Understand the key concepts related to foreign currency exchange rates and foreign currency transactions

Student Learning Outcomes:

1. By the end of this course, the student will have been introduced to the knowledge and skills needed to apply advanced financial accounting concepts to problems arising in Accounting for more than one company or organization operating under the control of a single management team.

Program Outcomes Met By This Course:

AF-PO-1 Identify, analyze and record transactions, economic events and circumstances in the accounting systems of organizations using fundamental concepts, practices and processes.

AF-PO-2 Prepare historic and forecasted financial reports for internal and external stakeholders of organizations using appropriate managerial accounting tools, techniques, theories, financial accounting principles and standards and tax regulations.

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- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Text: Advanced Accounting by Beams, Anthony, Bettinghaus, and Smith - 11th Edition, Prentice Hall.

Supplementary Readings/Resources: N/A

Course Grading Requirement:

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The final grade will be determined from the following:

- Class Participation 10%
- Written assignments and Quizzes 20%
- Mid-Term 35%
- Final 35%

Course Requirements:

- Participation in class discussions.
- Successful completion of in-class quiz.
- Successful completion of the mid-term and final examinations.

Course Schedule:

ACCT 402 – Corporate Consolidation Accounting

Chapter 1	Introduction Course design & Administration Business Combinations
Chapter 2	Stock Investments-Investor Accounting & Reporting
Chapter 3	Introduction to Consolidated Financial statements
Chapter 4	Consolidation Techniques & Procedures Mid Term Examination
Chapter 8	Consolidations – Changes in ownership Interests
Chapter 9	Indirect and Mutual Holdings
Chapter 15	Partnerships - Formation, operation & Changes in ownership interests
Chapter 12	Foreign Currency- Concepts & Transactions Final Examination

POLICY INFORMATION

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Assignment Submission Procedure:

Late Submission

Assignments are due on the submission date. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score.

Classroom/Online Etiquette Procedure:

Classroom etiquette

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

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Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Eating and drinking are not allowed during lectures

Cell Phones

Note cell phones are to be turned off during class. Any calls, text messages, SMS made or received during class will result in your being noted as absent from class.

Policy/Procedure Related to the Department:

N/A

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St George's University
School of Arts and Sciences
Fall 2020

Department of Business and Management Studies
ACCT 407 – International Accounting

Credit Hours: 3

Meeting Days

Tuesday, Thursday

Time

5:30 to 6:45

Pre-requisite(s)

ACCT 351 & BUSI 304

Lecture

Mr. David Shaw, MBA

Email: dshaw@sgu.edu

Contact

Telephone: 473-444-4175

ext. 3746

Office hours

TBD

Course Management tool

To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description

International Accounting helps to orient students to the reasons for varied accounting systems throughout the global business world. Financial decisions are based on published information, and this information is considerably different from country to country. By understanding these

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differences, financial analysts can compare companies in one region to those of another. Students will learn historical perspectives of accounting, classification systems, reporting and disclosure issues, foreign currency transactions, and accounting requirements for changing prices.

Course Objectives

Upon completion of this course students will be able to:

- Explain the differences in financial measurement and reporting practices that exist internationally.
- Understand the implications of the IFRS as they compare to US GAAP regulations.
- Understand the important tools that are necessary to think about international accounting and address broad areas of multinational corporate accounting.
- Have the knowledge necessary to make informed decisions across a broad range of accounting challenges faced by multinational enterprises.
- Understand different ways countries perceive and interpret certain accounting topics and how they are dealt with in different accounting environments

Course Competencies / Learning Outcomes

Upon successful completion of this course, students will be able to:

- Understand the international dimensions of accounting;
- Determine the impact of international accounting practices on the business decision making process;
- Compare and contrast the financial reporting and disclosure under International Financial Reporting Standards, U.S. generally accepted accounting practices, and accounting standards in several other countries.

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Program Outcomes Met By This Course

Prepare and analyze financial current and forecasted statements using appropriate financial and managerial accounting techniques for an organization's business in order to plan, make decisions, control, and interpret performance.

Teaching methodology

The material will be presented by lecture, based on textbook and associated materials, individual presentations, classroom exercises, and individual study.

Requirements for course completion

- Participation in class discussions.
- Presentation of individual and group study
- Satisfactory completion of quizzes.
- Successful completion mid-term, and final examination

Grades

- | | |
|---------------------------|-----|
| • Class Participation | 10% |
| • Individual Presentation | 10% |
| • Group Presentation | 20% |
| • Mid-Term | 30% |
| • Final | 30% |

SAS Grading Scale:

- A = 89.5% or better
B+ = 84.5 – 89.4%
B = 79.5 – 84.4%

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C+ = 74.5 – 79.4%

C = 69.5 – 74.4%

D = 64.5 – 69.4%

Course Material

International Accounting – Seventh Edition By Frederick D. S. Choi
Gary K. Meek

Course Outline

Introduction	1
Development and Classification	2
Comparative Accounting I	3
Comparative Accounting II	4
Reporting and Disclosure	5
Foreign Currency Translation	6
Mid-Term Examination	
Financial Reporting and Changing Prices	7
International Accounting Harmonization	8
International Financial Statement analysis	9
Managerial Planning and Control	10

Final Examination

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Additional Course Requirements

Individual Presentation / Group Presentation

Individual presentations will be made from the following list of IAS Standards.

- [IAS 1](#) Presentation of Financial Statements
- [IAS 2](#) Inventories
- [IAS 7](#) Statement of Cash Flows
- [IAS 8](#) Accounting Policies, Changes in Accounting Estimates and Errors
- [IAS 10](#) Events After the Reporting Period
- [IAS 11](#) Construction Contracts
- [IAS 12](#) Income Taxes
- [IAS 14](#) Segment Reporting
- [IAS 16](#) Property, Plant and Equipment
- [IAS 17](#) Leases
- [IAS 18](#) Revenue
- [IAS 19](#) Employee Benefits
- [IAS 20](#) Accounting for Government Grants and Disclosure of Government Assistance
- [IAS 21](#) The Effects of Changes in Foreign Exchange Rates
- [IAS 23](#) Borrowing Costs
- [IAS 24](#) Related Party Disclosures
- [IAS 26](#) Accounting and Reporting by Retirement Benefit Plans
- [IAS 27](#) Consolidated and Separate Financial Statements
- [IAS 28](#) Investments in Associates
- [IAS 29](#) Financial Reporting in Hyperinflationary Economies
- [IAS 31](#) Interests In Joint Ventures
- [IAS 32](#) Financial Instruments: Presentation – Disclosure provisions superseded by [IFRS 7](#) effective 2007
- [IAS 33](#) Earnings Per Share
- [IAS 34](#) Interim Financial Reporting
- [IAS 36](#) Impairment of Assets

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- [IAS 37](#) Provisions, Contingent Liabilities and Contingent Assets
- [IAS 38](#) Intangible Assets
- [IAS 39](#) Financial Instruments: Recognition and Measurement
- [IAS 40](#) Investment Property
- [IAS 41](#) Agriculture

Group presentation

This being an international accounting course, the emphasis of the paper must be on accounting. I have included a list of suggested areas to cover but by no means a complete list. *Creativity and originality* will be a large part of the grade.

Some suggestions for report content:

History of the country

State of development of the country, economic / social / political

Form of government

Form of accounting system and the principles that it follows.

International STD, GAAP, other

Legal system

Natural resources

Major industries

General relationship with US or UK

General relationship with Grenada

Trading partners of the country

Auditing practices and their sophistication

Review articles and annual reports of companies from this country and describe the type of disclosures that are required.

An 8 to 10 page paper will be due within a week after the presentation except for the groups presenting on the last day. Those groups are required

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to submit the paper on the day of the presentation. An electronic file and a printed file are required on each paper when submitted.

The presentation should be no longer than 30 minutes in length not including the question and answer period.

Teams that are reporting on a country that is also presented in the text book need to be aware that your grade will be determined by that information presented from other sources. If the bulk of the presentation is found in the text, your grade will be very low. I would suggest that you choose a country other than one found in the text.

Additional Course Requirements

Attendance Policy

Students are expected to attend all classes to receive full marks for participation.

Plagiarism Policy

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Classroom etiquette

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Eating and drinking are not allowed during lectures

Late Submission

Assignments are due on the submission date. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score.

Cell Phones

Note cell phones are to be turned off during class. Any calls, text messages, SMS made or received during class will result in your being noted as absent from class.

Re-sit Examinations

There will be no re-sit examinations administered for any quiz, mid-term or final examination.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

contact the course director so that appropriate arrangements can be made.

Disclaimer

It is your responsibility to read and understand the laws, rules, policies, and procedures, which while they could affect your grade for the course, have not been specifically outlined in this course syllabus. These are contained in the *St. George's University Student Manual*.

I reserve the right to change the content or requirements in any way as circumstances present themselves during the scheduled duration of this course.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.



St George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

Course Code, Title and Number of Credits: ARTS105_IntrotoFineArt_AMains_Fall2020

Days and Times: Mondays 5:30p.m. – 8:30 p.m.

Semester and Year: Fall 2020

Pre-requisite(s):

Classroom Location: Online

Course Director Name: Asher Mains

Course Lecturer Name(s): Asher Mains

Course Director Contact Information: amains@sgu.edu

Course Lecturer(s) Contact Information: amains@sgu.edu

Course Director Office Hours: TBA

Course Lecturer(s) Office Hours: M – F, 8:00am – 8:00pm, on Zoom, by appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description:

This course is designed as a survey course with an emphasis on studio practice. Students will work with a variety of media within the disciplines of sculpture, drawing, painting, and new media. Students will have a framework and broad foundation for thinking and practicing art particularly from the perspective of the Caribbean. Readings will have the goal of contextualising a critical thought process to a local art practice.

Course Objectives:

Upon completion of the course students will have an introductory understanding of a broad range of topics and studio practices. Students will be able to:

1. Critically analyse/critique artwork whether it's a historical piece, their classmates' or their own
2. Discuss their process in creating a work with reference to their creative strategies and decision-making.
3. Evaluate art as a visual record of the history of thought

4. Execute pieces of art with an understanding of design principles and different technical skills.
5. Determine the interpretation of visual art based on historical context

Program outcome:

PO.1- Critically analyze global and regional issues.

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2016/2017, page 24) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone, else which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honour Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Required Background

There are no prerequisites for this course except reading apprehension at a college level, a willingness to think critically and a willingness to try new skills/strategies.

Readings

There will be readings that will help frame class discussions. As much as possible, readings will be made available online in the interest of conserving resources and for the student to read/print out themselves if they would rather have a hard copy.

Course Organisation

We will examine different studio practices such as sculpture, drawing, and painting as well as how to synthesize them and use technology to further explore art. Each week will build on the last with an emphasis on process over product.

Each class will focus on a set of design principles or conceptual models as well as looking at art and artists in order to form a foundational approach to making and consuming art.

August 24th: Introductions

Sculpture

August 31st: Intro to Aesthetic, Elements of 3-D design, Paper Sculptures

September 7nd: Aesthetics continued, Wire Sculptures

September 14th: Intro to Conceptual Frameworks, Assemblage

September 21th: The human figure in sculpture, Tape Sculptures

Drawing

September 28rd: Elements of 2-D design, Mark Making

October 5th: Drawing from the Right Side of the Brain

October 12th: No Class - Midterms

October 19th: Drawing from Observation, Still Life

Painting

October 26st: Colour Theory, Colour Wheel

November 2nd: Composition, Painting a Landscape

November 9th: Perspective, Painting Still life in non-naturalistic colours

Synthesising

November 23rd: Synthesising - Work on Final Projects

November 30th: Final Project Presentations

Grading

This course combines lectures with studio time and the grading will be spread over effort made in both. Class discussions, attendance and critique of other work will count as participation. Tardiness will affect your grade for each class period by half a grade point for every 10 minutes late. Artwork will be graded on receptivity to instruction, engaging with concepts, and ability to discuss process in execution.

Participation: 20%

Assignments: 30%

In class assignments: 40%

Final Project 10%

Technology

Technology is an integral part of our lives and while we may use technology in class to look something up or for other class related activities, frivolous use of technology (i.e. texting friends or scrolling on facebook) will not be accepted and will count against your participation grade. As adults we will always be in situations where we have to negotiate our responsibility with our attention and this is an ideal environment to practice this.

Addendum

We will be looking at different periods of art history while dealing with concepts from different perspectives. Some of the perspectives or concepts may be contrary to the students' personal beliefs. However, it is the position of this course to critically engage with different ideas in the Aristotlian tradition, "It is the mark of an educated mind to be able to entertain a thought without accepting it."

There may be occasions in the course of this semester where nudity will be presented while discussing artwork or as part of in-class assignments. Students are expected to be aware of this and to interact in a professional manner should this content arise.

The syllabus is subject to change at the discretion of the instructor in the interest of time and use of energy.



St. George's University
School of Arts and Sciences
Department of **Biology, Ecology & Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL101: Anatomy & Physiology I
Number of Credits: 4
Days and Times: 8:30 AM to 10:00 AM – Mon, Wed & Fri
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): n/a

Course Lecturer Name(s): Dr. Chrystal Antoine-Frank
Dr. Woongkee Baek
Dr. Geobrina Hargrove
Dr. Montalbano Micheal
Dr. Rachael George
Dr. Elio Plevneshi

Course Director: Dr. Chrystal Antoine-Frank
Associate Course Director: Dr. Woongkee Baek
Secretarial Staff: Ms. Maisha Archibald

myarchibald@sgu.edu

Course Lecturer(s) Contact Information:

Dr. Chrystal Antoine-Frank cantoinef@sgu.edu
Dr. Geobrina Hargrove ghargrove@sgu.edu
Dr. Montalbano Micheal mmontall1@sgu.edu
Dr. Rachael George rgeorge@sgu.edu
Dr. Elio Plevneshi eplevne1@sgu.edu
Dr. Woongkee Baek wbaek1@sgu.edu

Course Director Contact Information: N/A
Course Lecturer(s) Office Hours: TBA
Course Director Office Hours: TBA

Course Lecturer(s) Office Location: Department of Anatomical Sciences

Course Director Office Location: Department of Anatomical Sciences

Course Support: Maisha Archibald, myarchibald@sgu.edu, Ext.

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Anatomy & Physiology I (BIOL101) is a 4-credit course administered by the Department of Anatomical Sciences at St. George's University, Grenada. BIOL101 is the first in a series of two introductory course to anatomy and physiology, with the other being BIOL202. BIOL101 begins with the basic anatomical terminology and builds a foundation of cellular physiology, basic histology and embryology knowledge. The course continues the student's introduction to the structure and function of the human body with a focus on the musculoskeletal, respiratory, cardiovascular and digestive systems. The student's basic understanding of the anatomy and physiology of the human body will continue to develop throughout the delivery of the course. Students will continue to learn and apply their knowledge of human anatomy and physiology to normal, healthy individuals as well as clinical correlations that are relevant to the health sciences.

Course Objectives:

Course objectives are a detailed list of learning objectives given to the students for each lecture topic of the course and linked to the required textbook. Course objectives are detailed as below.

Pre-Midterm objectives

Introduction

Medical Terminology & Imaging

1. Define the terms anatomy and physiology. [2](#)
2. Describe the anatomical position and the orientation of the body parts in this position. [13](#)
 - a) Describe the various regions of the body and their relationship to one another. [13](#)
3. List and describe the directional terms used to locate body structures. [14-16](#)
4. Define the anatomical planes and sections as well as the axis of movements. [16-17](#)
5. Describe the major body cavities and their contents: [18-21](#)
 - a) Describe the cranial and vertebral cavity boundaries and their general contents. [18](#)
 - b) Describe the thoracic cavity, the subdivisions, boundaries and their general contents. [18-19](#)
 - c) Describe the abdominopelvic cavity, the subdivisions, boundaries and their general contents. [20-21](#)
 - d) Discuss the membranes that line the major body cavities. [20](#)
6. Describe the principles and importance of the following medical imaging procedures. [22-25](#)
 - a) Radiography
 - b) Magnetic Resonance Imaging
 - c) Computed Tomography
 - d) Ultrasound
 - e) Angiography
 - f) Positron Emission Tomography
 - g) Endoscopy
7. Identify normal anatomical structures in radiographs, magnetic resonance imaging, computed tomography, angiography and ultrasound.

Basic Tissues

1. Describe the general characteristics of the four major categories of tissues. 107
 - a) Describe the general features of epithelial tissue, their location and basic structure/classification. 110-121
 - b) Describe the general features of connective tissue, their location and basic structure/classification. 122-133
 - c) Describe the general features of muscle tissue, their location and basic structure/classification. 135-137
 - d) Describe the general features of neurons, their location and basic structure. 137

Cell Physiology

1. Identify the three main parts of the cell. 61
2. Describe the basic structure and function of the cytoplasm, cytosol and the following organelles: centrosome, cilia and flagella, ribosome, endoplasmic reticulum, golgi complex, lysosome, mitochondria, and nucleus. 77-88
3. Describe the composition of a cell membrane. 62-63
 - a) Explain the concepts of membrane fluidity and permeability. 64
 - b) Explain the concept of concentration and electrical gradients and their contribution to the formation of electrochemical gradients. 64-65
4. Describe the various types of transport across the cell membrane. 65-74
 - a) Describe the passive processes of simple and facilitated diffusion. 65-67
 - b) Define and describe osmosis and osmotic pressure. 68-69
 - c) Describe active transport and the three types of vesicular transport. 70-74

Excitable Tissue

1. Describe the morphology of the nerve cell. 406-408
2. Describe the various types of ions channels and their role in diffusion and maintaining equilibrium potentials. 416-418
3. Define resting membrane potential and explain the ionic basis for this potential. 418-420
4. Explain graded potentials and their role in overall signal transmission. 420-421
 - a) Explain the concept of hyperpolarization and depolarization graded potentials. 420
 - b) Explain the concept of summation. 420
5. Describe the ionic events of an action potential. 422-424
 - a) Define the terms subthreshold, threshold and suprathreshold stimuli. 422
 - b) Define the all-or-nothing principle. 424
 - c) Describe the events within the depolarization, repolarization, after-repolarization and refractory periods. 424-425
6. Explain the process of propagation of action potentials and the factors that can affect this process. 424-426
7. Explain the events of signal transmission at electrical and chemical synapses. 428-431
8. Define the terms excitatory and inhibitory post-synaptic potentials. 431
 - a) Explain the concept of spatial and temporal summation of these potentials and the possible outcomes. 433-434
9. Describe difference between ionotropic and metabotropic neurotransmitter receptors. 431

Muscle Physiology

1. Explain the structural differences and compare the special properties of the three types of muscle tissue. 294-295
2. Explain the gross and microscopic anatomy of skeletal muscle tissue. 295-303
 - a) Describe the connective tissue compartments, vascular and nervous supply. 295-297
 - b) Define and explain the role of tendons and an aponeurosis. 295-297

- c) Describe the microscopic arrangement of the various intracellular components found in a muscle cell. [295-298](#)
- d) Describe the various proteins; structural, regulatory and contractile, found in muscle cells. [300-302](#)
- 3. Outline the steps involved in the sliding filament theory for muscle contraction and how muscle contraction affects the structure of the sarcomere. [304-306](#)
 - a) Explain the concept of excitation-contraction coupling and the length-tension relationship. [306-309](#)
- 4. Explain the steps involved in the generation of muscle contraction from the neuromuscular junction. [309-312](#)
- 5. Briefly compare the general features of slow oxidative, fast oxidative-glycolytic and fast glycolytic muscle fibre types. [318-319](#)
- 6. Describe the main structural and functional characteristics of cardiac and smooth muscle and how they differ from skeletal muscle. [321-322](#)
- 7. Describe the microscopic anatomy of smooth muscle. [322](#)
- 8. Outline how smooth muscle contracts and compare it to contraction in skeletal muscle. [322-323](#)

Introduction to Human Development

- 1. Differentiate between embryological development and fetal development. [1108](#)
- 2. Describe the major events that occur during the first week of development. [1108-1112](#)
- 3. Describe the major events that occur during the second week of development. [1113-1115](#)
- 4. Describe the major events that occur during the third week of development. [1115-1119](#)
- 5. Describe the development of the Placenta [1119 - 1121](#)
- 6. Describe the major events that occur during the fourth week of development. [1121-1123](#)
- 7. Discuss development of the embryo from the fifth week through eighth week. [1123](#)
- 8. Describe the major events of the fetal period. [1124-1125](#)

Skeletal System

Overview and Axial Skeleton

- 1. Describe the two subdivisions of the skeletal system. [195](#)
- 2. Describe how bones are classified based on their shape and/or location. [197](#)
 - a) Describe the two major types of surface markings found on these bones. [197-198](#)
- 3. Identify and name the cranial bones and their general features: [199-208](#)
 - a) Frontal
 - b) Parietal
 - c) Temporal
 - d) Occipital
 - e) Sphenoid
 - f) Ethmoid
- 4. Identify and name the facial bones: [208-209](#)
 - a) Nasal
 - b) Lacrimal
 - c) Palatine
 - d) Inferior nasal conchae
 - e) Vomer
 - f) Maxilla
 - g) Zygomatic
 - h) Mandible
- 5. Describe the general features of the skull such as the cranial sutures and paranasal sinuses. [211- 213](#)
- 6. Describe the general structure and regions of the vertebral column. [215-218](#)
 - a) Identify the normal curvatures of the spine. [215-216](#)

- b) Describe the structure of typical vertebrae. [217-218](#)
- c) Describe the importance of intervertebral discs. [217](#)
- 7. Identify the key features of typical cervical, thoracic, and lumbar vertebrae. [218-222](#)
- 8. Identify the key features of the sacrum and coccyx. [222-225](#)
- 9. Identify the various parts of the sternum and ribs. [225-228](#)
- 10. Briefly describe the development of the skeletal system. [255-257](#)

Appendicular Skeleton & Joints

1. Identify the bones of the pectoral girdle. [235-237](#)
 - a) Identify the surface markings of the clavicle and scapula. [235-237](#)
2. Identify the bones and important surface markings of the upper limb. [238-243](#)
 - a) Humerus
 - b) Ulna
 - c) Radius
 - d) Carpal bones
 - e) Metacarpals
 - f) Phalanges
3. Identify the bones of the pelvic girdle. [243-245](#)
 - a) Identify the surface markings of the ilium, ischium, and pubis. [243](#)
 - b) Describe the difference between a false and true pelvis. [245-247](#)
4. Identify the following bones of the lower limb and briefly describe important surface markings of each. [247-253](#)
 - a) Femur
 - b) Tibia
 - c) Fibula
 - d) Tarsal bones
 - e) Metatarsals
 - f) Phalanges
5. Explain the structural and functional classification of joints. [261](#)
6. Describe the three types of fibrous joints and give examples of where they are found in the body. [261-263](#)
7. Describe the two types of cartilaginous joints and give examples of where they are found in the body. [263](#)
8. Describe the structure of synovial joints. [264-266](#)
 - a) Explain the typical blood and nerve supply to synovial joints. [266](#)
 - b) Explain the importance of bursae and tendon sheaths. [266](#)
9. List and describe the types of movements that occur at synovial joints. Give examples of where these movements occur in the body. [266-271](#)
10. List and describe the types of synovial joints and give examples of their locations in the body. [271-273](#)
 - a) Describe the anatomical components of the shoulder joint. [278-280](#)
 - b) Describe the anatomical components of the elbow joint. [281](#)
 - c) Describe the anatomical components of the hip joint. [282-283](#)
 - d) Describe the anatomical components of the knee joint. [284-287](#)

Muscular System

Overview & Head and Neck

1. Briefly describe the development of muscle tissue. [325](#)
 - a) Define the terms myotome, dermatome and sclerotome. [325](#)
2. Describe the relationship between the muscular and skeletal systems, and how that translates to movement.

- a) Define the terms origin and insertion. [331](#)
- b) Define the terms lever, fulcrum and load. [332](#)
- c) Define the terms prime mover/agonist, antagonist and synergist. [333-334](#)
- 3. Describe the different fascicle arrangements of muscles. [332-334](#)
- 4. Explain the naming criterion for muscles. [335-336](#)
- 5. List and describe the action for the muscles of mastication, eye movements, facial expression and general movements of the head. [339-349](#)

a. Occipitofrontalis	h. Sternocleidomastoid
b. Obicularis oculi	i. Lateral, medial, superior and inferior rectus
c. Obicularis oris	j. Superior and inferior oblique
d. Zygomaticus major & minor	k. Temporalis
e. Buccinator	l. Masseter
f. Mentalis	m. Medial and Lateral Pterygoid
g. Platysma	n. Suprahyoid and Infrahyoid muscles

Back, Upper Limb, Thoracic & Abdominal Wall

- 1. Identify the following muscles of the back and describe their action: [379-382](#)
 - a) Erector Spinae group
 - b) Splenius
 - c) Transversospinales group
- 2. Identify the following muscles of the thorax, shoulder and upper arm and describe their action: [360-367](#)

a. Pectoralis Major & Minor	i. Supraspinatus
b. Serratus Anterior	j. Infraspinatus
c. Trapezius	k. Teres Major & Minor
d. Levator Scapulae	l. Coracobrachialis
e. Rhomboid Major & Minor	m. Biceps Brachii
f. Latissimus Dorsi	n. Brachialis
g. Deltoid	o. Triceps Brachii
h. Subscapularis	
- 3. Identify the forearm muscle compartments and describe the overall action of the muscles within those compartments. [370-374](#)
- 4. Identify the thenar, hypothenar and intermediate muscle groups of the hand. [375-378](#)

Abdomen, Pelvis and Lower Limb

- 1. Identify and describe the actions of the following muscles of the abdomen. [351-356](#)
 - a) Rectus Abdominis
 - b) External and Internal Oblique
 - c) Transverse Abdominis
 - d) Diaphragm
 - e) External and Internal Intercostals
- 2. Identify the following muscles of the gluteal and pelvic regions and describe their action: [383- 387](#)
 - a) Iliopsoas
 - b) Gluteus Maximus
 - c) Gluteus Medius
 - d) Gluteus Minimus
 - e) Tensor Fascia Latae
 - f) Piriformis
 - g) Levator ani

3. Identify the following muscles of the thigh and describe their action: 389-390

- | | |
|--------------------|-----------------------|
| a. Adductor Longus | h. Vastus Lateralis |
| b. Adductor Brevis | i. Vastus Medialis |
| c. Adductor Magnus | j. Vastus Intermedius |
| d. Gracilis | k. Semimembranosus |
| e. Pectineus | l. Semitendinosus |
| f. Sartorius | m. Biceps Femoris |
| g. Rectus Femoris | |

4. Identify the lower leg muscle compartments and describe the overall action of muscles within these compartments. 391-395

Post-Midterm objectives

Respiratory System

Anatomy

1. List the organs of the respiratory system. 851
 - a) Differentiate between the upper and lower respiratory system. 851
 - b) Differentiate between the conducting and respiratory zones of the respiratory system. 851
2. Describe the gross anatomy and functions of the nose. 853-856
 - a) Describe the nasal cavity. 855
 - b) Describe the components of the nasal septum. 855
 - c) Identify and describe the function of the nasal conchae and choanae. 855
3. Describe the gross anatomy and function of the pharynx. 856
4. Describe the gross anatomy and function of the larynx. 856-859
 - a) List the cartilages of the larynx. 857-858
 - b) Identify the epiglottis, the glottis and rima glottidis. 858-859
 - c) Identify the vestibular and vocal folds and describe how they interact to produce phonation. 859-860
5. Describe the gross anatomy and function of the trachea. 860-862
6. Outline the branching of the bronchial tree and respiratory zone and describe the anatomical changes that happen as this branching occurs. 861-863
7. Briefly describe respiratory epithelium and the changes of epithelium within the entire respiratory system. 861-868
8. Describe the gross anatomy of the lung and pleural membranes. 863-865
 - a) Discuss the difference between lobes, lobules, and bronchopulmonary segments. 865
 - b) List the fissures of the lungs. 865
 - c) Discuss the difference of the parietal and visceral pleura. 863
9. Describe the structure of alveolar sacs and individual alveoli. 866
 - a) List the cells of alveoli and their function. 866-867
 - b) Describe the layers of the respiratory membrane. 866-867
10. Describe the blood supply to the lungs. 868-869

Physiology

1. Define pulmonary ventilation, external and internal respiration. 869, 876-878
2. Relate Boyle's Law to the events of inspiration and expiration. 869-872
 - a) List the muscles that assist with inspiration. 870-872
 - b) Describe the changes in intrapleural and alveolar pressure during inspiration and expiration. 870-872

3. Briefly discuss how surface tension, compliance of the lungs and airway resistance affects ventilation. [872-873](#)
4. Define and compare the various lung volumes and capacities. [874-875](#)
5. Relate Dalton's and Henry's Laws to the events of external and internal respiration. [875-878](#)
 - a) Describe the process of gas exchange in the lungs and tissues. [875-878](#)
6. Explain how oxygen is transported in the blood. [878-882](#)
 - a) Explain the role of hemoglobin and its relationship with pO₂. [880](#)
7. Explain how carbon dioxide is transported in the blood. [882-883](#)
 - a) Describe the three main forms for which carbon dioxide is transported in the blood. [882-883](#)
8. Describe the regulation and control of respiration. [884-888](#)
 - a) Briefly outline the areas of the brainstem that control breathing. [884-885](#)
 - b) Explain the cortical influences on breathing. [885](#)
 - c) Describe the location of central and peripheral chemoreceptors and their role in the regulation of breathing. [886-887](#)
 - d) List the remaining influences on breathing. [887-888](#)
9. Outline the development of the respiratory system. [889-890](#)

Cardiovascular System

Anatomy

1. Describe the location, size and orientation of the heart. [696-697](#)
2. Describe the structure of the pericardium and the layers of the heart wall. [697-698](#)
3. Describe, in detail, the features of all of the chambers of the heart. [698-703](#)
 - a) Include internal features within each chamber.
 - b) Describe the location and structure of the valves of the heart. [698-702](#)
 - c) Describe the structure and function of the fibrous skeleton. [703](#)
4. Name and locate the veins (SVC, IVC, coronary sinus) that carry blood back to the heart into the atria. [704, 706, 708](#)
5. Name and locate the arteries (pulmonary trunk and aorta) that carry blood away from the heart. [704, 706, 708](#)
6. Briefly describe the systemic and pulmonary circulations and outline the vessels involved. [705-707](#) (Fig. 20.7), [763, 798](#)
7. Describe the coronary circulation and outline the path of blood through this particular circulation, including the arteries and veins. [707-708, 763](#)
8. Describe the basic structure of a typical blood vessel. [738-740](#)
 - a) Outline, in detail, the changes in the structure of the blood vessels throughout the circulatory system. [738-745](#) (Table 21.1)
9. Identify the following arterial vessels of the systemic circulation: [762-780](#)
 - a) Arch of the aorta
 - i) Brachiocephalic trunk
 - ii) Right and left common carotid
 - iii) Right and left subclavian
 - b) Thoracic aorta
 - i) Pericardial
 - ii) Bronchial
 - iii) Posterior intercostals and subcostal
 - iv) Superior phrenic
 - c) Abdominal aorta
 - i) Inferior phrenic
 - ii) Celiac trunk
 - iii) Superior mesenteric
 - iv) Suprarenal and renal

- v) Gonadal
 - vi) Inferior mesenteric
 - vii) Common, external and internal iliac
 - d) Upper limb
 - i) Subclavian
 - ii) Axillary
 - iii) Brachial
 - iv) Radial
 - v) Ulnar
 - vi) Superficial and deep palmar arches
 - e) Lower limb
 - i) External iliac
 - ii) Femoral and deep femoral
 - iii) Popliteal
 - iv) Anterior and posterior tibial
 - v) Fibular
 - vi) Dorsalis pedis
 - vii) Plantar – metatarsal and digital
 - viii) Dorsal - metatarsal and digital
 - f) Head and neck
 - i) Common carotid
 - ii) External and internal carotid
 - iii) Vertebral
 - iv) Basilar
 - v) Circle of Willis
10. Identify the following venous vessels in the systemic circulation: [782-795](#)
- a) Head and neck
 - i) Vertebral
 - ii) Internal and external jugular
 - iii) Subclavian
 - iv) Brachiocephalic
 - b) Upper Limb
 - i) Radial
 - ii) Ulnar
 - iii) Brachial
 - iv) Axillary
 - v) Subclavian
 - vi) Cephalic
 - vii) Basilica
 - c) Thorax
 - i) Azygos
 - ii) Hemiazygos
 - iii) Accessory hemiazygos
 - d) Abdomen
 - i) Internal and external iliac
 - ii) Common iliac
 - iii) Gonadal
 - iv) Suprarenal and renal
 - v) Lumbar
 - vi) Hepatic
 - vii) Inferior vena cava

- e) Lower Limb
 - i) Anterior and posterior tibial
 - ii) Popliteal
 - iii) Femoral
 - iv) Great and small saphenous
11. Briefly review the structural and functional characteristic of cardiac muscle tissue. [709-710](#)

Physiology

12. Outline the autorhythmic fibers of the conduction system and describe the location of these fibers within the heart walls.
- a) Discuss the pacemaker potential. [711](#)
 - b) Outline the sequence of events on an action potential in a ventricular contractile cell. [711-714](#)
13. Define electrocardiogram, systole and diastole. Trace a typical ECG and label each wave or complex and discuss the timing and route of an action potential through the conduction system and myocardium. [714-715 \(Fig 20.12\)](#)
- a) Discuss the P-Q and Q-T intervals. [714](#)
 - b) Discuss the S-T segment. [714](#)
14. Describe the pressure and volume changes that occur during the cardiac cycle. [717-718](#)
15. Define the heart sounds S1 and S2 and discuss the phase of the cardiac cycle at which they occur and the event that produces the sound. [718](#)
16. Define cardiac output, heart rate and stroke volume. [712-713](#)
- a) Define and discuss the factors that regulate stroke volume. [720-721](#)
 - i) Define the Frank-Starling Law and how it applies to preload. Discuss the result of an increase and decrease in heart rate on EDV and stroke volume.
 - ii) Discuss how myocardial contractility can be modified, and the role the autonomic nervous system plays in this.
 - iii) Discuss the role that elevated blood pressure and atherosclerosis has on afterload.
17. Outline the factors that regulate heart rate and blood pressure. [721-722, 752-756](#)
- a) Briefly describe the location of the cardiovascular center. [721, 752](#)
 - b) List the location of sensory receptors that provide input to the cardiovascular center and describe their role. [721, 752-755](#)
 - c) Briefly outline the roles of epinephrine and norepinephrine with respect to heart rate and blood pressure. [721, 755](#)
 - d) Outline the roles of other hormones with respect to blood pressure. [755](#)
 - e) Explain the concept of autoregulation with respect to blood flow. [755-756](#)
 - f) Define the terms tachycardia and bradycardia. [721, 756](#)
18. Explain the factors that regulate blood flow. [752-756](#)
- a) Define blood pressure, systolic and diastolic blood pressure and describe the changes in these values as you progress through the circulatory system. [756-757](#)
 - b) Discuss the concept of vascular resistance and how changes in this can occur. [750](#)
 - c) Define venous return and discuss the main components involved in venous return. [750-751](#)
 - d) Discuss velocity of blood flow and the change of it as you progress through the circulatory system. [751-752](#)
19. Discuss the development of the heart. [726-727](#)
- a) Describe the following congenital defects: [730-731](#)
 - i) Coarctation of the aorta
 - ii) Patent Ductus Arteriosus
 - iii) Septal defects
 - iv) Teratology of Fallot
20. Describe the development of blood vessels. [801-802](#)

Digestive System

Anatomy

1. List the organs that constitute the digestive tract/alimentary canal. List the accessory digestive organs. [899](#)
2. Identify the various functions of the digestive system. [899-900](#)
3. Discuss the structure and function of the layers that form the wall of the digestive tract. [900-902](#)
4. Describe the location of the enteric nervous system and their relationship to the wall of the digestive tract. Discuss the role this nervous system plays in the movement of food through the digestive tract. [902-903](#)
 - a) Briefly discuss how the autonomic nervous system can affect the enteric nervous system.
5. Explain the significance of peritoneal and mesenteric extensions within the abdomen. [903-904](#)
 - a) Define the terms retroperitoneal and intraperitoneal and list the organs that belong in each category.
 - b) List the five major peritoneal folds and their relationship to each other and the abdominal organs. [903](#)
6. Outline the following features of the mouth and oral cavity. [905-906](#)
 - a) Oral vestibule and oral cavity
 - b) Fauces
 - c) Hard and soft palate
 - d) Palatoglossal and palatopharyngeal arches
 - e) Uvula
7. Discuss the general function, composition and location of the salivary glands. [906-908](#)
 - a) Outline the location of the three major salivary glands, their corresponding ducts and openings within the oral cavity.
 - b) Describe the small salivary glands of the tongue and mouth.
 - c) Briefly discuss the control of salivation.
8. Describe the overall structure of the tongue, including the overall function of the extrinsic and intrinsic muscles. [908](#), [911 \(Table 24.1\)](#)
9. Review the regions of the pharynx (from the respiratory system) and its connection with the esophagus. [911](#)
10. Describe the location and macroscopic structure of the esophagus. [911](#)
 - a) Briefly describe the microstructure of the esophagus, including the composition of the layers.
 - b) Locate the two esophageal sphincters and explain their significance.
11. Describe the location, general functions, gross anatomical and microscopic description of the following organs of the digestive system. Include a description of their spatial arrangement to each other within the abdomen and any specialized features. [914-941](#)
 - a) Stomach
 - b) Pancreas
 - c) Liver and Gallbladder
 - d) Small intestine
 - e) Large intestine
12. State the location and secretion products of the specialized cells found in the following organs of the digestive system: [914-919](#), [920-922](#), [927-941](#)
 - a) Stomach
 - b) Pancreas
 - c) Small Intestine
 - d) Large Intestine
13. Discuss the functional cells of the liver, the bile duct system and sinusoids. [922-925](#)
 - a) Outline the organization of a hepatic lobule, portal lobule and hepatic acinus.
14. Briefly discuss the external and internal features of the gallbladder and its relationship to the liver. [922-923](#), [925](#)

- a) Outline the flow of bile from the liver and gallbladder into the small intestine. [922-924](#)
- 15. Outline the blood supply to the organs of the digestive tract. Include the branches from the following arteries: [776-777](#)
 - a) Celiac Trunk
 - b) Superior Mesenteric
 - c) Inferior Mesenteric
- 16. Outline the venous drainage of the digestive system. [796](#)
 - a) Discuss the components of the portal triad.

Physiology

- 17. Discuss the process of mechanical and chemical digestion that occurs in the mouth. [911](#)
 - a) Define the term mastication. [911](#)
 - b) Discuss the composition of saliva and its role in the chemical breakdown of food. [907-908, 911](#)
- 18. Define and describe the three phases of deglutition. [913-914](#)
- 19. Review the structure of the mucosa of the stomach and associated cells. Describe their role in mechanical and chemical digestion within the stomach. [916-917](#)
 - a) Describe the function of mucus, hydrochloric acid, intrinsic factor, pepsinogen, gastric lipase and gastrin
- 20. Discuss the composition of pancreatic juice and its role in the chemical digestion. [921-922](#)
 - a) Describe the function of pancreatic amylase, trypsin, chymotrypsin, carboxypeptidase, pancreatic lipase, ribonuclease and deoxyribonuclease.
- 21. Discuss the role of bile in chemical digestion. [926](#)
- 22. Outline the various functions the liver provides within the digestive system. [926](#)
- 23. Review the structure of the mucosa of the small intestine and associated cells. Describe their role in mechanical and chemical digestion within the digestive system. [927-932](#)
 - a) Describe the function of maltase, sucrose, lactase, enterokinase, and peptidase.
 - b) Outline how the end products of carbohydrates, protein and lipid digestion are absorbed within the small intestine. [932-936](#)
- 24. Review the structure of the mucosa of the large intestine and associated cells. Describe their role in mechanical and chemical digestion within the digestive system. [939-941](#)
 - a) Outline the process of absorption and feces formation within the large intestine. [941](#)
- 25. Outline the three phases of digestion and describe the major hormones and neural components that govern these phases. [943-945](#)
- 26. Discuss the development of the digestive system. [945](#)

Student Learning Outcomes:

On the completion of this course, students will be able to:

- (i) Familiarize and identify anatomical terminology, structures of skeletal system, muscular system, respiratory system, cardiovascular system and digestive system
- (ii) Describe the gross human anatomy and the function
- (iii) Understand the mechanical physiology of the skeletal and muscular system
- (iv) Identify and describe the histology of skeletal, muscular, respiratory, cardiovascular and digestive system
- (v) Understand the basic human physiology of respiratory, cardiovascular and digestive system
- (vi) Apply the basic principles of human anatomy and physiology to understand the pathology examples used in the classes

Program Outcomes Met by This Course:

Ability to identify and describe anatomical structure and apply the knowledge to understand the role of each system covered in the function of the human physiology.

Demonstrate knowledge and skills to identify structures in the labs which will prepare students in building the foundation of the human anatomy.

SAS Grading Scale:

Grades are awarded objectively based on points earned in the course. A higher letter grade may be missed (or gained) by a tenth of a point. **The course director cannot curve grades and there are no options for extra points. All grades are final based on points earned during the term. Please do not send emails or seek appointments to discuss this issue.** Grade appeals will only be considered if an error has been made in recording or calculation, and should be brought to the attention of the Course Director a minimum of a week Exams 2 and 4.

Grades will be assigned as follows:

Raw Points	Letter Grade	%
233 – 260	A	89.5-100
220 – 232	B+	84.5-89.49
207 – 219	B	79.5-84.49
194 – 206	C+	74.5-79.49
181 – 193	C	69.5-74.49
169 – 180	D	64.5-69.49
≤168	F	≤64.49%

Course Materials:

- Textbook: *Tortora & Derrickson: Principles of Anatomy and Physiology, 15th Edition*
- Lecture Handouts

The textbook and the lecture notes are meant to serve as the primary source for all necessary knowledge in this course. Successful students will become familiar with the textbook, read and review required sections, and use the text to complete course learning objectives.

Course Grading Requirement:

Assessment	Points	%
Exam 1	50	19.2
Exam 2	50	19.2
Exam 3	50	19.2
Exam 4	50	19.2
Lab Quizzes (5)	50	19.2
Weekly Lecture summaries	5	2
Professionalism	5	2
Total	260	100

Course Requirements:

Students will be required to:

- be prepared for class by doing the necessary readings;
- contribute thoughtful ideas to class discussions and engage in constructive debate;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by if you do not understand, ask the instructor and;

(v) students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

Course Schedule:

Week	Date	Topic/Exercises	Assignments/Reading
1	Aug 17, 2020	Course Introduction	
	Aug 19, 2020	1. Medical Terminology and Imaging	Read pgs. 2 – 25 in text
	Aug 21, 2020	2. Basic Tissues	Read pgs. 107–137 in text
			Weekly Lecture Summary
2	Aug 24, 2020	3. Cell Physiology	Read pgs. 61–74 in text
	Aug 26, 2020	4. Excitable Tissue	Read pgs 406-431 in text
	Aug 28, 2020	5. Muscle Physiology I	Read pgs. 294-323 in text
			Weekly Lecture Summary
3	Aug 31, 2020	6. Muscle Physiology II	Read pgs. 294-323 in text
	Sept 02, 2020	Buzz Group I	
	Sept 04, 2020	Exam I Review (via Zoom)	Weekly Lecture Summary
4	Sept 07, 2020	Exam I	
	Sept 09, 2020	7. Introduction to Human Development	Read pgs. 1108-1125 in text
	Sept 11, 2020	8. Skeletal System: Axial Skeleton	Read pgs. 195-257 in text
			Weekly Lecture Summary
5	Sept 14, 2020	9. Skeletal System: Appendicular Skeleton & Joints	Read pgs. 235-287 in text
	Sept 16, 2020	10. Muscular System: Head and Neck	Read pgs. 325-378 in text
	Sept 18, 2020	11. Muscular System: Back, Thoracic, Upper Limb & Abdominal Wall	Read pgs. 379-378 in text
			Weekly Lecture Summary
	Sept 21, 2020	12. Muscular System: Abdomen, Pelvis &	Read pgs. 351-395 in text

6		Lower Limb	
	Sept 23, 2020	Lab 1: Musculoskeletal System	
	Sept 25, 2020		Weekly Lecture Summary
7	Sept 28, 2020		
	Sept 30, 2020	Lab 2: Musculoskeletal System	
	October 02, 2020	Exam 2 Review (via Zoom)	
8	EXAM 2		
9	October 12, 2020	13. Respiratory System I	Read pgs. 851-890
	October 14, 2020	14. Respiratory System II	
	October 16, 2020	15. Respiratory System III	
			Weekly Lecture Summary
10	October 19, 2020	16. Cardiovascular System I	Read pgs. 696-802 in text
	October 21, 2020	Lab 3: Cardiovascular & Respiratory Systems	
	October 23, 2020	17. Cardiovascular System II	
			Weekly Lecture Summary
11	October 26, 2020	PUBLIC HOLIDAY - THANKSGIVING	-
	October 28, 2020	18. Cardiovascular System III	Reading as assigned above for Cardiovascular System
	October 30, 2020	19. Cardiovascular IV	
			Weekly Lecture Summary
12	November 02, 2020	Exam 3 Review (Online via zoom)	
	November 04, 2020	EXAM 3	
	November 06, 2020	Buzz 2	
13	November 09, 2020	20. Digestive System I	Read pgs. 899-945 in text
	November 11, 2020	Lab 4: Cardiovascular System	

	November 13, 2020		Weekly Lecture Summary
14	November 16, 2020	21.Digestive System II	Reading as assigned from Digestive Systems above
	November 18, 2020	22.Digestive System III	
	November 20, 2020	23.Digestive System IV	Weekly Lecture Summary
15	November 23, 2020		
	November 25, 2020	Lab 5: Digestive System	
	November 27, 2020	Exam 4 Review (Online via Zoom)	
16	EXAM 4		

Assignments

Lab quizzes – refer to Quizzes and Examinations below

Weekly summaries

They are summaries of the each of the lectures for the assessed week and should be at least a full page/lecture long on official paper with the student's name and ID appended to them. All summaries must be submitted on or before deadline. Failure to submit two or more summaries or consistently late submissions or no assignment submission will result in a reduced grade point. All summaries will be submitted to Ms. Maisha Y. Archibald (MYArchibald@sgu.edu)

Professionalism points

Professional behavior, communication and interpersonal skills will be assessed. It addresses timeliness, compliance, accountability, appearance, interactions, teamwork, motivation and respect. It is anticipated that students will demonstrate professional behavior at all times, and therefore, earn their full professionalism points. Should there be documented evidence of a student's failure to demonstrate expected professional behavior as assessed, he/she may experience loss of all professionalism points.

Quizzes and Examinations

All quizzes and exams will be done via ExamSoft software.

There are 4 online quizzes that will be posted on ExamSoft. There will be two in each half of the course. An announcement will be posted when the quizzes are open and be available for one week. All students must complete the quizzes individually. Your access to these assignments will be recorded and traceable.

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Commented [MOU1]: Please confirm if the weekly summaries are submitted to this email address (Ms. Archibald)

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Commented [MOU2]: Please confirm this is how you plan to conduct these quizzes. Also please let me know if these quizzes are the same as the lab quizzes because if they are different, I need the clarification on how the points of different quizzes are distributed

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The exams each contain ### multiple choice questions on course material presented in each half of the course. The date, time, venue and other details related to the exams will be made available on My Courses. The final exam may be up to ##% cumulative.

Commented [MOU3]: Please confirm how many questions will there be for each examination if it is known

Commented [MOU4]: Please confirm the percentage of cumulative exam if made available for students

There will be 4 examinations, each representing 19.2% of the final grade. Please note that under any circumstance, rounding of the decimal number of the grade will not be allowed. SAS grading scale and policy will be followed. (refer to SAS grade scale above)

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George’s University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George’s University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Late homework assignments will be worth nothing if the answers were discussed in class. Case studies submitted late will be lowered 10 points unless previous permission has been given.

Classroom/Online Etiquette Procedure:

Students must keep up with the readings in both the text and the reading volume and be prepared to discuss the material in class on the assigned days. Read critically, evaluating considering your own experience and knowledge. Each of you has much to contribute and I expect you to do so! Respect Disagreement. People have the right to disagree with you. However, disagreement should never be personal. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Cell phones are to be turned off during class.

IT Issues

Throughout the term, the internet, My Courses or other SGU sites may be down or inaccessible. Please submit the online assignments well in advance of the closing date and do not wait until the last minute. For any internet or My Courses problems, please contact the IT department directly. The Department of Anatomical Sciences is not responsible for any malfunctions of the university network or My Courses site or any of its components.

Professionalism

Professionalism is an important component of your academic life at SGU. In this course, Professionalism addresses timeliness, compliance, accountability, professional appearance, interactions, teamwork, motivation and respect. There are ten points for professionalism which will be awarded at the end of the term, based on the categories listed above. Please remember to address your emails and comments accordingly. Always use your SGU email address in any course correspondence with faculty; we will not reply to any other email. Points will be automatically awarded for appropriate professional conduct. Behavior deemed unprofessional will first be addressed in a meeting with the Course Director and may result in the loss of these points. Continuous, unprofessional behavior will be reported to the Dean of Students for further disciplinary action.

Student Responsibilities

- Attend all lectures and laboratories on time.
- Actively participate in lecture and laboratory activities.
- Ensure your computer and ExamSoft are up to date and in working order.
- In case of an absence due to illness, inform the course director as soon as possible.
- Check your SGU email daily – all course correspondence must use SGU email account.
- Submit online assignments on time – do not wait until the last minute.
- Check posted scores on gradebook – report any possible errors within 2 weeks.
- Ask for assistance at the earliest sign of difficulty.
- Voice your honest feedback on course surveys and evaluations.
- Treat faculty, students and staff with respect.
- Read the course syllabus & be familiar with all policies.
- Read your student SGU handbook.

Virtual class etiquettes

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL200 Botany
Number of Credits: 3
Days and Times: Monday and Wednesday, 4:00 pm to 5:15 pm
Semester and Year: Fall, 2020
Classroom Location: Online Delivery
Pre-requisite(s): n/a

Course Lecturer Name(s): Leon Radix
Course Director Name: **Leon Radix**

Course Lecturer(s) Contact Information: lradix@sgu.edu (WhatsApp # 473-456-0374)
Course Director Contact Information: lradix@sgu.edu

Course Lecturer(s) Office Hours: 10:00 am to 12:00 am (M, W&F)
Course Director Office Hours: 10:00 am to 12:00 am (M, W&F)

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: Caribbean House, 2nd floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introductory botany course. As such, one of the primary goals of the course is to introduce students to the principles and general concepts of botany. In this course, we will cover a broad range of topics including the biology of the plant cell, photosynthesis and respiration, plant organs, plant diversity, and human interactions with plants. We will also take an in-depth look at the plant ecosystems of Grenada. This course has been created to cover these numerous important topics to ensure a foundational knowledge of botany and plant science is achieved.

Botany 200 will be intensive in terms of reading, writing, and self-expression. Students will be expected to verbalize their thoughts and observations from lectures, field trips, and labs during classroom discussions. Students will have numerous opportunities for self-learning in a variety of

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laboratory experiments, presentations, fieldwork, and a paper. Botany is in many ways a visual art, and students will work on illustrating and identifying a variety of plant parts. The formal concepts introduced in this class will be presented by your professor and will be supplemented by group discussions, lab/class activities, and fieldwork.

Course Objectives:

This course is designed to:

1. Provide a general introduction that supports student understanding of the key concepts of botany and plant science including:
 - a. Plant cell biology
 - b. Respiration and photosynthesis
 - c. Genetics
 - d. Evolution and adaptation
 - e. Plant organs
 - f. Plant diversity
 - g. Environmental factors that affect plants
 - h. Human-plant interactions
2. Increase student understanding of the complex plant communities of Grenada and the ecosystems they create.
3. Develop scientific skills including:
 - a. Learn to ask the questions that scientists ask
 - b. Gather, interpret, and communicate quality information
4. Provide the opportunity for students to explore the natural environment to gain first-hand experiences and knowledge of the unique flora of Grenada
5. Demonstrate the importance of botany as an active research field that promotes the understanding of the flora as it relates to the environment and the long-term survival of humankind.

Technical Skills Outcomes:

1. Use the clinometer, densitometer and measuring tape to determine tree height, percentage canopy cover and Diameter at Breast Height (DBH).
2. Use of microscope to observe cell, tissues, organs and other important anatomical features of a plant and prepare annotated diagrams.

Student Learning Outcomes:

Please see Course and Session Learning Outcomes document in the Resources folder.

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific method for designing and conducting controlled field and laboratory experiments, testing hypotheses, collecting and analyzing data, and interpreting and communicating results.

BIOL – PLO2: Apply the scientific method for designing and conducting controlled field and laboratory experiments, and effectively use scientific literature and communicate scientific knowledge.

BIOL – PLO3: Analyze key ecological issues across Planet Earth, with a focus on ensuring long-term species viability, and the health of marine and terrestrial environments.

SAS Grading Scale: Grades will be assigned as follows:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Text: Raven, P. H., Evert, R. F., Eichhorn, S. E. 1999. Biology of Plants 6th ed. W. H. Freeman and Company. New York, New York.

Supplementary Readings/Resources: Hawthorne, W. D., Jules, D., Marcelle, G. 2004. Caribbean Spice Island Plants. Oxford Forestry Institute.

Course Grading Requirement:

This course consists of three exams worth a total of 20 percent of the overall course grade. Exam questions will come from the assigned reading material, class lectures and discussions, guest lectures, and class labs/activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.*

THE REMAINING POINTS TO BE EARNED AS OUTLINED BELOW:

1. Assignment 1 (10 percent)
2. Assignment 2 (10 percent)
3. Assignment 3 (10 percent)
4. Assignment 4 (10 percent)

There will be one formal Saturday field trip in this course that is worth 10 percent of your grade. Saturday fieldtrip attendance is mandatory unless approved by the professor a MINIMUM of 48 hours before the date of the trip. This field trip is integral to student success in this course and will provide first-hand experiences for every student to increase their connection and understanding of the terrestrial ecosystems of Grenada. There will be a field trip paper due for the Saturday trip.

Note: Additional information on field trips, group presentations and labs will be provided during the course.

You will be required to conduct two laboratory-based activities that will account for 10 percent of you overall grade.

There will also be three group presentation activities that will be worth 20 percent each.

Course Requirements:

N/A

Course Schedule:

BIOL 200: 2020 Fall Lecture Schedule			
<i>Note: Schedule is subject to change</i>			
Week		M: Lecture 1	W: Lecture 2
17-Aug	01	Introductions & Syllabus Review	What is Botany
24-Aug	02	Plant Cells	Plant Molecules

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31-Aug	03	Membrane Structure and Function	Group Presentation
7-Sep	04	Catch Up Day	Exam 1
14-Sep	05	Cellular Respiration	Photosynthesis
21-Sep	06	Ethnobotany	Guest Lecture
27-Sep	07	Ethnobotany Group Presentation	Genetics
4-Oct	08	Midterm Exam— likely today	Midterm Exams Week
11-Oct	09	Evolution	Exam 2
18-Oct	10	Plant Diversity I	Plant Diversity II
25-Oct	11	Holiday	Lab 1
1-Nov	12	Seeds, tissues and roots I	Seeds, tissues and roots II
8-Nov	13	Shoots and Secondary Growth	Group Presentation
15-Nov	14	Poisonous Plants of Grenada	Lab II
22-Nov	15	Humans and Plants	Exam 3
29-Nov	16	Final Exam—likely today	Final Exams Week

POLICY INFORMATION

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

This course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 201 Natural History of Grenada
Number of Credits: 3
Days and Times: Monday & Wednesday 1:30 pm to 2:45 pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Stephen Nimrod
Course Director Name: Stephen Nimrod

Course Lecturer(s) Contact Information: snimrod@sgu.edu
Course Director Contact Information: Snimrod@sgu.edu

Course Lecturer(s) Office Hours: Mon & Wed 3:00pm - 5:00pm, Tue & Thu 11:00am - 12:00pm
Course Director Office Hours: Mon & Wed 3:00pm - 5:00pm, Tue & Thu 11:00am - 12:00pm

Course Lecturer(s) Office Location: Caribbean House, Top Floor
Course Director Office Location: Caribbean House, Top Floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: ext. 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will introduce students to the natural history of Grenada through the study of geology, geography, biogeography, flora and fauna. The students will gain an appreciation of the local, natural environment and the processes that lead to the formation of volcanic oceanic islands like Grenada. Examples of how local flora and fauna most likely came to Grenada and establish themselves to form the natural environment will be discussed. Instruction on the identification of major taxonomic groups found in Grenada and the Caribbean will be combined with explanation on how these organisms interact with themselves and their environment. This course introduces students to the natural history of Grenada by viewing specimens, slides, and by taking short field trips to nearby shores and terrestrial areas to engage students actively. This course will provide an

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appreciation of why the unique organisms of our environment are being studied and exploited for research, ecotourism and commercial development, and why these organisms should be protected. The formal concepts introduced in this class will be presented by your lecturer and will be supplemented by group lab/class activities, and field work.

Course Objectives:

Examine Grenada's geographic location and explain how its location influences the islands weather, climate, flora and fauna.

Discuss how geological processes such as plate tectonics gave rise to volcanic oceanic islands like Grenada and island arcs.

Explain the processes whereby volcanic oceanic islands like Grenada received the flora and fauna that colonize the island and are present today as part of the natural environment.

Identify and describe major vegetation types, as well as, terrestrial and marine wildlife found in Grenada and describe aspects of their biology and ecology

Technical Skills Outcomes:

NA

Student Learning Outcomes:

1. Explain the significance of Grenada's geographic location and how its location influences the islands weather, climate, flora and fauna.
2. Discuss how geological processes such as plate tectonics gave rise to volcanic oceanic islands like Grenada and island arcs.
3. Explain the processes whereby volcanic oceanic islands like Grenada received the flora and fauna that colonize the island and are present today as part of the natural environment.
4. Identify major vegetation types, as well as, terrestrial and marine wildlife found in Grenada.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

BIOL – PLO2: Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PLO6: Demonstrate problem solving and critical thinking skills.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

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Course Materials:

Text: NA

Supplementary Readings/Resources:

Caribbean Conservation Association (1991) Grenada Environmental Profile. Island Resources Foundation, Barbados.

Jackson, M.H., 1993. Galápagos, a natural history. University of Calgary press.

Marshall N. (1992) Understanding the Eastern Caribbean and the Antilles: with checklist appended. Th'anchorage Publisher.

Course Grading Requirement:

Exams (100% of grade): This course consists of **Five** exams. Exam questions will come from the assigned reading material, class lectures and discussions, and class labs/activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.*

Assignment/Exam	Percentage of Total Grade
Exams 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Exam 5	20%
	100%

Course Requirements:

NA

Course Schedule:

BIOL 201 Natural History of Grenada Fall 2020 Lecture Plan				
Week	Lect	Day	Date	Lecture Topic
Week 1	1	Mon	17-Aug	Course introduction
	2	Wed	19-Aug	Natural History overview (Grenada Geography)
Week 2	3	Mon	24-Aug	Geology, topography, soils (volcanic vs coral island)
	4	Wed	26-Aug	Climate, weather, seasonality
Week 3	5	Mon	31-Aug	Biogeography (how organisms got here?)
	6	Wed	02-Sep	Sum-up
Week 4	7	Mon	07-Sep	Quiz (1)
	8	Wed	09-Sep	Freshwater sources (rivers, springs, lakes etc)
Week 5	9	Mon	14-Sep	Major natural vegetation (forest to the coast)
	10	Wed	16-Sep	Terrestrial Wildlife in GND Pt 1: How Animals came here?
Week 6	11	Mon	21-Sep	Terrestrial Wildlife in GND Part 2: Ecosystems & Food webs

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	12	Wed	23-Sep	Sum-up
Week 7	13	Mon	28-Sep	Coastal features (coastline, bays, beaches, etc)
	14	Wed	30-Sep	Quiz (2)
Week 8				Mid Term Week
				Mid Term Week
Week 9	15	Mon	12-Oct	Coastal features (marine resources, fisheries)
	16	Wed	14-Oct	Intertidal Organisms (mollusc & Crustaceans)
Week 10	17	Mon	19-Oct	(Mollusc & Crustaceans) FIELD TRIP & Sum-up
	18	Wed	21-Oct	Quiz 3
Week 11	19	Mon	26-Oct	Holiday
	20	Wed	28-Oct	Marine reptiles (Turtles)
Week 12	21	Mon	02-Nov	Marine reptiles (Turtles)
	22	Wed	04-Nov	Sharks & Rays around Grenada
Week 13	23	Mon	09-Nov	Marine Mammals (Whales & Dolphins)
	24	Wed	11-Nov	Sum-up
Week 14	25	Mon	16-Nov	Quiz 4
	26	Wed	18-Nov	Marine Fishes
Week 15	27	Mon	23-Nov	Marine Fishes
	28	Wed	26-Nov	Quiz 5
Week 16				Final Examination Week
				Final Examination Week

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

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Examination Attendance

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Assignment Submission Procedure:

NA

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



**St George's University
School of Arts and Sciences
Department of Biology, Ecology & Conservation**

**BIOL202: Anatomy & Physiology II (4cr.)
FALL 2020**

Course Syllabus

Table of Contents

1. Course Description	2
2. Faculty and Staff	2
3. Communication	2
4. Attendance Policy	3
5. Course Materials	4
6. Components of the Course	4
7. Course Objectives	5
8. My Courses (Sakai)	5
9. Quizzes and Exams	6
10. Grading	7
11. IT issues	8
12. Student Responsibilities	8
13. How to Manage Your Studies	9

1. Course Overview

Anatomy & Physiology II (BIOL202) is a 4 credit course administered by the Department of Anatomical Sciences at St. George's University, Grenada. BIOL202 is a direct continuation of Anatomy & Physiology I (BIOL101). BIOL202 continues the student's introduction to the structure and function of the human body with a focus on the nervous, endocrine, reproductive, urinary, cardiovascular-blood, lymphatic and immune systems. The student's basic understanding of the anatomy and physiology of the human body will continue to develop throughout the delivery of the course. Students will continue to learn and apply their knowledge of human anatomy and physiology to normal, healthy individuals as well as clinical correlations that are relevant to the health sciences.

2. Faculty and Staff – Department of Anatomical Sciences

Course Director:	Feimatta Sowa, MD	fsowa@sgu.edu
Associate Course Director:	Geobrina Hargrove, MD	ghargrov@sgu.edu
Secretarial Staff:	Ms. Maisha Y. Archibald	myarchibald@sgu.edu
Teaching Faculty:		
	Vasavi Gorantla, PhD	vgorantl@sgu.edu
	Elio Plevneshi, MD	eplevnel@sgu.edu
	Crystal Antoine-Frank, MD	cantoinef@sgu.edu
	Woongkee Baek, MD	wbaek@sgu.edu
	Michael Montalbano, MD	mmontal1@sgu.edu
	Geobrina Hargrove, MD	ghargrov@sgu.edu
	Feimatta Sowa, MD	fsowa@sgu.edu

DES Facilitator TBA

3. Communication

All communication between students and teaching faculty, course director or secretarial staff will only be done via SGU email accounts. Correspondence from other sources will not be entertained due to privacy issues.

For all administrative questions and problems including exams, grades etc. please contact the course director at: fsowa@sgu.edu and ghargrov@sgu.edu

For notification of an absence from any scheduled laboratory session, lecture quiz or lecture exam, please send an e-mail to: myarchibald@sgu.edu

Faculty Appointments

All faculty appointments need to be made **through online platform** with the course secretary between the hours of **09:30 – 15:30** only.

Content Related Questions

For all content-related questions, the most efficient way is the use of the Forum in My Courses. It is a convenient site to interact with other students and is moderated by faculty.

Forums in My Courses:

Use only professional language relevant to course material: no derogative remarks or inappropriate language is allowed. All posts must be accompanied with the full name of the person posting. **Inability to provide your full name is a violation of the honor code and will result in your post being deleted.**

Announcements:

Announcements regarding e.g. exam venues, grades, program and schedule changes etc. will be posted in My Courses.

4. Attendance Policy

Students are expected to attend all scheduled course activities as they are an essential component for your success.

Attendance (as printed in the 2015-2016 St. George's University Student Manual p.10)

“Students are expected to attend all classes and clinical rotations for which they have registered. Although attendance may not be taken at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If an absence from individual classes, examinations, activities or from the University itself is anticipated or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation.”

5. Course Materials

1. Textbook: *Tortora & Derrickson: Principles of Anatomy and Physiology, 15th Edition*
2. Lecture Handouts
3. Online image banks in MyCourses

The textbook and the lecture notes are meant to serve as the primary source for all necessary knowledge in this course. Successful students will become familiar with the textbook, read and review required sections, and use the text to complete course learning objectives.

6. Components of the Course

Professionalism

Professional behavior, communication and interpersonal skills will be assessed.

It addresses timeliness, compliance, accountability, appearance, interactions, teamwork, motivation and respect. It is anticipated that students will demonstrate professional behavior at all times, and therefore, earn their full professionalism points. Should there be documented evidence of a student's failure to demonstrate expected professional behavior as assessed, he/she may experience loss of all professionalism points. You will lose points based on your activities relating to attendance, compliance and participation in course sessions.

Lectures

All lectures will be conducted virtually on Mondays, Wednesdays and Fridays from 10:00am – 11.15am.

A detailed lecture schedule is available in the My Courses - Resources folder.

The emphasis in the lectures is to give an outline of what students are expected to know, prioritize important aspects and explain some of the difficult concepts. **The lecturer may not be able to cover all the aspects listed in the handouts. The students are expected to cover the remaining portions by themselves following the course objectives. There are assigned Direct Learning Activities (DLA,s) that are course objectives that students should do self-study for. These topics/objectives include exam content and MUST be prepared and expected in exams.**

It is an important learning exercise for the students to learn to read textbooks and glean important information. **Pre-reading of the objectives and lectures notes will be of great help in understanding the lecture.**

Laboratory Sessions

Two laboratory sessions take place during the term and will be carried out as live sessions with videos and image materials to be discussed. Laboratory sessions are designed to be an active, student-driven, hands-on experience. You will work in small groups with your peers to discuss laboratory topics and identify anatomical structures, specimens and images. Faculty will be available for assistance. Each lab session will end with **15 question on images from course**

content and 5 questions from cadaver/video specimen (total of 20 clicker/scantron quiz questions) based on material discussed during recent lectures and the lab session.
Lab. points will be lost for absence to live Lab. sessions.

Online Quizzes

There are 11 online quizzes that will be posted on My Courses throughout the term. Each online quiz is only open for one week. The Online Quiz schedule lists the opening and closing dates for each online quiz and is available in the My Courses - Resources folder. All students are strongly advised to take the online quizzes soon after they are posted and encouraged not to wait till the end of the week. All students must complete the quizzes individually. Your access to these assignments will be recorded and traceable. Upon completion of the online quizzes, you **MUST** attain at **least half** of the required points to be awarded full points for each quiz, eg. If total awarded points for a given quiz is 1 point, you must attain 0.5 point and above to get full credit for that quiz participation. Points below the required mark will not be awarded a grade for that quiz and student will receive (0), zero grade.

Do not print/distribute any of the on-line questions. To do so is a violation of both copyright law and the SGU Honor Code as outlined in the Student Manual.

Assignments

There are assignments in the course and you will be informed by the course team of the specifics to the assignments.

Buzz Sessions: These are live sessions where you will be placed in a group and allowed to discuss topics related to already given lectures. You will then present your discussions to the entire class and faculty as a team. You will lose points for absence from session or lack of participation with team members.

Examination Attendance

All matriculated students are expected to attend all assigned academic activities for each course currently registered. **Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must send an email to the Course Director and the Career Guidance Center of the School of Arts and Sciences. The email must state that the student does not feel well enough that day to take an examination or participate in another required educational activity.** Students should realize that the faculty and administration expect this to be an infrequent occurrence. Students are only allowed two such excuses a year. The third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director.

Students are advised to adhere to Examination Services rules and regulations during an exam setting. For example, students are not allowed to have certain items during exam settings (phones, hooded sweaters/coats, etc.). Failure to abide by rules will lead to

disciplinary actions by the exam services department. You will be informed of the rules from this department via emails. Please be aware.

7. Course Objectives

Course objectives are a detailed list of learning objectives given to the students for each lecture topic of the course and linked to the required textbook. Course objectives are available in the My Courses - Resources folder.

8. My Courses (SAKAI)

The My Courses site contains multiple tools and applications that facilitate the administration of the course.

COMMUNICATION

Announcements – Important notifications, quiz and exam results etc.

Forums - Students may post academic and administrative questions on the forum. Faculty will moderate the forum and provide feedback on questions and answers. **It is a requirement to always put your name at the end of each posting. Anonymous messages are in violation of the student honor code, and will be deleted.**

COURSE TOOLS

Resources – Important course material.

Course Information - Class schedule, online quiz schedule, course syllabus, course objectives, laboratory checklists etc.

Images – Bank of anatomical images that may be used for laboratory and quizzes and examinations.

Lectures - All course lectures are available as PDF documents.

Tests & Quizzes – Student access to online quizzes.

Gradebook – Student access to all course assessments, scores and grades.

TurningTechnologies – registration of clicker devices used for attendance and lab quizzes

9. Quizzes and Exams

All exams will be done via ExamSoft software. Quizzes are set on the SGU Sakai site, under test and quizzes.

The exams each contain 50 multiple choice questions on course material presented in each quarter of the course. The date, time, venue and other details related to the exams will be made available on My Courses. Exams are cumulative and may include up to **10 -15%** of cumulative content.

10. Grading

CATEGORY	POINTS	PERCENTAGE
Exam 1	50	20
Exam 2	50	20
Exam 3	50	20
Exam 4	50	20
Lab Quizzes	40	10
Online Quizzes	21	5
Buzz Groups	6	2
Professionalism	5	2
Assignments	3	1
Total	275	100

Raw Points	Letter Grade	%
246-275	A	89.5-100
232-245	B+	84.5-89.49
218-231	B	79.5-84.49
204-217	C+	74.5-79.49
190 - 203	C	69.4 -74.49
177-189	D	64.4 -69.49
≤176	F	≤64.0%

Grades are awarded objectively based on points earned in the course. A higher letter grade may be missed (or gained) by a tenth of a point. **The course director cannot curve grades and there are no options for extra points. All grades are final based on points earned during the term. Please do not send emails or seek appointments to discuss this issue.** Grade appeals will only be considered if an error has been made in recording or calculation.

Exam Question Review

All SGU examinations are sequestered and are not available for individual review. Students having any queries regarding examination questions should make an appointment to discuss their views with the Course Director, but exams will not be revised with students.

Question Review Procedure

The scoring process for written examinations includes consideration of student question review requests and statistical item analysis. If a test item (question) in the exam is deleted for any reason from any examination, all responses to that questions will be accepted as correct.

Release of Examination Grades

Results of all assessments will be published online in My Courses. **Errors in published scores must be reported to the course director for validation within a period of two weeks.** Any errors reported after the deadline will not be considered.

Completion Exams

A student can be eligible for a completion exam in the case of **a medical excuse or an excused absence.** The format of the completion exam may differ from the original exam format at the discretion of the course director. Completion exams may include a combination of multiple choice questions, fill-in the blanks, essay questions or an oral exam. **Students requesting completion exams MUST get a letter of permit email to the course directors about the need to be considered for a completion exam before it can be granted. Completion exams dates are at the discretion of the course director, usually set a week after all final exams for the course are completed.**

11. IT Issues

Throughout the term, the internet, My Courses or other SGU sites may be down or inaccessible. Please submit the online assignments well in advance of the closing date and do not wait until the last minute. **For any internet or My Courses problems, please contact the IT department directly.** The Department of Anatomical Sciences is not responsible for any malfunctions of the university network or My Courses site or any of its components.

12. Student Responsibilities

- Attend all lectures and laboratories on time.
- Actively participate in lecture and laboratory activities.
- Ensure your computer and ExamSoft are up to date and in working order.
- In case of an absence due to illness, inform the course director as soon as possible.
- Check your SGU email daily – all course correspondence must use SGU email account.
- Submit online assignments on time – do not wait until the last minute.
- Check posted scores on gradebook – report any possible errors within 2 weeks.
- Ask for assistance at the earliest sign of difficulty.
- Voice your honest feedback on course surveys and evaluations.
- Treat faculty, students and staff with respect.

- Read the course syllabus & be familiar with all policies.
- Read your student SGU handbook.

13. How to manage your studies

- Practice good study habits.
- Practice good time management.
- Communicate with peers and faculty.
- Don't think you have to do it all by yourself - work in a group with study partners.
- Use the Department of Educational Services (DES) to assist you with study skills, time management skills and test taking skills.
- Seek advice from your course director, program director and student advisor.
- Respond promptly to all SGU correspondence.

Success in the Course

- **Preview** - read ahead for lectures and laboratories
- **Attendance** - attend all lecture and laboratory activities
- **Participate** – be active in lectures and labs
- **Review** - study material soon after lectures
- **Questions** –ask questions before, during and after class
- **Self quiz** – Make good use of your textbook and complete all figure and end of chapter review questions

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St. George's University

School of Arts and Sciences

Department of Nursing and Allied Health Sciences

GENERAL COURSE INFORMATION

Course Code and Title: BIOL204: Anatomy and Physiology for Nursing
Number of Credits: 4
Days and Times: Mondays 10:00 am-11:15am or 7:00pm-8:15pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): N/A

Course Lecturer Name(s): Cristofre Martin, Kwami Jones, Mohammad Idries, TBA
Course Director Name: Cristofre Martin/Kwami Jones (Laboratory)

Course Lecturer(s) Contact Information: cmartin@sgu.edu; kjones@sgu.edu
Course Director Contact Information: cmartin@sgu.edu; kjones@sgu.edu

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: By appointment

Course Lecturer(s) Office Location: Caribbean House 2nd Floor, Science Building (Biochem)
Course Director Office Location: Caribbean House 2nd floor; Science Building (Biochem)

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone Ext.3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Human Biology is an integrative course that brings together aspects of cell biology, biochemistry, histology and anatomy to explain the functions of the major human organ systems. The major organ systems that are explored include the integumentary, skeletal, nervous, muscular, digestive, excretory, cardiovascular, respiratory, endocrine, lymphatic and reproductive systems. Laboratory sessions supplement knowledge acquired in the classroom with hands on experience in tissue histology, gross anatomy and experiments to demonstrate physiological function of the human body.

Course Objectives:

1. Explain the anatomy, physiology and histology of the systems that make up the human body.

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2. Describe the key functions of the muscular, skeletal, circulatory, respiratory, digestive, excretory, nervous, and reproductive system.
3. Apply the scientific method and evaluate experimental data
4. Discuss aspects of physiological mechanisms and the interaction between organ systems and how they maintain homeostasis within the human body.
5. Provide examples of physiological and cellular defects that lead human pathology.

Student Learning Outcomes:

1. Explain the anatomy, physiology and histology of the systems that make up the human body.
2. Describe the key functions of the muscular, skeletal, circulatory, respiratory, digestive, excretory, nervous, and reproductive system.
3. Apply the scientific method and evaluate experimental data
4. Discuss aspects of physiological mechanisms and the interaction between organ systems and how they maintain homeostasis within the human body.
5. Provide examples of physiological and cellular defects that lead human pathology.

Program Outcomes Met By This Course:

NPO – 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO – 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

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SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Totoro, G. J. & Grabowski, S. R. Principles of Anatomy and Physiology, (10th Edition), New York: Harper Collins.

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Online Quizzes	10 points
Four In Class Exams	12.5 points each (50 total)
Laboratory Midterm	20 points
Laboratory Final	20 points

Examinations: All examination will be given using the Examsoft (Examplify) system. Students were mandated to attend Examsoft training during Orientation week. It is the students responsibility to obtain training in Examsoft use and/or obtaining a loaner computer if necessary. Please see Examination Services.

Course Requirements:

Students will be required to:

- (i) be prepared for live class sessions by completing the course vocabulary and course objectives;
- (ii) contribute to the “flipped” classroom experience when called up by the session host;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions and contributions of others;
- (iv) listen carefully to instructions given by the Course Director and Instructors. If you do not understand, ask questions.

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Course Schedule:

Week	Session:	Topics	Instructor
1 (Aug 17)		Introduction	Martin/Jones
	1	Epithelium	Jones
	2	Connective Tissue	Jones
2 (Aug 24)	3	Cartilage	Jones
	4	Bone	Jones
	5	Muscle Histology	Jones
3 (Aug 31)	6	Muscle Physiology	Martin
	7	Muscle Fatigue	Idries
4 (Sept 7)	Sept 7	Exam #1 (Session 1-7)	Martin
	8	Axial Skeleton	Jones
	9	Skeleton and Joints	Jones
5 (Sept 14)	10	Digestion I	Martin
	11	Digestion II	Martin
	12	Digestion III	Martin
6 (Sept 21)	13	Digestion IV	Martin
	14	Blood	Martin
	15	Cardio I	Martin
7 (Sept 28)	Sept 28	Exam #2 (Session 8 – 14)	Martin
	16	Cardio II	
	17	Respiration I	Martin
8 (Oct 12)	18	Respiration II	Martin
	19	Excretion I	Idries
	20	Excretion II	Idries
9 (Oct 19)	Oct 19	Exam #3 (Session 15 - 20)	
	21	Female Reproduction	Martin
	22	Male Reproduction	Martin
10 (Oct 26)		HOLIDAY	
	23	Neuro - Cells	Martin
	24	Central Nervous System	Martin
11 (Nov 2)	25	Periph. Nervous System	Martin
	26	Action Potentials	Martin
	27	Sensory Systems	Martin
12 (Nov 9)	28	Vision	TBA
	29	Vision	TBA
		Exam #4 (Sessions 21-29)	(FINAL EXAM PERIOD)

Schedule of live (flipped classroom) sessions (Mondays 10:00-11:15am, and 7:00pm-8:15pm):
Additional sessions may be scheduled if needed.

*** The live sessions will be conducted using the “flipped classroom” model. Students will be expected to complete the “vocabulary” and “session learning objectives” for the topics covered during these live sessions. These sessions are facilitated by your Instructor and students from the audience will be

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randomly selected to define vocabulary terms and explain learning objectives.

Live Session	Date:	Topics:
1	August 17 (Martin)	Introduction to course
2	August 24 (Martin/Jones)	Epithelium/Connective Tissue
3	August 31 (Martin/Jones)	Bone/Cartilage/Muscle
4	Sept 14 (Jones)	Skeleton
5	Sept 21 (Martin)	Digestion
6	October 12 (Martin)	Cardio/Respiration
7	November 2 (Martin)	Reproduction
8	November 9 (Martin)	Nervous system
9	November 16 (Martin)	Sensory/Vision

Laboratory Schedule:

Time: Friday, 10:30AM to 12:30PM and 7:00PM to 9:00PM

Lab #	Date	Topic
1	Aug 21	Epithelium histology
2	Aug 28	Connective tissue, cartilage and bone Histology
3	Sept 4	Muscle fatigue and Muscle Histology
4	Sept 11	GI Histology and rat anatomy
5	Sept 18	Rat muscle
6	Sept 25	Laboratory Midterm Exam
7	Oct 2	Respiration and urine analysis
8	Oct 16	Exercise and blood pressure
9	Oct 23	Heart anatomy, rat GI and respiratory system
10	Oct 30	Rat urogenital and circulatory system
11	Nov 6	Equilibrium
12	Nov 13	Laboratory Final Exam

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Online Quiz Schedule

Online quiz will be open from the date indicated. You will have unlimited number of attempts, but you must score 7/10 or greater to receive points. These online quizzes will serve as practice questions for the course. All online quizzes must be completed before 9:00 am on December 1.

Quiz #	Start Date	Lecture Topics
1	Aug 21	2-3 (epithelium, connective tissue)
2	Aug 26	4-5 (cartilage, bone)
3	Sept 2	6-8 (muscle)
4	Sept 9	12-13 (skeleton)
5	Sept 21	14-17 (digestion)
6	Sept 30	18-22 (blood, cardio)
7	Oct 12	23-24 (respiration)
8	Oct 16	25-26 (excretion)
9	Oct 23	29-30 (reproduction)
10	Nov 11	31-39 (neuro, sensory, vision)

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlines in the SGU SAS Student Handbook.

Policy/Procedure Related to the Department:

The Department of Nursing and Allied Health Sciences follows all the rules and procedures outlined in the SGU SAS Student Handbook.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL211 Conservation and the Environment
Number of Credits: 3
Days and Times: Tuesday and Thursday, 1:00 pm to 2:15 pm
Semester and Year: Fall, 2020
Classroom Location: Marine Station
Pre-requisite(s): n/a

Course Lecturer Name(s): Leon Radix
Course Director Name: Leon Radix

Course Lecturer(s) Contact Information: lradix@sgu.edu (WHATSAPP 473-456-0374)
Course Director Contact Information: lradix@sgu.edu

Course Lecturer(s) Office Hours: 9:00 am to 11:00 am (M,W&F)
Course Director Office Hours: 9:00 am to 11:00 am (M,W&F)

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: Caribbean House, 2nd floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introductory conservation biology course. As such, one of the primary goals of the course is to introduce students to the principles and general concepts of conservation biology. Students enrolled in this course will investigate current theories regarding the ongoing extinction of species. The primary focus of the course will be recent vertebrate extinctions. However, we will also explore some case studies of recent plant and invertebrate extinctions. Students will become intimately acquainted with several species that we have lost (some within the lifetimes of the students) and several additional species that are currently on the verge of extinction. We will also be exploring ecological, educational, philosophical, economic, and cultural values that affect human perceptions of conservation and extinction. This course will be intensive in terms of reading, writing, and self-expression. Students will be expected to verbalize their thoughts and observations on

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assigned readings in classroom discussions. Students will also help each other formulate and bring into focus, what will be their unique philosophical viewpoints on conservation and extinction. Student presentations will centre on the basic conservation biology concepts introduced in the course. The formal concepts introduced in this class will be presented by your professors and will be supplemented by group discussions, lab/class activities, and field trips.

Course Objectives:

This course is designed to help you:

1. Understand and apply major concepts in conservation biology including:
 - a. Viability issues of small populations in a fragmented landscape
 - b. Components and conservation of biodiversity
 - c. Processes of extinction
 - d. Island biogeography
 - e. Conservation of genetic diversity
 - f. Management of exotic species
 - g. Legal and on-the-ground protection of endangered and threatened species
 - h. Design of biodiversity preserves
2. Develop scientific skills including:
 - a. Learn to ask the questions that conservation biologists ask
 - b. Learn to recognize and interpret patterns found in nature and embedded within conservation biology issues
 - c. Gather, interpret, and communicate quality information
3. To immerse students into the natural environment to gain first-hand experiences and knowledge of the unique threats facing the flora and fauna of Grenada
4. Become vested in the conservation of organisms and their habitat and realize that biodiversity is extraordinary!

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

Please see Course and Session Learning Outcomes document in the Resources folder.

Program Outcomes Met By This Course:

MWC – PLO1: Apply the scientific method for designing and conducting controlled field and laboratory experiments, testing hypotheses, collecting and analyzing data, and interpreting and communicating results.

MWC – PLO2: Apply the scientific method for designing and conducting controlled field and laboratory experiments, and effectively use scientific literature and communicate scientific knowledge.

MWC – PLO3: Analyze key ecological issues across Planet Earth, with a focus on ensuring long-term species viability, and the health of marine and terrestrial environments.

BIOL – PLO1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PLO5: Demonstrate effective communication of scientific knowledge.

BIOL- PLO6: Demonstrate problem solving and critical thinking skills.

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SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Primack, R. B. 2008. A Primer of Conservation Biology: 4th or 5th Edition.

Supplementary Readings/Resources:

Quammen, D. 1996. The Song of the Dodo: Island Biogeography in the Age of Extinction

Caughley, G. & Gunn, A. 1996. Conservation Biology in Theory and in Practice

Course Grading Requirement:

Exams (30% of grade): This course consists of three exams. Exam questions will come from the assigned reading material, class lectures and discussion, guest presentations, field trips, and class activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.*

Endangered or Extinct Species Presentation (30% of grade): Student teams (each team consisting of three to four students) will thoroughly research a species that has recently become extinct or is considered to be on the brink of extinction. This assessment should include life history, probable proximate, and ultimate causes of near extinction or extinction, and the potential ecological, economic, cultural, and/or philosophical impacts that the loss of this species may have on the local/global human community. Students will present this report to the class. These oral reports should be 15-20 minutes in length and must include at least 3 scientific literature citations that are distinct from class material. Please allocate 3 minutes for a question period after presentation. *Note: Most students do PowerPoint presentations. Additional information for this project will be provided during the course.*

Field Trip Summary and Assessment (15% of grade): For one of the two field trips, students are required to write a field trip report (worth 15%). The report must include your observations, questions you may have, points for further discussion, reflection, etc. The paper will be a minimum of 2 pages, typed and double-spaced. For the other field trip, students will do an in-field assessment using a checklist and will undergo brief informal interviews (Not graded, goes toward participation points). *Note: Field trip attendance is mandatory unless approved by the professor a MINIMUM of 48 hours before the date of the trip.*

Participation and Class Activities (25% of grade): Classroom activities will revolve around the required readings and lecture topics. Students will be expected to fully participate in all classroom activities which in some cases will require short oral presentations. Failure to participate will result in a loss of points. *Note: Failure to attend class is the most common way to lose points!*

Course Requirements:

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N/A

Course Schedule:

BIOL 211: 2020Fall Lecture Schedule			
Note: Schedule is subject to change			
Week	T: Lecture 1	Th: Lecture 2	
17-Aug	01	Introductions & Syllabus Review	What is Conservation Biology
24-Aug	02	Biodiversity	Value of Biodiversity
31-Aug	03	Threats to Biodiversity II	Threats to Biodiversity I
7-Sep	04	Forestry Guest Lecture	Quiz 1
14-Sep	05	Conserving Populations and Species	Extinction
21-Sep	06	Protected Areas	Processes of Extinction Case Study
28-Sep	07	Ocean Spirits Guest Lecture	Catch Up Day
5-Oct	08	Midterm	Midterm
12-Oct	09	Orangutan Case Study	Guest Lecture
19-Oct	10	Quiz 2	The Challenges of Sustainable Development
26-Oct	11	Conservation Around the World	Catch Up Day
2-Nov	12	Bird Presentation	Guest Lecture Bird Conservation
9-Nov	13	Guest Lecture on Coral Restoration	Chilika Lake Case Study
Sat 16th Nov		Group Presentation	Group Presentation
16-Nov	14	Group Presentation	Quiz 3
23-Nov	15	Catch up Day	Catch up Day
30-Nov	16	Finals	Finals

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

This course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook.

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 215, Biology and Diversity of Life
Number of Credits: 3
Days and Times: Tuesdays & Thursdays - 4:00pm – 5:15pm
Semester and Year: Fall 2020
Classroom Location: **Remote Teaching & Learning using Panopto**
Pre-requisite(s): Nil

Course Lecturer Name(s): Roxanne Graham
Course Director Name: Roxanne Graham

Course Lecturer(s) Contact Information: 473-444-4175 ext. 3254, rgraham2@sgu.edu, Skype Name: roxanne.graham7

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: By Appointments
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Caribbean House, 2nd Floor
Course Director Office Location: Same as above

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, Ext. 3435
Akima Ventour, aventou2@sgu.edu, Ext. 3402

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introductory general biology course for non-science and new science majors. As such, one of the primary goals of the course is to introduce students to the principles and general concepts of biology. Students will be introduced to some of the methods by which scientists gather information about the living world. Lectures emphasize the science of systematics, taxonomy, classification, nomenclature, genetics, evolution, ecology, and, the role of biodiversity in sustainability and conservation of biodiversity.

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Course Objectives:

1. Examine the principles in biology with emphasis on the scientific method, basic cell biology, and introductory level genetics and later applying it to the key concepts of evolution and biological diversity and conservation.
2. Describe and integrate basic information related to the significance of mutations, the concept of natural selection and knowledge of the relationship between systematics and evolutionary biology and consider how convergent evolution and historical biogeography has led to patterns in biodiversity that we see today.
3. Discuss how population ecology, the processes of speciation and extinction, how selection and historical processes have led to patterns seen on earth today and describe the ongoing threats to biodiversity and offer solutions

Technical Skills Outcomes:

1. Use of models to demonstrate biological principles. Assessed via laboratory simulations.

Student Learning Outcomes:

Please see "Course and Session Learning Outcomes document in the Resources folder".

Program Outcomes Met By This Course:

BIOL – PLO2	Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
BIOL – PLO5	Demonstrate effective communication of scientific knowledge.
BIOL – PLO6	Demonstrate problem solving and critical thinking skills
MWC – PLO1	KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments
MWC – PLO2	APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.
MWC – PLO4	COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

A	= 89.5% or better
B+	= 84.5 - 89.4%
B	= 79.5 - 84.4%
C+	= 74.5 - 79.4%
C	= 69.5 - 74.4%
D	= 64.5 - 69.4%
F	= 65% or less

Course Materials:

Text: Audesirk, T., Audesirk, G., & Byers, B. E. (2008). *Life on Earth*; Fifth edition. San Francisco, CA: Benjamin Cummings.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Electronic Text: Audesirk, G., Audesirk, T. & Byers, B E. (2016). *Biology: Life on Earth with Physiology*, Global Edition. Pearson Education Limited

Supplementary Readings/Resources: Will be assigned

Course Grading Requirement:

3 Quizzes:	75%
1 Written Assessment:	15%
Participation (Forum Submissions):	10%

Course Requirements:

Quizzes: This course consists of three (3) quizzes (each quiz is worth 25 point % each). Quiz questions will come from the assigned reading material and class lectures. Quizzes are done using ExamSoft. Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.

Written Assessments: Students will write a five (5) page case study research paper on a topic within biodiversity, conservation and climate change. Detailed instructions will be distributed on October 13th, 2020. Papers will cite course materials as well as non-course credible sources. A rubric will also be provided for guidance. Students will hand in papers through TURNITIN on SAKAI. Due date is included in the tentative schedule.

Participation: - Due to the transition to remote teaching and learning (because of the COVID-19 pandemic), students are expected to submit in Forums in Sakai on THREE occasions. Submissions are based on 2 films assigned to students (5%) and a virtual field trip (5%).

Course Schedule:

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BIOL 215: 2020 Fall Lecture Schedule				
Note: Schedule is subject to change				
Week	Date	T: Lecture 1	Date	Th: Lecture 2
1	18-Aug	LIVE Zoom Session: Welcome, Intros, Course Syllabus Review	20-Aug	Biology & the Scientific Method (Chapter 1)
2	25-Aug	Introduction to Cells (Chapter 4)	27-Aug	Cell Division: Mitosis (Chapter 8)
3	01-Sep	Video Demonstration: Modeling Mitosis	03-Sep	Cell Division: Meiosis
4	08-Sep	Video Demonstration: Modeling Meiosis	10-Sep	QUIZ 1: Chapters 1, 4, 8
5	15-Sep	Patterns of Inheritance- Part 1 (Chapter 9)	17-Sep	Patterns of Inheritance - Part 2 (Chapter 9)
6	22-Sep	<i>Patterns of Inheritance Practice Activity</i>	24-Sep	DNA-Heredity- Part 1 (Chapter 10)
7	29-Sep	DNA-Heredity-Part 2 (Chapter 10)	01-Oct	TBD/Catch-up
8	06-Oct	Midterm Week		
9	13-Oct	Gene Expression & Regulation (Chapter 11)	15-Oct	<i>Fun Interactive Tutorials: Genes to Proteins</i>
10	20-Oct	Introduction to Evolution: Principles & How Populations Evolve (Chapter 13 & 14)	22-Oct	Film: Adaptations and Evolution
11	27-Oct	QUIZ 2: Chapters 9, 10, 11, 13,14	29-Oct	Diversity of Life (Chapter 16)
12	03-Nov	Population Growth and Ecology (Chapter 27)	05-Nov	Film: Overpopulation
13	10-Nov	Climate Influence on the Earth's Diverse Ecosystems (Chapter 30)	12-Nov	Field Trip (Likely Virtual)
14	17-Nov	Conserving Earth's Biodiversity and Sustainability (Chapter 31)	19-Nov	Case Study Research Paper Due!
15	24-Nov	QUIZ 3: Chapters 16, 27, 28, 30, 31	26-Nov	No-Class
16	01-Dec	Finals Week		

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

Makeup quizzes/exams will only be allowed in the case of an illness or emergency. If you are ill, you MUST fill out a Medical Leave Notice online (prior to the quiz or exam day/time), in order to be excused from a quiz/exam. You will then need to get in contact with your instructor within the next 48 hours, to arrange a new date and time to do a makeup quiz/exam. Note: The instructor reserves the right to revise all makeup examinations to ensure fairness.

Written assignment(s) must be submitted by due date and time. There is a 15-minute grace period and then any assignments turned in after, will be considered late and will receive an IMMEDIATE 5%

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deduction with ADDITIONAL 10% deductions occurring each full day (24 hours) the assignment is not received. Note: Absence from class does not excuse late delivery.

Classroom/Online Etiquette Procedure:

When using Zoom for classroom sessions or Skype for meeting appointments, professional behavior is expected. Always have paper and a pen or pencil handy to take notes.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL217 Grenada Wildlife and Habitats
Number of Credits: 3
Days and Times: Monday and Wednesday, 11:30 am to 12:45 am
Semester and Year: Fall, 2020
Classroom Location: Marine Station
Pre-requisite(s): n/a

Course Lecturer Name(s): Leon Radix
Course Director Name: **Leon Radix**

Course Lecturer(s) Contact Information: lradix@sgu.edu (WHATSAPP 473-456-0374)
Course Director Contact Information: lradix@sgu.edu

Course Lecturer(s) Office Hours: 9:00 am to 11:00 am (M,W&F)
Course Director Office Hours: 9:00 am to 11:00 am (M,W&F)

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: Caribbean House, 2nd floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is a survey course of Grenada wildlife and their habitats. Students enrolled in this course will explore the diversity of vertebrate species that inhabit the Grenada landscape. One of the primary goals of the course is to introduce students to the concept of habitat and the immutable connection between the conservation of the habitat and the conservation of wildlife. The focus of the course will be Grenada amphibians, reptiles, mammals and birds. Students will explore ecological, educational, philosophical, economic and cultural values that affect human perceptions of the conservation of habitat and wildlife in Grenada.

This course will be intensive in terms of reading, writing, and self-expression. Students will be expected to verbalize their thoughts and observations on assigned readings in classroom discussions

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and presentation. Students will also help each other formulate and bring into focus, what will be their unique philosophical viewpoints on habitat and wildlife conservation in Grenada.

Course Objectives:

This course is designed to help you:

1. Learn to identify /recognize the many of Grenada's vertebrate
2. Develop scientific skills including:
 - a. Learn to ask the questions that conservation biologists ask
 - b. Learn to recognize and interpret patterns found in nature and embedded within conservation biology issues
 - c. Gather, interpret, and communicate quality information
3. To immerse students into the natural environment to gain first-hand experiences and knowledge of the unique threats facing the flora and fauna of Grenada.
4. Become vested in the conservation of organisms and their habitat and realize that biodiversity is extraordinary.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

Please see Course and Session Learning Outcomes document in the Resources folder.

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific method for designing and conducting controlled field and laboratory experiments, testing hypotheses, collecting and analyzing data, and interpreting and communicating results.

BIOL – PLO2: Apply the scientific method for designing and conducting controlled field and laboratory experiments, and effectively use scientific literature and communicate scientific knowledge.

BIOL – PLO3: Analyze key ecological issues across Planet Earth, with a focus on ensuring long-term species viability, and the health of marine and terrestrial environments.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Powell, R.H.R., 2009. Natural history of West Indian reptiles and amphibians. Gainesville: University Press of Florida.

Evans, P.G., 1990. Birds of the eastern Caribbean (No. EVA 598.2 (BH 972)). MacMillan Education.

Supplementary Readings/Resources:

Hawthorne, W. D., Jules, D., Marcelle, G. 2004. Caribbean Spice Island Plants. Oxford Forestry

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Institute.

Giovas, C.M., LeFebvre, M.J. and Fitzpatrick, S.M., 2012. New records for prehistoric introduction of Neotropical mammals to the West Indies: evidence from Carriacou, Lesser Antilles. *Journal of Biogeography*, 39(3), pp.476-487.

MacPHEE, R.D., Singer, R. and Diamond, M., 2000. Late Cenozoic land mammals from Grenada, Lesser Antilles island-arc. *American Museum Novitates*, 2000(3302), pp.1-20.

Morgan, G.S. and Woods, C.A., 1986. Extinction and the zoogeography of West Indian land mammals. *Biological Journal of the Linnean Society*, 28(1-2), pp.167-203.

Course Grading Requirement:

Exams (50% of grade): This course consists of four (4) exams worth 100 points each. Exam questions will come from the assigned reading material, class lectures and discussion, guest presentations, field trips, and class activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.*

Wildlife Species Presentation (30% of grade): Students will thoroughly research a species from a list of wildlife found on the island of Grenada. Students are required to do two presentations. Students will select species from two separate lists provided by their instructor(s). One list contains amphibian, reptiles and mammals and the other a list of possible birds. Students need to select two topics (one from the list of amphibians, reptiles and mammals, and the other from the birds list). This assessment should include life history, habitat, geographic location, nesting and giving birth, reproduction, conservation issues and status. Students will present this report to the class. These oral reports should be 12-15 minutes in length and must include at least 3 scientific literature citations that are distinct from class material. *Note: Most students do PowerPoint presentations. Additional information for this project will be provided during the course.*

Field Trip Summaries (15% of grade): Summary papers will be written for TWO field trips in this course. These summaries should include your observations, questions you may have, points for further discussion, reflection, etc. Each paper will be a minimum of 2 pages, typed and double-spaced. *Note: Field trip attendance is mandatory unless approved by the professor a MINIMUM of 48 hours before the date of the trip.*

Activities (5% of grade): Classroom activities will revolve around the required readings and lecture topics. Students will be expected to fully participate in all classroom activities which in some cases will require short oral presentations. Failure to participate will result in a loss of points. *Note: Failure to attend class is the most common way to lose points!*

Course Requirements:

N/A

Course Schedule:

BIOL 217: 2020 Fall Schedule <i>Note: Schedule is subject to change</i>			
Week		M: Lecture 1	W: Lecture 2
17-Aug	01	Introductions & Syllabus Review	Biodiversity
24-Aug	02	Classification of Organism Presentation Guidelines	Habitats I
31-Aug	03	Habitats II	Catch Up Day

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7-Sep	04	Quiz 1	Amphibian and Reptile Presentation
14-Sep	05	Amphibian Lecture I	Dominican Wildlife Guest Lecture
21-Sep	06	Reptile Lecture I	Reptile Lecture II
27-Sep	07	Quiz 2	Catch Up Day
4-Oct	08	Midterm Exam— likely today	Midterm Exams Week
11-Oct	09	Mammals Presentation	Mammals Lecture I
18-Oct	10	Mammals Lecture II	Impact of Humans
25-Oct	11	Thanksgiving Holiday	Quiz 3
1-Nov	12	Bird presentation	Bird Presentation
8-Nov	13	Bird Presentation	Bird Presentation
15-Nov	14	Class Activity	Bird Lecture
22-Nov	15	Bird Lecture	Quiz 4
29-Nov	16	Final Exam—likely today	Final Exams Week

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

This course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook.

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 220, General Biology
Number of Credits: 4
Days and Times: Classes on Mondays & Wednesdays: 11:30am – 12:45pm; Lab on Fridays 1:30pm -3:20pm
Semester and Year: Fall 2020
Classroom Location: **Remote Teaching & Learning using Zoom & Panopto**
Pre-requisite(s): Nil

Course Lecturer Name(s): Roxanne Graham
Course Director Name: Roxanne Graham

Course Lecturer(s) Contact Information: 473-444-4175 ext. 3254, rgraham2@sgu.edu, Skype Name: roxanne.graham7
Course Director Contact Information: Same as Above

Course Lecturer(s) Office Hours: By Appointments
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Caribbean House, 2nd Floor
Course Director Office Location: Same as above

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, Ext. 3435
Akima Ventour, aventou2@sgu.edu, Ext. 3402

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to complement the Human Biology course, so that in tandem, these courses provide a sound foundation for the biology curriculum ahead. It will introduce students to the basic principles of biology. It includes the role of macromolecules in the cell, and cellular structure, organization and communication. Energy storage via photosynthesis and the harvesting of energy through aerobic respiration will be explored. The cell cycle, meiosis, mitosis, genetics, the molecular basis of inheritance, evolution and the origin of species will be explored

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Course Objectives:

1. Demonstrate proficient knowledge of all levels of biological organization, including the molecular, cellular, organismal, and systems levels and be able to apply to latter concepts of cell biology.
2. Identify and explain, the structure and function of cells, how they use energy (respiration and photosynthesis), their processes of replication (mitosis and meiosis) and the relevance of patterns of inheritance (genetics)
3. Apply critical thinking and problem solving skills to develop breadth of knowledge in the biological sciences, including the fields of cell biology, genetics, evolution and ecology.

Technical Skills Outcomes:

1. Use of models to demonstrate biological principles. Assessed via laboratory simulations.

Student Learning Outcomes:

Please see "Course and Session Learning Outcomes document in the Resources folder".

Program Outcomes Met By This Course:

- PLO-1 KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments
- PLO-4 COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

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B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: Reece, J. B., L. A. Urry, M. L. Cain, S. A. Wasserman, P. V. Minorsky, and R. B. Jackson. 2011. *Campbell Biology: Global Edition*. . Pearson Higher Education.

Electronic Text: Taylor, M. R., Simon, E. J., Dickey, J. L., Hogan, K. A., Reece, J. B. 2018. *Campbell Biology: Concepts & Connections, Global Edition. Ninth Edition*. Pearson Education Limited.

Supplementary Readings/Resources: May be assigned

Course Grading Requirement:

Quizzes (4 @ 10% each)	40%
Mid-term and Final Examinations (25% each)	50%

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Course Requirements:

Quizzes: This course consists of four (4) quizzes. Quiz questions will come from the assigned class lectures and discussion, and laboratory activities. Quizzes are done using ExamSoft. Note: Quizzes consist of mainly multiple choice and true or false questions, and on very rare occasions fill-in-the-blank questions.

Midterm & Final Examination: Midterm and Final exams are administered during the midterm and finals week respectively. Exam questions will come from the ASSIGNED CLASS LECTURES and LABORATORY ACTIVITIES. Exams are also done using ExamSoft. Note: Exams consist of mainly multiple choice and true or false questions, and on very rare occasions fill-in-the-blank questions.

Laboratory Activities: The lab is an integral component of this course and is designed to reinforce and extend the course material. Lab assignments may include home-based experiments and reports, interactive tutorials, problem solving assessments and video labs. Refer to the Lab Schedule for more information.

Course Schedule:

BIOL 220: 2020 Fall Lecture Schedule				
Format of entries below-- Lecture number: topic, (textbook chapters in parentheses)				
Lectures will be brought to you via Zoom unless otherwise stated				
Note: Schedule is subject to change				
Week	Date	Monday	Date	Wednesday
1	17-Aug	Welcome, Intros, Course Syllabus Review	19-Aug	02:atoms (2) & Water (3) [PANOPTO]
2	24-Aug	03:organic compounds (4) [PANOPTO]	26-Aug	04:organic compounds (4)
3	31-Aug	05:the cell (6)	02-Sep	06:plasma membranes (7)
4	07-Sep	QUIZ 1 (Lectures 01- 06)	09-Sep	07: cell signaling (11);
5	14-Sep	08:energy and metabolism (8-10) [PANOPTO]	16-Sep	09: harvesting energy (8-10)
6	21-Sep	QUIZ 2 (Lectures 07- 09)	23-Sep	11: the cell cycle (12); & mitosis (13)
7	28-Sep	12:meiosis (13)	30-Sep	REVIEW SESSION
8	05-Oct	Midterm Week		
9	12-Oct	13:Genetics I & II (13-21);	14-Oct	14:Genetics III & IV (13-21) [PANOPTO]
10	19-Oct	15:Genetics V (13-21)	21-Oct	16:DNA -History(16) [VIDEO ASSIGNMENT]
11	26-Oct	HOLIDAY- Grenada's Thanksgiving	28-Oct	QUIZ 3 (Lectures 13 - 15)
12	02-Nov	17:DNA- Process of Replication (16)	04-Nov	18:Genes to Proteins (17) [PANOPTO]
13	09-Nov	19:Viruses (19)	11-Nov	20:Evolution I&II (22-23);) [PANOPTO]
14	16-Nov	QUIZ 4 (Lectures 16- 19)	18-Nov	21: Evolution III (24)
15	23-Nov	22:Evolution IV(24)	25-Nov	REVIEW SESSION
16	30-Nov	Finals Week		

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BIOL 220- Fall 2020 Lab Schedule (Tentative)		
Week	Date	Lab Activity
1	21 Aug	No Lab
2	28 Aug	Zoom Session: Organic Compounds Review
3	04 Sep	Interactive Tutorial - The cell
4	11 Sep	Cell Signaling- Practice Worksheet
5	18 Sep	Harvesting Energy/Cellular Respiration- The Yeast Experiment (Graded)
6	25 Sep	Video Demonstration: Modeling Mitosis
7	02 Oct	No Lab
8	09 Oct	Midterm Exams Week
9	16 Oct	Genetics- Practice Worksheet
10	23 Oct	Genetics- Practice Worksheet
11	30 Oct	No Lab
12	06 Nov	DNA Extraction Experiment (Graded)
13	13 Nov	Film: Viruses
14	20 Nov	Evolution: Online Virtual Lab
15	27 Nov	No Lab
16	04 Dec	Final Exams Week

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Attendance Policy:

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Assignment Submission Procedure:

Re-sit quizzes/exams will not be offered.

Makeup quizzes/exams will only be allowed in the case of an illness or emergency. If you are ill, you MUST fill out a Medical Leave Notice online (prior to the quiz or exam day/time), in order to be excused from a quiz/exam. You will then need to get in contact with your instructor within the next 48 hours, to arrange a new date and time to do a makeup quiz/exam. Note: The instructor reserves the right to revise all makeup examinations to ensure fairness.

Electronic copies of assignments will be submitted using Sakai by the stipulated deadlines. Anything submitted after deadlines will be considered late and 10% deduction every 24 hours.

Please name your submitted files using your last name, first name, BIOL220, and assignment name in that order. For example, if I were submitting a lab report. I would label the file
GrahamRoxanneBIOL220Experiment1.pptx

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All electronic copies are to be submitted to the appropriate online Turnitin drop box. It is your responsibility to ensure that you are able to view the drop box on Sakai at least 24 hours before the submission time. If you cannot view it, you need to notify the respective lecture.

Classroom/Online Etiquette Procedure:

Students are expected to turn off or silent all cell phones or any other device that may disrupt the class. Please do not sleep, do work for other classes, or distract others. If you need to leave in the middle of the class, please offer the courtesy of notifying the course lecturer before the class begins.

When using Zoom for classroom sessions or Skype for meeting appointments, professional behavior is expected. Always have paper and a pen or pencil handy to take notes.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL221 Human Biology
Number of Credits: 4
Days and Times: See attached schedules
Semester and Year: Semester 2 Year 1
Classroom Location: Online
Pre-requisite(s): BIOL220

Course Lecturer Name(s): Cristofre Martin, Kwami Jones, Mohammad Idries, TBA
Course Director Name: **Cristofre Martin/Kwami Jones (Laboratory)**

Course Lecturer(s) Contact Information: cmartin@sgu.edu; kjones@sgu.edu
Course Director Contact Information: cmartin@sgu.edu; kjones@sgu.edu

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: By appointment

Course Lecturer(s) Office Location: Caribbean House 2nd Floor, Science Building (Biochem)
Course Director Office Location: Caribbean House 2nd floor; Science Building (Biochem)

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone Ext.3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Human Biology is an integrative course that brings together aspects of cell biology, biochemistry, histology and anatomy to explain the functions of the major human organ systems. The major organ systems that are explored include the skeletal, nervous, muscular, digestive, excretory, cardiovascular, respiratory and reproductive systems.

Course Objectives:

The objective of this course is to give students an introduction to the cellular, physiological, anatomical and biochemical function of the human body.

Technical Skills Outcomes:

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N/A

Student Learning Outcomes:

1. Explain the anatomy, physiology and histology of the systems that make up the human body.
2. Describe the key functions of the muscular, skeletal, circulatory, respiratory, digestive, excretory, nervous, and reproductive system.
3. Apply the scientific method and evaluate experimental data
4. Discuss aspects of physiological mechanisms and the interaction between organ systems and how they maintain homeostasis within the human body.
5. Provide examples of physiological and cellular defects that lead human pathology.

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific process of conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PLO2: Apply knowledge of the basic structures and fundamental process of life at the molecular, cellular and organismal levels.

BIOL – PLO3: Apply knowledge of the structure and function of the human body to health issues.

BIOL – PLO6: Demonstrate problem solving and critical thinking skills.

MCAT Topic Areas Addressed in this Course:

1. **Structure and integrative functions of the main organ systems.**
2. **Structure and functions of the nervous and endocrine systems and ways in which these systems coordinate the organ systems.**
3. **Importance of fluids for the circulation of blood, gas movement, and gas exchange.**

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: N/A

Supplementary Readings/Resources: N/A

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Course Grading Requirement:

Online Quizzes	10 points
Four In Class Exams	12.5 points each (50 total)
Laboratory Midterm	20 points
Laboratory Final	20 points

Examinations: All examination will be given using the Examsoft (Examplify) system. Students were mandated to attend Examsoft training during Orientation week. It is the students responsibility to obtain training in Examsoft use and/or obtaining a loaner computer if necessary. Please see Examination Services.

Course Requirements:

Students will be required to:

- (i) be prepared for live class sessions by completing the course vocabulary and course objectives;
- (ii) contribute to the “flipped” classroom experience when called up by the session host;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions and contributions of others;
- (iv) listen carefully to instructions given by the Course Director and Instructors. If you do not understand, ask questions.

Course Schedule:

Week	Session:	Topics	Instructor
1 (Aug 17)		Introduction	Martin/Jones
	1	Epithelium	Jones
	2	Connective Tissue	Jones
2 (Aug 24)	3	Cartilage	Jones
	4	Bone	Jones
	5	Muscle Histology	Jones
3 (Aug 31)	6	Muscle Physiology	Martin
	7	Muscle Fatigue	Idries
4 (Sept 7)	Sept 7	Exam #1 (Session 1-7)	Martin
	8	Axial Skeleton	Jones
	9	Skeleton and Joints	Jones
5 (Sept 14)	10	Digestion I	Martin
	11	Digestion II	Martin
	12	Digestion III	Martin
6 (Sept 21)	13	Digestion IV	Martin
	14	Blood	Martin
	15	Cardio I	Martin
7 (Sept 28)	Sept 28	Exam #2 (Session 8 – 14)	Martin
	16	Cardio II	
	17	Respiration I	Martin
8 (Oct 12)	18	Respiration II	Martin
	19	Excretion I	Idries
	20	Excretion II	Idries
9 (Oct 19)	Oct 19	Exam #3 (Session 15 - 20)	
	21	Female Reproduction	Martin

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	22	Male Reproduction	Martin
10 (Oct 26)		HOLIDAY	
	23	Neuro - Cells	Martin
	24	Central Nervous System	Martin
11 (Nov 2)	25	Periph. Nervous System	Martin
	26	Action Potentials	Martin
	27	Sensory Systems	Martin
12 (Nov 9)	28	Vision	TBA
	29	Vision	TBA
		Exam #4 (Sessions 21-29)	(FINAL EXAM PERIOD)

Schedule of live (flipped classroom) sessions (Mondays 10:00-11:15am, and 7:00pm-8:15pm):
Additional sessions may be scheduled if needed.

*** The live sessions will be conducted using the “flipped classroom” model. Students will be expected to complete the “vocabulary” and “session learning objectives” for the topics covered during these live sessions. These sessions are facilitated by your Instructor and students from the audience will be randomly selected to define vocabulary terms and explain learning objectives.

<u>Live Session</u>	<u>Date:</u>	<u>Topics:</u>
1	August 17 (Martin)	Introduction to course
2	August 24 (Martin/Jones)	Epithelium/Connective Tissue
3	August 31 (Martin/Jones)	Bone/Cartilage/Muscle
4	Sept 14 (Jones)	Skeleton
5	Sept 21 (Martin)	Digestion
6	October 12 (Martin)	Cardio/Respiration
7	November 2 (Martin)	Reproduction
8	November 9 (Martin)	Nervous system
9	November 16 (Martin)	Sensory/Vision

Laboratory Schedule:

Time: Friday, 10:30AM to 12:30PM and 7:00PM to 9:00PM

Lab #	Date	Topic
1	Aug 21	Epithelium histology
2	Aug 28	Connective tissue, cartilage and bone Histology
3	Sept 4	Muscle fatigue and Muscle Histology
4	Sept 11	GI Histology and rat anatomy

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5	Sept 18	Rat muscle
6	Sept 25	Laboratory Midterm Exam
7	Oct 2	Respiration and urine analysis
8	Oct 16	Exercise and blood pressure
9	Oct 23	Heart anatomy, rat GI and respiratory system
10	Oct 30	Rat urogenital and circulatory system
11	Nov 6	Equilibrium
12	Nov 13	Laboratory Final Exam

Online Quiz Schedule

Online quiz will be open from the date indicated. You will have unlimited number of attempts, but you must score 7/10 or greater to receive points. These online quizzes will serve as practice questions for the course. All online quizzes must be completed before 9:00 am on December 1.

Quiz #	Start Date	Lecture Topics
1	Aug 21	2-3 (epithelium, connective tissue)
2	Aug 26	4-5 (cartilage, bone)
3	Sept 2	6-8 (muscle)
4	Sept 9	12-13 (skeleton)
5	Sept 21	14-17 (digestion)
6	Sept 30	18-22 (blood, cardio)
7	Oct 12	23-24 (respiration)
8	Oct 16	25-26 (excretion)
9	Oct 23	29-30 (reproduction)
10	Nov 11	31-39 (neuro, sensory, vision)

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlines in the SGU SAS Student Handbook.

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all the rules and procedures outlined in the SGU SAS Student Handbook.

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St. George's University
School of Arts and Sciences

Department of Anatomy, physiology and Pharmacology Academic program

Course Code, Title and Number of Credits: BIOL 303-BIOMEDICAL ANATOMY (4-credits)

Days and Times: Mondays, Wednesdays, and Fridays. Time: 8:30-9:20 am

Semester and Year: Fall 2020

Pre-requisite(s): Click or tap here to enter text.

Classroom Location: Online

Course Director Name: Eugene Rennie

Course instructors Name(s): Dr. Eugene Rennie, Dr. Tom Aire, Dr. Crissy-Ann Harrylal, Dr. Rhea St. Louis and Dr. Narindra Roopnarine

Course Director Contact Information: Tel- 444 4175 Ext-3329

Course instructors (s) Contact Information: Tel 444-4175 Dr. Aire Ext. 3327, Dr. Harrylal Ext. 3326, Dr. St. Louis Ext. 3331, Dr. Roopnarine Ext. 3337

Course Director contact: Via emails: erennie@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description:

Biomedical Anatomy/BIOL 303 is an introductory veterinary anatomy course for Pre-veterinary and Foundation students. It is designed to facilitate acquisition of basic anatomical knowledge of the dog (canine), and also to acquire knowledge of some anatomical differences (comparative anatomy) among certain domestic species; ovine (sheep), caprine (goat), equine (horse), porcine (pig) and feline (cat) including the chicken and fish.

Lectures and laboratory sessions have been adopted to accomplish the objectives of this course online. Thus, the course involves virtual lectures through Panopto pre-recordings posted on Sakai. The laboratory sessions will be achieved through virtual images that will be provided on a specific website i.e. <http://vanat.cvm.umn.edu>, and images from related recommended texts for this course.

The lecture part of the course (theory) comprises of 45 lectures, based in part on canine and some aspects of comparative anatomy as it relates to other domestic species. It is also composed of an introductory part that includes for example basic anatomical terminologies, and a histology component. The histology component will include related virtual laboratory images that corroborates the following topics and are as follows:

- Types of epithelium
- Types of connective tissue
- Muscles
- Nervous tissue

Lecture material of the corresponding audio versions on Panopto in the power point format will be made available on Sakai under the resource segment of the biomedical anatomy course.

The corresponding lectures will be available according to the objectives of the respective topics that is provided herein. Both lecture and laboratory sessions complement each other in realizing these objectives.

It is emphasized here that the lecture notes presented are only meant as a guideline and that students are expected to use the recommended and required texts to further enhance their learning experiences.

Please note that for lecture/written exam, students will be tested based on the power points material provided guided by the corresponding learning objectives for the respective topics.

Course Evaluation

Theory /written examinations and quizzes will be based mainly on multiple-choice questions and can include True and False based on the desecration of the course director.

The laboratory component of the examinations (laboratory quizzes, mid-term, and final lab examinations) shall consist of identification/naming of structures learnt on virtual images provided. In reference to the histology segment, students will also be asked to identify structures according to what was learnt on virtual images provided.

Please note that your final examination will be cumulative.

To comply with University examinations policy, **all the examinations of this course will be sequestered**, students will not be able to see their exams (scripts) after the examination

The examinations with their point value are listed in the table below.

Exam type	Week	Weight (points)
Quiz 1: Lab and lecture	5	30
Quiz 2: Lab and lecture	8	30
Midterm Exam: Lab and lecture	11	60
Quiz 3: Lecture	13	30
Quiz 4: Lab and lecture	15	30
Final Exam: Lab and lecture	17	60
Gran total		240

Laboratory guide:

Click or tap here to enter text.

Please read the following information:

- **Carnivore/dog virtual lab dissection course (15 labs):**
- **Please note that all contents for the carnivore lab dissection segment are accessed through the following website:**
- **<http://vanat.cvm.umn.edu>.**

Note that on the homepage of this website there is a subsection entitled “ **Carnivore dissection lab.**” In this subsection the required labs for your virtual anatomy course dissection are available.

Format of virtual laboratory proceedings:

- Please note that in order to facilitate a comprehensive understanding of material, students are expected to begin **study** according to the format **suggested herein according to the given website:**
- For every lab student should be guided by:
 - Lab objectives,
 - Instructor commentary,
 - Dissection Videos,
 - Dissection Images.
- Students are expected to know and identify structures by name on the virtual images provided.

Topics for virtual laboratory sessions are as follows:

- Lab 1- Thoracic Limb extrensic muscles
- Lab 2- Ventral Neck muscles and remaining extrensic muscles of the thoracic limb
- Lab 3- Thoracic Limb intrinsic muscles: Scapula and Brachium
- Lab 4- Thoracic limb intrinsic muscles: Antibrachium and Manus
- Lab 5- Pelvic Limb Muscles: Rump and Teigh
- Lab 6- Pelvic Limb Muscles: Caudal Hip, Cranial Teigh, and Cranial Crus
- Lab 7- Pelvic Limb Muscles: Caudal Crus and Hip
- Lab 8- Hypaxial Muscles of the Neck, Thorax, and Abdomen
- Lab 9- Epaxial Muscles
- Lab 10- Muscles of the Thoracic Wall
- Lab 11- Thoracic Cavity: Lungs-Identify lobes of Right lung and Left Lung (what are the difference between left and righ lungs with respect to lobes?)
- Lab 12- Autonomic Nervs and Heart
- Lab 15- Abdominal Wall and Inguineal Canal and related structures (spermatic cord)
- Lab 16- Abdominal and Peritoneal cavities and Abdominal Viscera
- Lab 20- Pelvic limb vessels

Course Objectives:

- This course is subsequent to BIOL 1 and 2, and is designed to achieve the following objectives:

- Learn anatomical nomenclature and vocabulary that will foster greater understanding of the course (introductory segment)
- Be able to identify, describe and locate anatomical structures through lecture and virtual images of both the cat and dog.

Topic 1: Appendicular system/skeleton:

- **Thoracic and pelvic limb**
- **Time frame: 4 Lectures: 3 hours and 20 minutes**

Learning outcomes of thoracic and hind limb:

- Define the appendicular system
- Learn name of the segments of the thoracic and pelvic limb and their associated bones.

Examples:

-Thoracic limb:

- Pectoral girdle segment – Associated bones- clavicle and scapula
- Brachium (arm) segment- Associated bone - humerus
- Antebrachium (forearm) segment- Associated bone - radius and ulna

-Forepaw (manus) segment, that includes wrist/carpus with its digits- Associated bones- metacarpals, phalanges, dorsal and palmar sesamoid bone

-Definition of the carpus

-Definition of the digits

Hindlimb (examples cont)

-Femoral segment- Associated bone - Femur

-Crus segment- Associated Bones-Tibia and fibula

-Tarsus segment- Associated Bones-Tarsal bones

Appendicular skeleton:

Thoracic limb:

Scapula:

Describe general characteristics of the lateral surface of scapula:

- Note the presence of supraspinous and infraspinous fossae
- Note the presence of the spine of the scapula
- Location of respective fossa in relationship to the spine of the scapula
- Note the presence of an acromion associated with the distal end of the spine of the scapula

Comparative Anatomy of the Scapula:

Differences of the scapula in feline, canine, equine, and bovine species according to the following:

- Feline: Note that the acromion has hamate and suprahamate process. Identify those structures in virtual images
- Canine: Note the presence of acromion in distal part of spine. Identify structure in virtual images
- Equine: Note that the acromion is absent in distal part of spine. Be able to distinguish its scapula from that of other species mentioned.
- Bovine: Note that the acromion is present (be able to differentiate from that of equine)

Humerus:

-Note the anatomical features in the proximal extremity of the humerus as specified in lecture:

- Head
- Neck
- Greater and lesser tubercle

-Note the anatomical features in the distal extremity of the humerus as specified in lecture:

- Define humeral condyle
- Note the parts of humeral condyle

Comparative Anatomy of the humerus of the dog and the humerus of the horse according to the following:

Differences in proximal extremity of these two species according to the following:

- Unlike that of the dog note the presence of an intermediate tubercle in that of the horse
- Unlike that of the dog note the presence of cranial and a caudal part of the greater tubercle in that of the horse

Ulna:

General anatomical features of the ulna:

Proximal extremity:

- Note the olecranon of the ulna
- Note the trochlea notch of the ulna

Distal extremity:

- Note the lateral styloid process

Radius

General anatomical features of the radius:

Proximal extremity:

Note the following:

- Head of the radius
- Neck of radius
- Radial tuberosity

Distal extremity (trochlea):

- Note the medial styloid process

Comparative Anatomy of the radius and ulna of carnivores (dog) and Porcine (pig) to that of ruminants and equine (horse) according to the following:

- Note that in the pig and the dog the ulna is a separate and complete bone
- Note that in ruminants the ulna is fused to the radius
- Note that in the horse the ulna is not only fused to the radius but is also an incomplete bone
- Note that in the horse the distal epiphysis fuse to the radius to form the lateral styloid process

Comparison of the metacarpal/metatarsal bone of the dog to that of ruminants and equine:

Dog:

- Note that all five metacarpals bones are present; however, the 1st metacarpal is reduced with a corresponding reduced number of digits. Digits 2-5 bear weight.

Ruminants:

Note that in contrast to the dog; in the ruminants the 1st and 2nd metacarpals are absent and that the 3rd and 4th metacarpals bones are fused to form a single bone known as the cannon bone (Mc3 and Mc 4); it supports the weight bearing 3rd and 4th digits. Note that the 5th metacarpal bone is markedly reduced and does not support a digit.

Horse:

-Not that in the horse the 1st and 5th metacarpal bones are absent. Also note that the 2nd and 4th metacarpal bones are markedly reduced and are commonly called “splint bones” Note that the 3rd metacarpal bone is notably larger than the 2nd and 4th metacarpal bones and that it is the only one which support a digit.

Topic 2: Appendicular skeleton:

Hind limb

- **Time frame: 4 Lectures: 3hrs and 20 minutes**

Learning outcomes:

Pelvic girdle:

- Distinguish the bones of the pelvic girdle
- Note that fusion of these bones forms the os coxae
- Define the pelvic cavity
- Note the bones that contribute to the formation of the acetabula fossa

Femur

- Note the anatomical features on the proximal extremity of the femur
- Note the anatomical features on the distal extremity
- Note muscle that is within the tendon of insertion of the patella
- Define patella: (sesamoid bone)

Comparative anatomy of the proximal and distal extremity of the femur of the dog, horse, and ox according to the following:

- Unlike that of the dog, the greater trochanter of the horse is divided into cranial and caudal parts,
- Note that the greater trochanter is not divided in ruminants (ox) and other species.
- Also note that unlike that of the dog there is the presence of a third trochanter in the horse, and that this feature (third trochanter) is absent in ruminants

- Also note that unlike that of the dog, the medial ridge of the trochlea is significantly larger than the lateral ridge in the horse and ox

Tibia

- Note the anatomical features of the proximal extremity of the tibia
- Note the muscles that are attached to the tibial tuberosity
- Note the anatomical features of the distal extremity
- Define the cochlea, articular surface
- Relate the lateral and medial malleolus to their respective bones

Fibula

- Note the different parts of the fibula

Tarsus

- Note number of tarsal bones in the tarsus
- Name bones in the proximal row of the tarsus
- Note position of the central tarsal bone
- Differentiate between the calcaneus bone and the talus bone

Topic 3: Axial skeleton

Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

Bones of the skull:

- Differentiate and identify bones of the face and skull of the dog

Bones of the axial skeleton:

- Describe the general characteristics of a typical vertebrae
- Differentiate vertebrae according to specific segmental features of vertebral column
- Learn parts of ribs
- Describe the composition of the sternum and the type of joint between the respective stern brae

- Note the type of joint between the bones of the vertebral column

Compare the species differences according to the number of vertebrae of the vertebral column:

- Dog
- Horse
- Ruminants
- Pig
- Learn and be able to differentiate the vertebral column of species based on their respective vertebral formula.

Topic 4: Joints (Arthrology)

Time frame: 5 lectures: 4 hours and 10 minutes

-Learning outcomes:

- Understand the meaning of arthrology
- Define joints
- Note tissues that articulate joints
- Classification (types) of joints, and note related examples (only as emphasized in class)
- Learn characteristics of joints as studied in class

Topic 5 Respiratory system: Nasal cavity, laryngopharynx, and pharynx, trachea and bronchial tree.

- **Learning outcomes:**

- Define the nasal cavity
- Note the caudal limit of the nasal cavity-choana and its topographical location (be familiar with related image)
- Note structure that divides the nasal cavity into right and left fossae
- Note the air channels/meatuses of the nasal cavity and their specific location
- Note what are the different nasal conchae
- Note the subregion of the pharynx that is related to the respiratory system-laryngopharynx
- Define the larynx, note its characteristics (be familiar with cartilaginous parts), and function only as elaborated in lecture
- Learn the anatomical features of the trachea and related structures
- Learn the components of the bronchial tree and related structures

Topic 6: Thorax cavity:

Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

- General characteristics of the left and right lobe of the canine lung (as studied in lecture)
- Note anatomical differences between the right and left lung
- Describe and establish the boundaries of the thoracic cavity

- Learn the organs within the thoracic cavity
- Describe and know the position of the thoracic inlet
- Define the mediastinum
- Identify structures within the mediastinum
- Describe the divisions of the mediastinum
- Define pleura
- Name and describe the different pleura with respect to their location
- Define the trachea
- Describe its characteristics
- Establish the cranial and caudal limit of the trachea
- Define and locate tracheal carina
- Define the bronchial tree
- Learn the different parts of the bronchial tree
- Identify the principal bronchi

Comparative anatomy of the thorax:

-Note the presence of microscopic openings (fenestrations) in the mediastinum of the dog, horse, and sheep.

Ox, goat, and pig:

-Note the absence of these openings in the mediastinum of these animals

-Note the clinical significance of the presence of these openings:

- Allow a unilateral pneumothorax to become bilateral

Comparative anatomy of the lung:

Based on lobation of the lung learn the anatomical differences between that of the dog, the horse, ruminant and pig:

-Note that in all domestic species the left lung has two lobes: cranial and caudal

-With the exception of the horse, note that the right lung of all other domestic species has four lobes whereas that of the horse lacks a middle lobe of the right lung.

-Note that in all species but the horse, the cranial lobe of the left lung is further divided into two parts: cranial and caudal

-Note that in ruminants the cranial lobe of the right lung is also divided into cranial and caudal parts

-Note that intralobar lobulation of the lung is clearer in the ox than in the goat and pig and that it is hardly detectable in sheep.

Topic 7: Cardiovascular system

Time frame: 6 Lectures: 5 hours

Learning outcomes:

- Define the pericardium
- Describe and identify different parts of the pericardium
- Describe external features of the surface of the heart
- Learn and be able to identify blood vessels related to the heart
- Describe and identify the different layers of the heart (epicardium, myocardium and endocardium)
- Identify the pericardial cavity and understand its relationship with related layers of the heart
- Describe and identify the internal anatomical features of the heart and understand their respective function
- Understand and describe the pulmonary and systemic circulation of the heart and their relationship to the respective cavities.

Comparative anatomy of the cardiovascular system:

Understand the differences and similarities of the azygos vein as it relates to its absence or presence with respect to the left or right side of the dog, horse, and artiodactyls:

Carnivore, equine and artiodactyls:

-Note that the right azygos vein persists after birth in the dog and horse, whereas in artiodactyls the left vein predominates

-Note that occasionally only the cranial part of the right azygos may persist in the ox, however the presence of the complete right azygos vein in addition to the left azygos vein is more common in the sheep and goat.

Aortic arch

-Learn the differences and similarities with respect to the absence or presence of the vessels of the aortic arch (brachiocephalic trunk and left subclavian) in that of the dog, horse, ruminants, and pigs:

-Note that like that of the dog, the left subclavian artery is a direct branch of the aorta only in the pig and not in that of other domestic ungulates

-Note that in other species the left subclavian typically arises as a branch of the brachiocephalic trunk

Topic 8: Urogenital system:

Time frame: 2 Lectures: 1 hours and 40 minutes

Learning outcomes:

- Describe and be familiar with the components of the urogenital system
- Note the difference in position of the right and left kidneys
- Note the relationship of the right kidney to the liver
- Describe the external characteristics of the kidney
- Identify the blood vessels associated with the kidney
- Know what the renal pelvis of the ureter is, and understand its particular function.
- Be able to describe and identify gross internal anatomical feature of the kidney (pyramids, cortex, medulla, etc).
- Be acquainted with labelled images of the kidney as emphasized in class
- Understand what the trigone of the bladder is

Compare the differences and similarities as they relate to the location of the right kidney of the dog to that of:

-pig

-ruminants

-horse

-Note the difference of the gross anatomical features of the kidney of the dog to that of small and large ruminants (ox).

-Note the morphological difference of the right kidney in the horse to that of the left kidney.

Topic 9: Male Genital Organ of the Dog:

Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

- Identify and describe the different parts of the male genital system
- Describe the general characteristics of the scrotum and the function of related anatomical features; dartos muscle
- Describe and identify the ductus deferens and related function
- Note general morphological characteristics of the testis
- Describe and identify the different parts of the epididymis and its related function
- Identify associated ligaments (ligament of the tail of the epididymis and proper ligament of the tail of the epididymis)
- Describe and identify the internal anatomical features of the epididymis and related function according to labelled images as emphasized in class

Inguinal canal:

- Define the inguinal canal
- Identify the superficial and deep limits of the inguinal canal
- Describe the borders of the inguinal canal

- Define the vaginal tunic/vaginal process
- Identify the different parts of the vaginal tunic
- Define the spermatic cord
- Identify and describe the components of the spermatic cord and associated structures
- Differentiate between mesorchium and Mesoductus deferens
- Identify the extrinsic muscles of the penis
- Describe the different parts of the penis, and be familiar with a labelled image of the same
- Define and describe the crura/ root of the penis and understand the difference between corpus cavernosum and corpus spongiosum.

Comparative anatomy of the male accessory sex glands:

-Note the differences in the number of accessory sex glands related to the male reproductive system in the following species:

- Dog
- equine
- ruminants
- pig

Topic 10: Female Genital system:

Time frame: 1 Lecture 5 minutes

Learning outcomes:

- Name the different components of the female genital system
- Identify the related ligament of the ovaries
- Describe the general characteristics of the ovary
- Describe the different parts/layers of the uterus
- In a labelled image of the female reproductive organ identify the uterine horn, vagina, vestibule, vulvar and clitoris
- Describe and identify the respective parts of the broad ligament
- Describe and identify the regions//parts of the internal structure of the ovary
- Describe the function of the cortex of the ovary
- Note the different segments of the uterine tube
- Understand the function of the uterine tube

Topic 11: Digestive system and abdomen

Time frame: 6 Lectures: 5 hours

Learning outcomes:

- Note the primary parts of digestive system
 - Define and establish the limit of the mouth

- Define and establish the respective parts of the oral cavity and their limits
- Note characteristics of anatomical features of the oral cavity
- Note papillae of the tongue that is associated with taste buds

-Note divisions of the palate

-Define the pharynx and note its subdivisions

Alimentary canal

-Note the different part of the alimentary canal

-Differentiate between large and small intestine

-Note segments/regions within the respective parts of alimentary canal as indicated in lecture;

For example, Colon:

- Ascending colon
- Transverse colon
- Descending colon

-Note the morphological characteristics of the respective parts of the alimentary canal

-Be familiar with labelled transverse images of the respective parts of the alimentary canal

Accessory organs of digestive system

Gall bladder:

-Differentiate between cystic, hepatic and bile duct

-Differentiate between the main and accessory pancreatic duct

-Understand the relationship of the major and minor duodenal papillae the as they relate to the bile and accessory pancreatic duct

Liver

-Note the different lobes of the liver

-Be familiar with labelled images of the same

-Note the ligaments of the liver

Teeth

-Be familiar with the dental formula of the dog

-Be familiar with a labelled image of the different parts of a tooth

Salivary glands

-Be familiar with the classification of the salivary glands and their specific location with the aid of labelled images provided

-Understand the functions of these glands

-Be familiar with the parts of the sublingual salivary gland

-Note the point of opening of the ducts of the major salivary glands;

For example?

The duct of the mandibular salivary gland opens into the sublingual caruncle

Abdomen

- Be familiar with the muscles that forms the wall of the abdominal cavity
- Note their collective function
- Note the classification of the serous peritoneum according to its specific location.
- Define the peritoneal cavity
- Define connecting peritoneum
- Classification of connecting peritoneum according to its relationship with specific organ.

Comparative anatomy of the alimentary canal of the following species:

- Equine
- Ruminants
- Porcine
- Chicken
- Fish

Stomach

- Note that unlike that of the dog, there is the presence of a torus pyloricus in the stomach of ruminants and pig
- Note that in the pig unlike that of the dog, ruminants, and horse there is the presence of a diverticulum associated with the fundus of the stomach
- Note that the fundus (saccus cecus) of the horse stomach is very extensive unlike that of the dog, ruminants and pig
- Note that in the horse the junction of the non-glandular mucosa with the glandular mucosa of the stomach, occurs in the body of the stomach rather than in the cardia, unlike that of the dog, ruminants, and pig
- Note that in the horse and pig there is a non-glandular part of the mucosa located near the cardia unlike that seen in the dog and ruminants.

Stomach of chicken, geese and others that are similar:

- Note that the stomach of these birds has two parts
 - Proventriculus (glandular part)
 - Ventriculus/Gizzard (muscular part)

Stomach of fish:

- Note that the stomach varies in shape in some species
- Note the extra part at the junction of the stomach and duodenum in some species:
 - Pyloric caecae

Ruminant forestomach

- Note the presence of a forestomach in ruminants unlike that seen in the dog, horse and pig
- Be familiar with the compartments of the forestomach

Small intestine

Duodenum:

- Note that unlike that of the dog there is the presence of a sigmoid loop in the cranial part of the duodenum in ruminant, horse, and pig
- Note a dilation (duodenal ampulla) in the cranial part of the duodenum of the horse that is not seen in the dog, pig, and ruminant.
- Note the presence of a hepatopancreatic ampulla in the cat and horse that is not seen in the dog, ruminant and pig

Jejunum

- Note that the jejunum varies in length from a meter or less in the cat to as much as 50 meters in the ox

Ileum

- Note that the ileal ostium joins the cecum in the horse and empties into the ascending colon in all other domestic species

Large intestine

Cecum

- Note the difference of the length of the cecum in the cat, as compared to the dog, pig, ruminant and horse
- Note the number of openings and related structures in the cecum of the horse as compared to all other domestic animals.
- Note that sacculations (haustra) are only present in the cecum of the pig and horse. Also note that this is as a result of muscle bands (teniae) in its wall
- Note that the cecum of the horse is very large as compared to other domestic species

Colon

Ascending colon

- Appreciate the differences in the ascending colon of the following species

Horse:

- Note the presence of subparts in the ascending colon
- Note and name the specific subparts in the ascending colon of the horse.
- Note the number of tenia that correspond to the respective subparts

Ruminants:

-Note the different parts of the ascending colon according to the characteristics of the respective parts as follows:

- Proximal loop
- Spiral loop-note that this part has centripetal and centrifugal turns
- Distal loop

Pig:

-Note that the ascending colon has the same basic parts as that of ruminants, and that however the proximal loop is absent and the distal loop is subtle

-Note specifically that the spiral loop is arranged in an inverted cone-shaped coil, and that the centripetal turns are sacculated

Dog:

-Note that in the dog the ascending colon is unmodified and that it has no subparts

Comparative anatomy of the following accessory organs of the digestive system

Liver

Ruminants:

-Note that very few fissures are present to aid the differentiation of the various liver lobes

Dog:

-Note that there are additional divisions to the four basic lobes. Be familiar with the names of the additional divisions.

-Be familiar with divisions of the four basic lobes

Pigs:

-Note that although the pig's liver is generally similar to that of the dog, however it lacks a papillary process on the caudate lobe

Horse:

-Note that the liver of the horse is similar to that of carnivores except that the right lobe remains undivided and that there is no papillary process on the caudate lobe

Gallbladder:

Pig and ruminants

-Note that the hepatic ducts unite to form a common hepatic duct which then joins the cystic duct to form the bile duct

Horse:

-Note that the horse lacks a gallbladder and cystic duct, and that the distal part of the hepatic duct continues to the duodenum as the bile duct

Carnivores:

-Note that several hepatic ducts separately enter the cystic duct which becomes the bile duct after the entry of the last hepatic duct

-Note specie variation in the location of the major duodenal papillae

Histology

Time frme: 2 Lectures: 1 hour and 40 minutes

- Types of epithelium
- Types of connective tissue
- Muscle
- Nervous tissue

Neuroanatomy

Time frame: 3 Lectures: 2 hours and 30 minutes

- Cells of the nervous system
- Mechanism of action of the cells of the nervous system
- Classification of the nervous system
- Learn the components of the nervous system:
 - Central nervous system
 - Peripheral nervous system
- Learn the sub-classification of the peripheral nervous system
- Learn the divisions of the brain including the embryological names
- Learn the anatomical features of the spinal cord

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Program Outcomes Met By This Course:

1. Adequately utilize multidisciplinary knowledge of basic structures and functions of healthy animals.
2. Correlate basic knowledge to relevant clinical situations.
3. Demonstrate, evaluate and model effective communication in the practise of the veterinary profession.
4. Cultivate the art of leadership and teamwork in the practise of the veterinary profession.

Click or tap here to enter text.

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Course Materials:

- Power points of lectures are provided on sakai
- Require; one copy of Dissection Guide; Author Lynn Ruoff, DVM.- provided.
- Require; dissection Kit- provided

Text: Optional: Miller's Guide to the Dissection of the Dog (6th edition), by H.E. Evans and DE LAHunta.

Supplementary Readings/Resources: See optional above.

Course Requirements and Percent of Grade:

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2018/2019, page 28) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the

university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy: At discretion of Course Director.

Assignment Submission Policy: At discretion of Course Director.

Classroom Etiquette: At discretion of Course Director.

Online Etiquette: At discretion of Course Director.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.



St. George's University

School of Arts and Sciences

Department of Biology, Conservation and Ecology

GENERAL COURSE INFORMATION

Course Code and Title: BIOL310, Freshwater and Estuarine Ecology
Number of Credits: 4 credits
Days and Times: Mondays and Wednesdays 11:30 am to 12:45 pm
Laboratory - Thursdays (every other week) 1:00 to 5:00 pm.
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): NA

Course Lecturer Name(s): Dr. Paula Spiniello
Course Director Name: Dr. Paula Spiniello

Course Lecturer(s) Contact Information: pspiniel@sgu.edu
Course Director Contact Information: pspiniel@sgu.edu

Course Lecturer(s) Office Hours: Monday and Wednesday 2:00 pm – 4:00 pm, by appointment
Course Director Office Hours: Monday and Wednesday 2:00 pm – 4:00 pm, by appointment

Course Lecturer(s) Office Location: Online
Course Director Office Location: Online

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, Phone: ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will give students an understanding of the ecology of freshwater and estuarine ecosystems, providing with knowledge of their origin and geomorphology, and broad principles of their ecology, hydrology, biogeochemistry, and biotic dynamics. It will also introduce students to the effects of anthropogenic impacts and the importance of maintaining the ecosystems integrity, with emphasis in Grenada's surface water resources. Throughout this course, students will develop the ability to research issues related to

freshwater and estuarine ecology at global, regional, and local level, and to discuss the implications of their results in the broader context of the ecology of aquatic ecosystems.

Course Objectives:

- 1) Identify the major freshwater and estuarine ecosystems worldwide, in the America/Caribbean region, and in Grenada.
- 2) Identify the physical, chemical, biological, and ecological characteristics of the different freshwater and estuarine ecosystems.
- 3) Understand the interactions between the dominant physical, chemical, and biological components of freshwater and estuarine ecosystems.
- 4) Identify and critically analyze the major anthropogenic threats to freshwater and estuarine ecosystems and the effects on their integrity.
- 5) Design and perform ecological investigation in and about freshwater and estuarine ecosystems, including both field and laboratory studies.
- 6) Effectively communicate scientific information through oral presentations and written reports.

Technical Skills Outcomes:

NA

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

- i) Understand the fundamental concepts governing the ecology of freshwater and estuarine systems, including physical and chemical properties, and biological and ecological characteristics.
- ii) Identify and understand key connections between physical, chemical, and biological processes that influence the functioning of freshwater and estuarine ecosystems.
- iii) Critically analyze information on freshwater and estuarine ecosystems, with emphasis on primary scientific literature: the methods used, the data presented, and the strengths and weakness of observational versus experimental methods.
- v) Design and perform investigation on ecological structure of freshwater and estuarine ecosystems, using appropriate methods for data collection, analysis, and presentation.
- vi) Effectively communicate scientific information by presenting critical analysis of existing studies, and results of field and laboratory investigations, in written and oral presentations.

Program Outcomes Met By This Course:

- 1) Apply knowledge of the biological and physical components of freshwater and estuarine ecosystems, and integrate this knowledge towards the understanding of the interrelationships of organisms with each other and their physical environment.
- 2) Apply scientific method for designing and conducting controlled field and laboratory experiments, and effectively communicate scientific knowledge.
- 3) Analyze key ecological issues with a focus on the major anthropogenic threats to freshwater and estuarine ecosystems.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Class materials and selected readings will be taken from the following books and journals:

- 1) Day, J.W, Kemp, W.M, Yanez-Arancibia, A. and B.C. Crump. 2012. Estuarine Ecology. Willey Blackwell.
- 2) Dodds, W.K. and M.R. Whiles. 2019. Freshwater Ecology. Third Edition. Elsevier.
- 3) Giller, P.S. and B. Malmqvist. 2011. The Biology of Streams and Rivers. Oxford University Press.
- 4) Wetzel, R.G. 2001. Limnology: Lake and River Ecosystems. Third Edition. Academic Press.

<https://www.pdfdrive.com/limnology-lake-and-river-ecosystems-d178997141.html>

- 5) Wetzel, R.G., and G.E. Likens. 2000. Limnological Analyses. Third Edition. Springer.

- 6) O'Sullivan, P.E. and C.S. Reynolds. 2005. The Lakes Handbook. Vol. I. Limnology and Limnetic Ecology. Blackwell. Publishing.

<https://www.pdfdrive.com/the-lakes-handbook-volume-i-limnology-and-limnetic-ecology-d157204230.html>

Supplementary Readings/Resources: Additional reading materials and resources will be posted on Sakai.

Course Grading Requirement:

Student learning will be assessed by:

- 1) Three (3) exams with questions related to the principles of freshwater and estuarine ecology presented during lectures and discussions.
- 2) One (1) topic presentation (oral) to be selected from given options
- 3) Three (3) reading assignments.
- 4) Laboratory Practical Exercises on Morphometric Analyses (1 to 4) (written)
- 5) Two (2) Projects presentations (oral and written report)

Grading will be distributed as follow:

Three (3) Exams: 45 points (15 points each)

One topic presentation: 10 points

Three (3) reading assignments: 15 points (5 points each)

Two (2) Project Presentations: 20 points (10 points each)

Morphometric Analyses Laboratory Practice 1 and 2 (Practical Exercises 1 to 4): 10 points

TOTAL: 100 points

READING ASSIGNMENTS:

Three (3) scientific articles are given below. Students will produce a written report for each article. The report must include the following:

- 1) Describe what the article is about.
- 2) Describe why the research presented on the paper is important to understand the ecology of freshwater or estuarine systems.
- 3) Describe what was learned from the investigation.
- 4) Describe a key figure or table.
- 5) Describe something you have learned from the paper that you did not know before.
- 6) Describe any challenges you had reading and understanding the article.
- 7) Write two questions about the science or the way the science was conducted that came to mind as you read the article.

The written report for each article should be 200 - 300 words long.

READING ASSIGNMENT 1:

A Synopsis of Global Mapping of Freshwater Habitats and Biodiversity: Implications for Conservation. McManamay, et al 2017. READ ONLY PART 2 – Global Freshwater Habitat Mapping Efforts.

<https://www.intechopen.com/books/pure-and-applied-biogeography/a-synopsis-of-global-mapping-of-freshwater-habitats-and-biodiversity-implications-for-conservation>

READING ASSIGNMENT 2:

Dry season habitat uses of fishes in an Australian tropical river. Keller et al. 2019.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6450894/>

READING ASSIGNMENT 3:

Provision of ecosystem services by human-made structures in a highly impacted estuary. Layman et al, 2014.

<https://iopscience.iop.org/article/10.1088/1748-9326/9/4/044009>

TOPIC PRESENTATIONS:

Each student will choose a topic from the list shown below. The presentation will be verbally, and each student will be given a max of 15 minutes for the presentation followed by 10 minutes Q&A and discussion. Students will be evaluated on their ability to present the material in a clear and concise manner, their ability to synthesize and explain important concepts, their ability to lead a discussion on the topic presented, and the quality and pertinence of the support material.

TOPICS FOR PRESENTATIONS:

- 1) Approaches to control cyanobacterial blooms in lakes (1)
- 2) Benthic-pelagic coupling in lake ecosystems (1)
- 3) Algal succession and productivity in lakes (1)
- 4) Biological impacts of lake acidification (1)
- 5) Agricultural impact on surface waters (irrigation, biocides, fertilizers, erosion) (1 or 2)
- 6) Effect of climate change on lake biogeochemistry (1)
- 7) Environmental applications of paleolimnology (1 or 2)
- 8) River restoration (2)
- 9) Watershed management and protection in Grenada (2)
- 10) Antibiotics and other pharmaceuticals in surface waters (1 or 2)

- 11) Effect of urban development on stream ecosystems (2)
- 12) The ecological role of wildlife in estuaries (3)
- 13) Function, values, and assessment of coastal marshes (3)
- 14) Budget analysis of estuarine ecosystems (3)
- 15) Ecosystem-based management in estuaries (3)
- 16) Management of estuary fisheries (3)
- 17) Changes of Estuarine Biotic Structure due to Introduction of New Species (3)

FIELD TRIPS:

The course includes two (2) one-day field trips to preselected locations where students will apply techniques to sample for biological, physicals and chemical parameters in 2 different freshwater ecosystems (a lake, and a river/stream). Instrumental and observational data, and samples will be collected to comply with the objectives described during the laboratory sessions. Practical manuals and presentations will be provided to assure the appropriate application of the methodology. These field-based projects will give an opportunity for students to work under real world situations.

RESEARCH PROJECT PROPOSALS:

During the semester students will formed groups of maximum 3 students and each group will develop 2 research projects proposals. One proposal will be directed to the physical and chemical characterization of Lake Grand Etang. The other proposal will be related to the biotic characterization of Lake Grand Etang. Aspects of each proposal will be discussed during laboratory sessions and they will be presented as oral presentation and as written manuscript.

Course Requirements:

Students will be required to:

- i) be prepared for class by doing the necessary readings.
- ii) contribute thoughtful ideas to class discussions and engaged in constructive debates.
- iii) conduct themselves in an appropriate manner, including being respectful to the opinion of others.
- iv) listen and/or read carefully the instructions given by the lecturer and invited guests.

Course Schedule:

WEEKS		CLASS TOPIC	LAB ACTIVITIES
1	Class 1 (08/17)	Online classes etiquette discussion. Syllabus (description, activities, grading, assignments).	
	Class 2 (08/19)	UNIT 1: Lakes global distribution. Lake Origin and Formation The abiotic frame.	
	Lab 1 (08/20)		Introduction to the laboratory – assignments, lab reports, field trips, lab groups, work dynamic.

			<p>Introduction to Morphometric Features in Lentic and Lotic Ecosystems</p> <p>COMPLETE PRACTICAL EXERCISES 1 and 2 FROM LABORATORY PRACTICE 1: Morphometric parameters in lentic ecosystems (lakes and reservoirs).</p> <p>COMPLETE PRACTICAL EXERCISES 3 and 4 FROM LABORATORY PRACTICE 2: Morphometric Parameters in lotic environments (rivers and streams)</p>
2	Class 3 (08/24)	UNIT 1: Lake organisms – prokaryotic, eukaryotic, protozoan, primary producers (macrophytes, macroalgae, phytoplankton, and periphytic algae).	
	Class 4 (08/26)	UNIT 1: Lake organisms – metazoans. Due date Reading Assignment 1.	
3	Class 5 (08/31)	UNIT 1: Biotic Interactions.	
	Class 6 (09/02)	UNIT 1: Food Webs in Lakes and Ponds.	
	Lab 2 (09/03)		<p>DUE DATE: PRACTICAL EXERCISES 1 – 4 (Before 1:00 pm)</p> <p>Discussion Results Practical Exercises 1 – 4</p> <p>Introduction to sampling 1: Abiotic Parameters</p> <p>Watch PPT Presentation: Sampling physical and chemical parameters and make a reasoned list of the most relevant parameters to measure on Project 1.</p> <p>Watch the videos on Lake Sampling https://www.youtube.com/watch?v=dSlqGGsIXWk https://www.youtube.com/watch?v=looXAzhsjs</p>
4	Class 7 (09/07)	UNIT 1: Reservoirs – Invited Professor – Dr. Ernesto Gonzalez – UCV	
	Class 8 (09/09)	UNIT 1: Biodiversity and Environmental threats in Lakes and Ponds.	
5	Class 9 (09/14)	UNIT 1: Topics Presentations Exam Review	
	Class 10 (09/16)	EXAM UNIT 1	

	Lab 3 (09/17)		<p>DUE DATE Preliminary report Materials and Field Methods for abiotic project</p> <p>Introduction to Sampling 2: Biotic Parameters</p> <p>Watch PPT Presentation: Sampling organisms in water and sediment and make a reasoned list of the communities to be evaluated on Project 2.</p> <p>LAB PRACTICE: Use of microscope:</p> <p>Use the link bellow to do the practical exercises for using the microscope. Complete exercises P1-P6 and M1, M2 http://www1.udel.edu/biology/ketcham/microscope/scope.html</p>
6	Class 11 (09/21)	UNIT 2: Drainage basin and stream morphometry.	
	Class 12 (09/23)	UNIT 2: Physical, chemical, and hydraulic factors in rivers and streams.	
7	Class 13 (09/28)	UNIT 2: Life in running waters.	
	Class 14 (09/30)	UNIT 2: Adaptations to life in running waters. Due Date Reading Assignment 2.	
	Lab 4 (10/01)	FIELD TRIP LAKE GRAND ETANG	
8	Class 15 (10/05)	NO CLASS – MIDTERMS WEEK	
	Class 16 (10/07)		
9	Class 17 (10/12)	UNIT 2: Energy and Nutrients in rivers and streams	
	Class 18 (10/14)	UNIT 2: Biotic interactions, diversity, and biogeography in rivers and streams	
	Lab 5 (10/15)		<p>DUE DATE Preliminary report Materials and Methods Biotic Project</p> <p>Presentation and Discussion of objectives for Great River field trip</p> <p>Introduction to Laboratory Analyses</p> <p>Watch PPT Presentation: Laboratory Techniques in Limnology and write a list of the laboratory techniques to perform on Project 1.</p>
10	Class 19 (10/19)	UNIT 2: Use, abuse and conservation of rivers and streams.	
	Class 20 (10/21)	UNIT 2: Topic Presentations Exam Review.	
11	Class 21 (10/26)	EXAM UNIT 2	

	Class 22 (10/28)	UNIT 3: Estuarine Geomorphology and Coastal Hydrology.	
	Lab 6 (10/29)	FIELD TRIP TO GREAT LAKE – PARADISE SECTION	
12	Class 23 (11/02)	UNIT 3: Estuarine Chemistry	
	Class 24 (11/04)	UNIT 3: Estuarine Primary Producers (phytoplankton, seagrasses, vascular plants, and benthic algae).	
13	Class 25 (11/09)	UNIT 3: Coastal Marshes and Mangrove Wetlands. Due Date Reading Assignment 3.	
	Class 26 (11/11)	UNIT 3: Microbial Ecology and Food Webs in Estuaries	
	Lab 7 (11/12)		PRESENTATIONS PROJECTS 1 – Physical and Chemical Characterization on Lake Grand Etang. DISCUSSION and Q&A
14	Class 27 (11/16)	UNIT 3: Zooplankton, benthos, and nekton in estuaries.	
	Class 28 (11/18)	UNIT 3: Estuarine Fisheries	
15	Class 29 (11/23)	UNIT 3: Human impact, management, and global climate change effects on estuaries	
	Class 30 (11/25)	UNIT 3: Topic Presentations Exam Review	
	Lab 8 (11/26)		PRESENTATIONS PROJECT 2 – Biotic Characterization of Lake Grand Etang. DISCUSSION and Q&A
16	Class 31 (11/30)	EXAM UNIT 3	
	Class 32 (12/02)	NO CLASS - FINALS WEEK	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University
School of Arts and Sciences
Department of Biology, Ecology and Conservation

Course Code, Title and Number of Credits: BIOL312, FRESHWATER AND ESTUARINE ECOLOGY, 4 credits

Days and Times: Mondays and Wednesdays 11:30 am to 12:45 pm
Laboratory - Thursdays (every other week) 1:00 to 5:00 pm.
Semester and Year: Fall 2020
Pre-requisite(s): None
Classroom Location: Online Delivery

Course Lecturer and Director Name: Dr. Paula Spiniello

Course Director Contact Information: Ext: 3633, pspiniel@sgu.edu

Course Director Office Hours: Mondays and Wednesdays 2:00 to 4:00 pm, or by appointment.

Office location: Online

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE DESCRIPTION:

This course will give students an understanding of the ecology of freshwater and estuarine ecosystems, providing with knowledge of their origin and geomorphology, and broad principles of their ecology, hydrology, biogeochemistry, and biotic dynamics. It will also introduce students to the effects of anthropogenic impacts and the importance of maintaining the ecosystems integrity, with emphasis in Grenada's surface water

resources. Throughout this course, students will develop the ability to research issues related to freshwater and estuarine ecology at global, regional, and local level, and to discuss the implications of their results in the broader context of the ecology of aquatic ecosystems.

COURSE OBJECTIVES:

- 1) Identify the major freshwater and estuarine ecosystems worldwide, in the America/Caribbean region, and in Grenada.
- 2) Identify the physical, chemical, biological, and ecological characteristics of the different freshwater and estuarine ecosystems.
- 3) Understand the interactions between the dominant physical, chemical, and biological components of freshwater and estuarine ecosystems.
- 4) Identify and critically analyze the major anthropogenic threats to freshwater and estuarine ecosystems and the effects on their integrity.
- 5) Design and perform ecological investigation in and about freshwater and estuarine ecosystems, including both field and laboratory studies.
- 6) Effectively communicate scientific information through oral presentations and written reports.

STUDENT LEARNING OBJECTIVES:

Upon successful completion of this course, students should be able to:

- i) Understand the fundamental concepts governing the ecology of freshwater and estuarine systems, including physical and chemical properties, and biological and ecological characteristics.
- ii) Identify and understand key connections between physical, chemical, and biological processes that influence the functioning of freshwater and estuarine ecosystems.
- iii) Critically analyze information on freshwater and estuarine ecosystems, with emphasis on primary scientific literature: the methods used, the data presented, and the strengths and weakness of observational versus experimental methods.
- v) Design and perform investigation on ecological structure of freshwater and estuarine ecosystems, using appropriate methods for data collection, analysis, and presentation.
- vi) Effectively communicate scientific information by presenting critical analysis of existing studies, and results of field and laboratory investigations, in written and oral presentations.

PROGRAM OUTCOMES MET BY THIS COURSE:

- 1) Apply knowledge of the biological and physical components of freshwater and estuarine ecosystems, and integrate this knowledge towards the understanding

- of the interrelationships of organisms with each other and their physical environment.
- 2) Apply scientific method for designing and conducting controlled field and laboratory experiments, and effectively communicate scientific knowledge.
 - 3) Analyze key ecological issues with a focus on the major anthropogenic threats to freshwater and estuarine ecosystems.

SAS Grading Scale:

Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 – 89.4%
- B = 79.5 – 84.4%
- C+ = 74.5 – 79.4%
- D = 64.5 – 69.4%
- F = 64.4% or less

COURSE MATERIALS:

Class materials and selected readings will be taken from the following books and journals:

- 1) Day, J.W, Kemp, W.M, Yanez-Arancibia, A. and B.C. Crump. 2012. Estuarine Ecology. Willey Blackwell.
- 2) Dodds, W.K. and M.R. Whiles. 2019. Freshwater Ecology. Third Edition. Elsevier.
- 3) Giller, P.S. and B. Malmqvist. 2011. The Biology of Streams and Rivers. Oxford University Press.
- 4) Wetzel, R.G. 2001. Limnology: Lake and River Ecosystems. Third Edition. Academic Press.
<https://www.pdfdrive.com/limnology-lake-and-river-ecosystems-d178997141.html>
- 5) Wetzel, R.G., and G.E. Likens. 2000. Limnological Analyses. Third Edition. Springer.
- 6) O’Sullivan, P.E. and C.S. Reynolds. 2005. The Lakes Handbook. Vol. I. Limnology and Limnetic Ecology. Blackwell. Publishing.
<https://www.pdfdrive.com/the-lakes-handbook-volume-i-limnology-and-limnetic-ecology-d157204230.html>

Supplementary reading/Resources: Additional reading materials and resources will be posted on Sakai.

COURSE GRADING REQUIREMENTS:

Student learning will be assessed by:

- 1) Three (3) exams with questions related to the principles of freshwater and estuarine ecology presented during lectures and discussions.
- 2) One (1) topic presentation (oral) to be selected from given options
- 3) Three (3) reading assignments.
- 4) Laboratory Practical Exercises on Morphometric Analyses (1 to 4) (written)
- 5) Two (2) Projects presentations (oral and written report)

Grading will be distributed as follow:

Three (3) Exams: 45 points (15 points each)

One topic presentation: 10 points

Three (3) reading assignments: 15 points (5 points each)

Two (2) Project Presentations: 20 points (10 points each)

Morphometric Analyses Laboratory Practice 1 and 2 (Practical Exercises 1 to 4): 10 points

TOTAL: 100 points

READING ASSIGNMENTS:

Three (3) scientific articles are given below. Students will produce a written report for each article. The report must include the following:

- 1) Describe what the article is about.
- 2) Describe why the research presented on the paper is important to understand the ecology of freshwater or estuarine systems.
- 3) Describe what was learned from the investigation.
- 4) Describe a key figure or table.
- 5) Describe something you have learned from the paper that you did not know before.
- 6) Describe any challenges you had reading and understanding the article.
- 7) Write two questions about the science or the way the science was conducted that came to mind as you read the article.

The written report for each article should be 200 - 300 words long.

READING ASSIGNMENT 1:

A Synopsis of Global Mapping of Freshwater Habitats and Biodiversity: Implications for Conservation. McManamay, et al 2017. READ ONLY PART 2 – Global Freshwater Habitat Mapping Efforts.

<https://www.intechopen.com/books/pure-and-applied-biogeography/a-synopsis-of-global-mapping-of-freshwater-habitats-and-biodiversity-implications-for-conservation>

READING ASSIGNMENT 2:

Dry season habitat uses of fishes in an Australian tropical river. Keller et al. 2019.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6450894/>

READING ASSIGNMENT 3:

Provision of ecosystem services by human-made structures in a highly impacted estuary.
Layman et al, 2014.
<https://iopscience.iop.org/article/10.1088/1748-9326/9/4/044009>

TOPIC PRESENTATIONS:

Each student will choose a topic from the list shown below. The presentation will be verbally, and each student will be given a max of 15 minutes for the presentation followed by 10 minutes Q&A and discussion. Students will be evaluated on their ability to present the material in a clear and concise manner, their ability to synthesize and explain important concepts, their ability to lead a discussion on the topic presented, and the quality and pertinence of the support material.

TOPICS FOR PRESENTATIONS:

- 1) Approaches to control cyanobacterial blooms in lakes (1)
- 2) Benthic-pelagic coupling in lake ecosystems (1)
- 3) Algal succession and productivity in lakes (1)
- 4) Biological impacts of lake acidification (1)
- 5) Agricultural impact on surface waters (irrigation, biocides, fertilizers, erosion) (1 or 2)
- 6) Effect of climate change on lake biogeochemistry (1)
- 7) Environmental applications of paleolimnology (1 or 2)
- 8) River restoration (2)
- 9) Watershed management and protection in Grenada (2)
- 10) Antibiotics and other pharmaceuticals in surface waters (1 or 2)
- 11) Effect of urban development on stream ecosystems (2)
- 12) The ecological role of wildlife in estuaries (3)
- 13) Function, values, and assessment of coastal marshes (3)
- 14) Budget analysis of estuarine ecosystems (3)
- 15) Ecosystem-based management in estuaries (3)
- 16) Management of estuary fisheries (3)
- 17) Changes of Estuarine Biotic Structure due to Introduction of New Species (3)

FIELD TRIPS:

The course includes two (2) one-day field trips to preselected locations where students will apply techniques to sample for biological, physicals and chemical parameters in 2 different freshwater ecosystems (a lake, and a river/stream). Instrumental and observational data, and samples will be collected to comply with the objectives described during the laboratory sessions. Practical manuals and presentations will be provided to

assure the appropriate application of the methodology. These field-based projects will give an opportunity for students to work under real world situations.

RESEARCH PROJECT PROPOSALS:

During the semester students will be formed into groups of maximum 3 students and each group will develop 2 research project proposals. One proposal will be directed to the physical and chemical characterization of Lake Grand Etang. The other proposal will be related to the biotic characterization of Lake Grand Etang. Aspects of each proposal will be discussed during laboratory sessions and they will be presented as oral presentations and as written manuscripts.

COURSE REQUIREMENTS:

Students will be required to:

- i) be prepared for class by doing the necessary readings.
- ii) contribute thoughtful ideas to class discussions and engage in constructive debates.
- iii) conduct themselves in an appropriate manner, including being respectful to the opinion of others.
- iv) listen and/or read carefully the instructions given by the lecturer and invited guests.

COURSE FORMAT

This is a hybrid online/face-to-face course where lectures and laboratory sessions will be SYNCHRONOUS online and field trips will be face-to-face. One critical part of this class is regular interaction with other students and with me, your instructor. It is essential that you are connected in real time to most classes, and particularly during Topic Presentations.

Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. Regular Internet access in real time is essential for successful completion of the course. It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time.

COURSE SCHEDULE:

WEEKS		CLASS TOPIC	LAB ACTIVITIES
1	Class 1 (08/17)	Online classes etiquette discussion.	

		Syllabus (description, activities, grading, assignments).	
	Class 2 (08/19)	UNIT 1: Lakes global distribution. Lake Origin and Formation The abiotic frame.	
	Lab 1 (08/20)		Introduction to the laboratory – assignments, lab reports, field trips, lab groups, work dynamic. Introduction to Morphometric Features in Lentic and Lotic Ecosystems COMPLETE PRACTICAL EXERCISES 1 and 2 FROM LABORATORY PRACTICE 1: Morphometric parameters in lentic ecosystems (lakes and reservoirs). COMPLETE PRACTICAL EXERCISES 3 and 4 FROM LABORATORY PRACTICE 2: Morphometric Parameters in lotic environments (rivers and streams)
2	Class 3 (08/24)	UNIT 1: Lake organisms – prokaryotic, eukaryotic, protozoan, primary producers (macrophytes, macroalgae, phytoplankton, and periphytic algae).	
	Class 4 (08/26)	UNIT 1: Lake organisms – metazoans. Due date Reading Assignment 1.	
3	Class 5 (08/31)	UNIT 1: Biotic Interactions.	
	Class 6 (09/02)	UNIT 1: Food Webs in Lakes and Ponds.	
	Lab 2 (09/03)		DUE DATE: PRACTICAL EXERCISES 1 – 4 (Before 1:00 pm) Discussion Results Practical Exercises 1 – 4 Introduction to sampling 1: Abiotic Parameters Watch PPT Presentation: Sampling physical and chemical parameters and make a reasoned list of the most relevant parameters to measure on Project 1. Watch the videos on Lake Sampling https://www.youtube.com/watch?v=dSlqGGsIXWk https://www.youtube.com/watch?v=looXAzhsjs

4	Class 7 (09/07)	UNIT 1: Reservoirs – Invited Professor – Dr. Ernesto Gonzalez – UCV	
	Class 8 (09/09)	UNIT 1: Biodiversity and Environmental threats in Lakes and Ponds.	
5	Class 9 (09/14)	UNIT 1: Topics Presentations Exam Review	
	Class 10 (09/16)	EXAM UNIT 1	
	Lab 3 (09/17)		DUE DATE Preliminary report Materials and Field Methods for abiotic project Introduction to Sampling 2: Biotic Parameters Watch PPT Presentation: Sampling organisms in water and sediment and make a reasoned list of the communities to be evaluated on Project 2. LAB PRACTICE: Use of microscope: Use the link bellow to do the practical exercises for using the microscope. Complete exercises P1-P6 and M1, M2 http://www1.udel.edu/biology/ketcham/microscope/scope.html
6	Class 11 (09/21)	UNIT 2: Drainage basin and stream morphometry.	
	Class 12 (09/23)	UNIT 2: Physical, chemical, and hydraulic factors in rivers and streams.	
7	Class 13 (09/28)	UNIT 2: Life in running waters.	
	Class 14 (09/30)	UNIT 2: Adaptations to life in running waters. Due Date Reading Assignment 2.	
	Lab 4 (10/01)	FIELD TRIP LAKE GRAND ETANG	
8	Class 15 (10/05)	NO CLASS – MIDTERMS WEEK	
	Class 16 (10/07)		
9	Class 17 (10/12)	UNIT 2: Energy and Nutrients in rivers and streams	

	Class 18 (10/14)	UNIT 2: Biotic interactions, diversity, and biogeography in rivers and streams	
	Lab 5 (10/15)		DUE DATE Preliminary report Materials and Methods Biotic Project Presentation and Discussion of objectives for Great River field trip Introduction to Laboratory Analyses Watch PPT Presentation: Laboratory Techniques in Limnology and write a list of the laboratory techniques to perform on Project 1.
10	Class 19 (10/19)	UNIT 2: Use, abuse and conservation of rivers and streams.	
	Class 20 (10/21)	UNIT 2: Topic Presentations Exam Review.	
11	Class 21 (10/26)	EXAM UNIT 2	
	Class 22 (10/28)	UNIT 3: Estuarine Geomorphology and Coastal Hydrology.	
	Lab 6 (10/29)	FIELD TRIP TO GREAT LAKE – PARADISE SECTION	
12	Class 23 (11/02)	UNIT 3: Estuarine Chemistry	
	Class 24 (11/04)	UNIT 3: Estuarine Primary Producers (phytoplankton, seagrasses, vascular plants, and benthic algae).	
13	Class 25 (11/09)	UNIT 3: Coastal Marshes and Mangrove Wetlands. Due Date Reading Assignment 3.	
	Class 26 (11/11)	UNIT 3: Microbial Ecology and Food Webs in Estuaries	
	Lab 7 (11/12)		PRESENTATIONS PROJECTS 1 – Physical and Chemical Characterization on Lake Grand Etang. DISCUSSION and Q&A
14	Class 27 (11/16)	UNIT 3: Zooplankton, benthos, and nekton in estuaries.	
	Class 28 (11/18)	UNIT 3: Estuarine Fisheries	
15	Class 29 (11/23)	UNIT 3: Human impact, management, and global climate	

		change effects on estuaries	
	Class 30 (11/25)	UNIT 3: Topic Presentations Exam Review	
	Lab 8 (11/26)		PRESENTATIONS PROJECT 2 – Biotic Characterization of Lake Grand Etang. DISCUSSION and Q&A
16	Class 31 (11/30)	EXAM UNIT 3	
	Class 32 (12/02)	NO CLASS - FINALS WEEK	

ACADEMIC INTEGRITY

- Work completed for this course is expected to be your original work, with appropriate credit given to the sources used as references.
- Sources should be documented using the APA Style Manual.
- Plagiarism and other instances of academic dishonesty will result in failure along with disciplinary action by the Dean of Students' Office.

PLAGIARISM POLICY:

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Make sure that every statement that is NOT the product of your original thought is appropriately and accurately cited.

Your work will be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates and work submitted in the past.

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

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Further information on Examination Attendance is provided in the 2019/2020 Student Manual, pages 31 to 37.

MAKEUP QUIZZES AND EXAMINATIONS:

Makeup exams and topic presentations will only be allowed with PRIOR approval from the lecturer. Students unable to attend an exam or a topic presentations on the scheduled day must complete an online Medical Excuse form. Late projects and reading assignments reports will not be accepted.

STUDENT ACCESIBILITY AND ACCOMODATION SERVICE POLICY:

The St. George's University Student Manual (2019/2020) states as follow:

"Student with a disability or a disabling condition that affects one or more major life activities, who would like to submit an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Service (SAAS) located in the Dean of Students Office. It is highly

recommended that students applying for accommodation do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made and accommodations, where applicable, may not be granted prior to the commencements of classes and/or examinations (p. 8).

HELPFUL HINTS:

Keep up with the class work (especially the course lectures!) as it will be difficult to catch up. Your retention of materials can be boosted by reading through the class materials (the handouts and your own notes) within 24 hours of the class session.

Be in class and be on time. If attendance is not possible on real time, make sure to view the recorded class the same day it was given. Remember, you are paying for your education with your time at the very least, so get your money's worth—attend or view the class!

Be there, ask questions, think, and question more. I can't help you unless I know what you are having trouble with and if you cannot ask during class, visit me during office hours, make an appointment, call, or send me an email.

DISCLAIMER:

It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 313 – Ecological Quantitative Methods
Number of Credits: 3
Days and Times: Monday and Wednesday 1:00–2:15PM
Semester and Year: Fall 2020
Classroom Location: N/A (Online via Zoom and Panopto)
Pre-requisite(s): MATH 131 – Math for Physical Sciences

Course Lecturer Name(s): Patricia Rosa
Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: prosa@sgu.edu
Course Director Contact Information: prosa@sgu.edu

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

Course Lecturer(s) Office Location: N/A (Online via Zoom and Panopto)
Course Director Office Location: N/A (Online via Zoom and Panopto)

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will allow students to apply statistical principles to experimental designs and analyses of ecological data. Ecological data is often constituted and impacted by multiple variable factors and must be placed into context within the population and systems from which it was sampled. Student will learn appropriate methods to collect and analyze common types of ecological data, such as species distribution, abundance, and occupancy. Students will be expected to evaluate quantitative methods used in current literature, apply theoretical concepts to real datasets, become proficient in the use of statistical programming software and mathematical packages, and interpret ecological significance of results from statistical significance.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

1. Apply the scientific method and hypothesis testing when designing an ecological survey.
2. Choose appropriate measures to best represent the ecological process being tested.
3. Select statistical tests that are appropriate for the different types of ecological data.
4. Use statistical software and mathematical packages to examine and analyze ecological data.
5. Interpret statistical output, both from a quantitative and ecological perspective.

Technical Skills Outcomes:

1. Use R to run statistical analyses on ecological data.
2. Use Excel and R to display whole data sets, summarized data, and results graphically.
3. Use video from camera traps and keystroke event recording software to estimate community composition and diversity.
4. Use Raven software to visualize and analyze ecologically relevant sounds (e.g., morning chorus, traffic noise).

Student Learning Outcomes:

See student learning outcome for each session in Sakai.

Program Outcomes Met By This Course:

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Quinn, G. P., & Keough, M. J. (2002). Experimental design and data analysis for biologists. Cambridge University Press, UK.

Software: R Core Team (2019). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria. URL <http://www.R-project.org/>.

Supplementary Readings/Resources:

- Fox, G. A., Negrete-Yankelevich, S., & Sosa, V. J. (2015). Ecological statistics: contemporary theory and application. Oxford University Press, USA.
- Rosner, B. (2015). Fundamentals of biostatistics. Nelson Education, USA.
- Beckerman, A. P., Childs, D. Z., & Petchey, O. L. (2017). Getting started with R: an introduction for biologists. Oxford University Press, UK.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Grading Requirement:

Assignments: $6 \times 10\% = 60\%$

Quizzes: $4 \times 10\% = 40\%$

Course Requirements:

Assignments will consist of using R to run statistical analyses on ecological data, and display whole data sets, summarized data, and results graphically.

Quizzes will cover material and concepts from lectures. Questions will include a combination of multiple-choice, short-answer, and problem-solving questions, and data and graphical interpretations. You should be prepared to apply your knowledge of course material and concepts to new situations and datasets. Quizzes are non-cumulative: Quiz 1 (weeks 1–3), Quiz 2 (4–7), Quiz 3 (9–11), and Quiz 4 (12–15).

Course Schedule:

Weeks

1. Role of statistics in ecological studies: why is it needed; planning surveys, experiments, and collecting ecological data.
2. Statistical inference and hypothesis testing in ecological field studies.
3. Ecological data constraints: observer biases, effects of logistical constraints, flawed conclusions (**ASSIGNMENT 1**).
4. Best practices in ecological data management and sharing policies (**QUIZ 1**).
5. Choosing thresholds, metrics, and bioindicators that are ecologically relevant.
6. Interpreting ecological significance from statistical significance (**ASSIGNMENT 2**).
7. Dealing with count data in wildlife surveys.
8. Midterm week (**QUIZ 2**)
9. Single population analyses (e.g., abundance, capture-recapture methods, line-transect sampling, population viability analysis).
10. Multispecies analyses (e.g., ANOVA, Shannon-Wiener-Weaver index, Simpson's index)
11. Multivariate analysis to interpret patterns in ecological data (**ASSIGNMENT 3**)
12. Accounting for scales of ecological processes (e.g., species spatial distribution, scale of management, animal dispersal; **QUIZ 3**)
13. Estimating species density, occupancy, and abundance using camera traps, passive acoustic sampling, and aerial images (**ASSIGNMENT 4**).
14. Quantifying population trends based on citizen-science data and opportunistic occurrence records (**ASSIGNMENT 5**).
15. Processing and presenting ecological data: displaying whole data sets, summarized data, and data with Excel, SAS and R (**ASSIGNMENT 6**).
16. Final week (**QUIZ 4**).

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines.

Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

Classroom/Online Etiquette Procedure:

At discretion of Course Director.

Policy/Procedure Related to the Department:

At discretion of Course Director.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University

School of Arts and Sciences

School of Medicine

Course Code and Title: BIOL320 Genetics

Semester and Year: Fall 2020

No. of Credits: 3

Pre-requisite(s): General Biology and General Chemistry

Classroom Location: Bourne Lecture Hall

Live Lecture Day and Time: Wednesdays at 12:00 pm (noon) and 9:00 pm Grenada Time

Course Director: Dr. Mary Maj

Course Lecturers: Dr. Mary Maj
Dr. Andrew Sobering
Dr. Sharmila Upadhya
Dr. Cris Martin

Course Director Contact Information: mmaj@sgu.edu

Course Lecturer(s) Contact Information: asobering@sgu.edu
shupadhya@sgu.edu
cmartin@sgu.edu

Course Director Office Hours: Posted in the announcements section every week or you can request an appointment by email

Course Lecturer(s) Office Hours: Posted in the announcements section every week or you can request an appointment by email

Course Management tool: Sakia (mycourses), Exemplify (examsoft), TurningPoint App for your smartphone and ZOOM for live lectures, quizzes and office hours

Course Description: Biol 320 Genetics

This is a basic course in Genetics appropriate for Arts and Science students as well as students of Premedical and Preveterinarian studies. Genetics is presented over 16 weeks as part of the discipline-based curriculum in line with the expectations of the St George's University School of Medicine, designed to provide a

fundamental basis for understanding Human Genetics pertinent to clinical medicine based on the *Genetics Learning Objectives* published by the American Society of Human Genetics (ASHG). You will be introduced to the language embedded in Medical Genetics and Molecular Biology. These general competencies and specific objectives are described in the ASHG MEDICAL SCHOOL CORE CURRICULUM IN GENETICS. Specifically, this course is designed to introduce you to the fundamental design of DNA leading to the structure and function of the human genome.

A basic understanding of chemistry, biology and physics will be assumed.

Course Objectives:

1. Apply knowledge of the basic structure of genes and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of genetic information and how it is related to the health of the human body.
3. To gain an appreciation of how disruption of normal genetic processes may give rise to both developmental problems of an organism and to a diseased state.

Student Learning Outcomes:

- 1) Understand the principles of genetic transmission.
- 2) Describe the use of model organisms and mutant strains to understand the nature of genes found within chromosomes.
- 3) Understanding the basics of gene expression
- 4) Describe how DNA is studied to determine genotype as it relates to human disease.

Program Outcomes Met by This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.

A) Transmission of genetic information from the gene to the protein

-Nucleic Acid Structure and Function

Nucleotides and nucleosides, DNA structure, base pairing specificity

-DNA Replication

Mechanism of replication, separation of strands, specific coupling of free nucleic acid

-Transcription

Mechanism of transcription

-Translation

Roles of mRNA, tRNA, rRNA, Post-translational modification of proteins, Role and structure of ribosomes

-Genetic Code

The triplet code

B) Transmission of heritable information from generation to generation and the processes that increase genetic diversity

- Meiosis and Other Factors Affecting Genetic Variability
 - Important differences between meiosis and mitosis
- Mendelian Concepts
 - Recessiveness, Homozygosity and Heterozygosity

2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.

SAS Grading Scale

Grades will be assigned as follows:

A+ = 100%

A = 89.5% - 99.0%

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

Text:

Klug, Cummings, Spencer, Palladino and Killian, 2019, **Concepts of Genetics**, 12th Edition, Pearson Education Inc.

ISBN-13: 978-0134604718

ISBN-10: 013460471

Important pages and chapters to accompany the lectures can be found in the lecture schedule.

Course Requirements and Percent of Grade:

All exams will be computer based using the ExamSoft software. Online quizzes will be computer based within MyCourses Tests & Quizzes application. There will be an ExamSoft Practice Quiz worth 0.2% of your final mark. There will be four other online quizzes worth a total of 4.8% of the final grade. There will be four interactive multiple choice question sessions (iMCQ) based on Special Topic Pre-reading assignment, each worth 1.25% of the final grade. There will be four exams, each worth 22.5% of your final grade.

The breakdown is as follows:

0.2%	Introductory ExamSoft Quiz (must complete for full credit)
22.5%	Exam 1 (grade based on performance)
22.5%	Exam 2 (Midterm) (grade based on performance)
22.5%	Exam 3 (grade based on performance)
22.5%	Exam 4 (Final) (grade based on performance)
1.25%	Online Quiz 1 (grade based on performance; you get multiple attempts)
1.25%	Online Quiz 2 (grade based on performance; you get multiple attempts)
1.25%	Online Quiz 3 (grade based on performance; you get multiple attempts)
1.25%	Online Quiz 4 (grade based on performance; you get multiple attempts)
1.2%	Module 1 iMCQ 1 (must get minimum of 50% correct for credit)
1.2%	Module 2 iMCQ 2 (must get minimum of 50% correct for credit)
1.2%	Module 3 iMCQ 3 (must get minimum of 50% correct for credit)
1.2%	Module 4 iMCQ 4 (must get minimum of 50% correct for credit)

Examinations using ExamSoft

Exam questions will consist mainly of simple multiple choice questions with a small percentage of clinical vignette

Practice ExamSoft Quiz covers Introduction to the Course and History of Genetics

Exam #1 covers: Lectures 2 and 3 as well as DLA1, 2, 3a and 3b

Exam #2 covers: Lectures 4, 5 and 6 as well as DLA 4, 5a, 5b and 6

10% from Module 1

90% from Module 2

Exam #3 covers: Lectures 7, 8 and 9 as well as DLA 7, 8a, 8b, 9a and 9b

10% from Module 2

90% from Module 3

Exam #4 covers: Lectures: 10, 11 and 12 as well as DLA 10a, 10b, 10c, 10d, 11 and 12

10% from Module 3

90% from Module 4

Online Quizzes

You will have four online quizzes available through MyCourses under the Tests & Quizzes tab. These exams will be available for about 10 days before the due date and you will have multiple attempts to answer questions. Your grade will be based on the number of question that you get correct.

iMCQ Sessions

A special Topics Reading Assignment will be posted 10 days before the iMCQ session. Students are expected to

read the assignment prior to attending the session. Students must correctly answer at least 50% of the questions to earn points. **Make up sessions will not be offered and you must come on time. The lowest score will be dropped.**

*****Marks are earned through your performance on tests and will not be negotiated**

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Classroom Etiquette

1. The sound on cell phones and computers must be switched off during lecture time.
2. Speaking during the lecture session is very disruptive to students and lecturers alike. Please be respectful.

Online Etiquette

Students of St. Georges University, Genetics BIOL320, who create/contribute to social networks, blogs, wikis, or any other type of social media both on and off the sgu.edu domain for school/work/personal purposes WILL NOT post or release proprietary (including all information found on or within databases of any official SGU websites such as SAKAI), confidential, sensitive or personally identifiable information about SGU faculty, administration or employees as well as any faculty intellectual property, to ANY social media websites. **In particular, PowerPoint lecture slides, including the figures from “Concepts of Genetics” and practice problems must not be distributed.** Failure to abide by this will be considered a violation of professionalism as indicated in the SGU Student Handbook.

Clicker Etiquette

It is the responsibility of each student to bring their own individually assigned clicker to every class session and iMCQ session. It is the student's responsibility to make sure that the clicker is registered and in good working order. A student caught in possession of clickers not assigned to them is in violation of the Honor Code and subject to Disciplinary action. A student who has given their clicker to a classmate is in violation of the Honor Code and subject to Disciplinary action.

Medical Excuses

A student who is medically unfit to take an examination is advised to follow the procedures outlined in the student manual to obtain a valid medical excuse. A valid medical excuse will allow the student to take the completion exam, one week after the final exam.

Policies and Procedures for Computer Based Examinations

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

Prior to Examination Day:

1. Each student is required to have a laptop for taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).

Caveat: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.

2. Examinees have to ensure that they meet the requirements to access the university network at any time and should confirm access prior to examinations.

3. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summertime BST = UTC+1).

4. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of SofTest on their laptop prior to examination day.

5. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).

6. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).

7. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.

8. Examinees experiencing technical difficulties to contact Examination Services at OIA for assistance prior to the examination day.

On Examination Day:

1. Examinees are expected to secure a quiet area free from distraction to sit the exam

2. Examinees must adhere to the instructions given by the examination policy according to your Course Director, as published prior to the exam

3. Note that Bathroom breaks, white boards, note paper, pens and pencils are not allowed. Your movements will be recorded from your laptop camera and odd behavior will be reported for analysis

After the Examination:

1. A student may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.

2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.

3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.

Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

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Lecture Objectives

Lecture 1: Introduction: Describes the schedule and the distribution of points to earn your grade and a history of genetics. There will be a practice Examssoft quiz based on the content. This practice exam is worth 1% of your final mark.

- A. Understand the point distribution for all assessments
- B. Understand the "Medical Excuse" system if you are ill during an exam
- C. Understand that there will be no "make up" sessions for the iMCQs, you can not be late, and must answer at least 50% correct for full marks
- D. Recall that Online Quizzes must be completed before the due date and your mark is based on the number of questions you get correct
- E. Recall the names of Hippocrates, Aristotle, William Harvey, Matthias Schleiden, Charles Darwin, Alfred Wallace, Gregor Mendel and understand their contribution to the current knowledge of Genetics
- F. Discuss how genetics has progressed from Mendel to DNA in Less Than a Century
- G. Recall how humans began to understand that traits and diseases are passed from parent to offspring
- H. Know the definition of genetic terms presented in this lecture
- I. Understand the basic structure and function of DNA, RNA and Proteins

Directed Learning Activity (DLA) 1: DNA structure and Analysis

- A. Understand the nomenclature of DNA and RNA including 5' to 3' directionality, base pairs, phosphodiester bonds, numbering of the pentose sugar carbons, nucleosides vs. nucleotides vs. oligonucleotides vs. polynucleotides
- B. Compare the structures of purines to pyrimidines, ribose to deoxyribose
- C. Compare and contrast the pair bonding of A-T and C-G (strength, numbers, type of bond)
- D. Describe the evidence that was used to create a model of the double helix: Rosalind Franklin, Raymond Gosling and Erwin Chargaff
- E. Compare A-form of DNA to B-form
- F. Give example of secondary structures in single stranded RNA
- G. Define the 3 classes of RNA in prokaryotes and eukaryotes
- H. Describe the RNA molecules which are specific for eukaryotes
- I. Define melting temperature and electrophoresis

Lecture 2. DNA replication

- A. Explain the experiments which led to the conclusion that DNA replication occurs in a semiconservative manner
- B. Describe how DNA is synthesized and how synthesis is regulated.
- C. Describe the functions of enzymes involved in DNA synthesis
- D. Compare and contrast DNA replication in prokaryotes and eukaryotes.
- E. Compare DNA synthesis on the leading and lagging strand of the DNA
- F. Explain how topoisomerases modify stress on the DNA double helix during DNA replication
- G. Explain that telomeres solve stability and replication problems at eukaryotic chromosome ends
- H. Explain why recombination is essential for genetic exchange and DNA repair.

DLA 2. DNA Organization in Chromosomes

- A. Explain how supercoiling facilitates compaction of the DNA of viral and bacterial chromosomes.
- B. Discuss how specialized proteins help in the organization of prokaryotic DNA.

- C. Explain how D N A is organized into chromatin in eukaryotes.
- D. Explain how chromosome banding differentiates regions along the mitotic chromosome.
- E. Distinguish sequence organization characterized by repetitive D N A in eukaryotes.
- F. Explain how the vast majority of a eukaryotic genome does not encode functional genes.

DLA 3a. Transcription

- A. Understand the flow of genetic information from DNA to Protein
- B. Compare and contrast DNA synthesis to RNA synthesis
- C. Compare the differences between prokaryotic and eukaryotic
- D. List the most common types of RNA
- E. List the enzymes that synthesize prokaryotic and eukaryotic mRNA
- F. Differentiate between the template and non-template strands of DNA (know all the different terms to describe the same)
- G. Describe the three stages of RNA synthesis, Initiation, elongation and termination
- H. Discuss the importance of the various consensus sequences described
- I. Describe the importance post-transcriptional modifications of eukaryotic mRNA
- J. List the importance of post-transcriptional modifications
- K. Outline key differences between prokaryotic and eukaryotic Termination of Transcription
- L. Define Open reading frame (ORF), polycistronic gene, consensus sequence, Pribnow box, TATA box, promoter, ribosomal binding site, NTP, hairpin loop, regulatory element, short translation window and long translation window

DLA 3b Translation

- A. Describe Codon and use of the Genetic Code Dictionary
- B. Describe Open Reading Frame
- C. Describe the structure of tRNA
 - Importance of secondary structure, site of amino acid attachment, anticodon
- D. Understand how an amino acid is attached to the 3' end of tRNA
 - Aminoacyl tRNA synthetase with 2 substrate binding sites and one active site
- E. Understand the wobble hypothesis and why some amino acids have many codons
- F. Know the "S" sizes of prokaryotic and eukaryotic ribosomes and the large and small subunit (not all the rRNA sizes)
- G. Remember that ribosomes made of both protein and rRNA
- H. 3 major differences between prokaryotic and eukaryotic translation
- I. Describe what binds at the E, P and A sites of a ribosome
- J. Identify when the peptide bond is formed in a protein that is being synthesized
- K. Outline the steps of peptide synthesis
 - From initiation to release of the polypeptide

Lecture 3. iMCQ Module 1 Questions

Lecture 4. Mitosis

- A. Compare the structure of eukaryotic vs. prokaryotic cells and describe how this is linked to genetic function
- B. Describe why chromosomes exist in Homologous pairs in Diploid organisms
- C. Describe the different cell cycle stages for both interphase and mitosis
- D. Compare the different structures of DNA during the cell cycle stages
- E. Describe the structure of chromosomes in metaphase based on the position of the centromere

- F. Know the meaning of the chromosome number and the DNA content (e.g. n & c versus $2n$ & $2c$ versus $2n$ & $4c$)

DLA 4: Meiosis

- A. Compare and contrast mitosis versus meiosis
- B. Describe the significance of crossing over to genetic variation
- C. Identify how the development of gametes varies between spermatogenesis versus oogenesis
- D. Follow the events leading to the reduction of genetic material through meiosis I and II
- E. Define synapsis, tetrad, dyad, monad, crossing over, bivalent, chiasma, centrioles and spindle fibers, polar body

Lectures 5 and DLAs 5a and 5b. Mendelian Genetics Part I, II & Extensions of Mendelian Genetics

- A. Discuss pros and cons of some of the various model systems used in genetics and biology
- B. Outline Mendel's laws of inheritance
- C. Discuss AR and AD patterns of inheritance and give examples of genetic disorders
- D. Define, discuss, and give examples for: null mutation (AR), haploinsufficiency, gain of function, dominant negative, incomplete dominance, pseudodominance, codominance, genetic lethality, and adult onset
- E. Discuss sex (X) -linkage
- F. Calculate risk/probabilities for inheritance of AR and AD traits and alleles
- G. Define, discuss, and give examples for term used to explain genetic phenomena such as epistasis, hypostasis, sex influenced, sex limited, anticipation, conditional mutation, hemizygous, pleiotropy, Bombay phenotype.

DLA6. Gene Regulation

- A. Understand the difference between inducible vs. constitutive genes
- B. Compare negative and positive regulation of inducible genes
- C. Know the definitions of everything in **bold** and on Definitions pages
- D. Describe promoter and operator and structural genes
- E. Understand negative regulation of the *lac* operon (lactose→allolactose is the inducer)
- F. Understand positive regulation of the *lac* operon (controlled by cAMP levels)
- G. Memorize on vs. off for expression of the structural genes of the *lac* operon

Lecture 6. iMCQ Module 2 Questions

DLA7. Epigenetic Gene Regulation

- A. Describe the molecular alterations to the genome to create the epigenome:
 - a. Modifications to DNA to create CpG islands
 - b. Modifications to histone proteins to generate heterochromatin
- B. Describe the different types of non-coding RNA
- C. Compare biallelic gene expression to monoallelic gene expression
- D. Describe the mechanism of parent of origin imprinting
- E. Describe the heritability of epigenetic traits
- F. Understand the mechanism of abnormal epigenetic regulation in Beckwith-Wiedemann Syndrome, describe clinical features
- G. Understand hyper vs hypo-methylation events that may lead to cancer

Lecture 7. Extranuclear Inheritance

- A. Define extranuclear inheritance, organelle heredity, infectious heredity, maternal effect, endosymbiotic theory, heteroplasmy, pleiotropy, variable expressivity, reactive oxygen species, mitochondrial proliferation, ragged red fibers
- B. Describe the most common source of mtDNA damage
- C. Outline the origin of heteroplasmy from the primordial germ cell to mutant load of mature oocytes
- D. Describe the clinical features of the following mitochondrial diseases: Leber's hereditary optic neuropathy, Kearns-Sayre syndrome, MELAS and MERRF syndromes
- E. Outline mitochondrial replacement therapy
- F. Compare human nuclear (genomic) DNA to mitochondrial DNA

DLA 8a. Chromosome Mapping

- A. Define: complete linkage, independent assortment linkage with crossing over, linkage group
- B. Describe how genes linked on the same chromosome will segregate together and how genes far apart on the same chromosome may not segregate together
- C. Describe how crossing over serves as the basis for determining the distance between genes in chromosome mapping and as the distance between two genes increases, mapping estimates become more inaccurate
- D. Discuss how chromosome mapping is currently performed using DNA markers and annotated computer database
- E. Define Lod Score Analysis and Somatic Cell Hybridization which were historically important in creating Human Chromosome Maps
- F. Describe the DNA markers: RFLP, microsatellites and SNP
- G. Define vertical and horizontal gene transfer
- H. Understand regular growth of bacteria (exponential rate)
- I. Describe experiments which led to the discovery: that bacteria mutate spontaneously; and Genetic recombination occurs in bacteria; bacterial chromosomes are circular (interrupted mating technique)
- J. Compare different ways that foreign DNA can be taken up by host bacteria:
Transformation vs. Transduction vs. conjugation
- K. Compare the F factor to the R plasmid
- L. Describe how bacteriophages infect bacteria

Lecture 8. Sex Determination and Sex Chromosomes

- A. Understand the difference between Heterogametic and homogametic sex determination in different species
- B. Outline important features of the Y Chromosome and how it determines maleness in humans
- C. Examine nondisjunction and compare nondisjunction in autosomes vs. sex chromosomes; nondisjunction in meiosis I vs. meiosis II; nondisjunction in male vs. female gametes
- D. Describe the genetic disorders resulting from the nondisjunction of sex chromosomes: Klinefelter, Turner, 47, XXX, and 47, YYY
- E. Describe Barr Bodies and how female cells undergo dose compensation with the X Chromosome so that most of the genes on the X chromosome are monoallelic in both males and females
- F. Dosage Compensation Prevents Excessive Expression of X-Linked Genes in Humans and Other Mammals
- G. Describe how Glucose-6-phosphate dehydrogenase deficiency can be seen in some females even though it is X-linked recessive
- H. Describe 3 cases where temperature variations can control sex determination

DLA 8b. Variations in Chromosome Number and Arrangement I

- A. Describe the steps to generate a karyotype and Giemsa staining
- B. What is an ideogram?
- C. Compare aneuploidy versus polyploidy
- D. Compare and contrast the clinical features of Down, Edward and Patau Syndrome
- E. Describe the two theories that lead to mosaicism

DLA 9a. Variations in Chromosome Number and Arrangement II

- A. Recall the basic structure of a chromosome
- B. Describe the different chromosome rearrangements: deletions; duplications; inversions; translocations
- C. Explain the genetic mechanism and clinical features of Cri du chat, Potocki Lupski Syndrome and Intercalary Curly Calf Syndrome
- D. Outline the benefits of gene duplications
- E. Describe paracentric vs. pericentric inversions
- F. Describe balanced translocations and discuss how carriers are unaffected but how these translocations may affect progeny
- G. Outline the genetic mechanisms of Fragile X syndrome and describe clinical manifestations
- H. Describe Maternal Serum Screen and the disorders the screen detects
- I. List the most common defects detected by ultrasound

DLA 9b. Gene Mutation, Repair and Transposition

- A. Describe the different types of mutations and where they can be found
- B. Become familiar with the definitions to describe mutation types including allelic heterogeneity
- C. Outline the importance of Iceland studies
- D. Describe the mechanisms of DNA replication errors: slippage; tautomeric shifts; depurination and deamination; oxidative damage; other mutagenic agents
- E. Understand the mechanisms of transposable elements: DNA and RNA transposons
- F. Describe the different types of DNA repair: proofreading; mismatch repair; post-replication repair; SOS system repair; photoreactivation repair; base excision repair; and nucleotide excision repair
- G. Describe 3 human syndromes that are due to defective nucleotide excision repair: Xeroderma pigmentosa; Cockayne syndrome; and Trichothiodystrophy

Lecture 9. iMCQ Module 3 Questions

DLA 10a. Population Genetics Part A

- A. Explain how the Hardy Weinberg equilibrium can describe allele distribution in populations
- B. Explain how to calculate allele frequencies
- C. If given the incidence rate of an autosomal recessive trait, be able to calculate 'q' the recessive allele frequency
- D. If given the incidence rate of an autosomal recessive trait, be able to calculate carrier frequency
- E. Discuss why rare deleterious recessive alleles can never be eliminated from a population
- F. Describe why most rare deleterious recessive alleles are "hidden" in heterozygous carriers (who do not have the phenotype)
- G. Explain how when 2 different populations (same species) meet and randomly mate, only 1 generation is needed to achieve a new Hardy Weinberg equilibrium for all alleles, and all loci

DLA 10b. Population Genetics Part B

- A. Describe the assumptions of the Hardy Weinberg equilibrium
- B. Explain factors that might cause a deviation from the Hardy Weinberg equilibrium
- C. Differentiate between selection, heterozygote advantage, genetic drift, founder effect, genetic bottleneck, and consanguinity
- D. Explain how when 2 different populations (same species) meet and randomly mate, only 1 generation is needed to achieve a new Hardy Weinberg equilibrium for all alleles, and all loci

DLA 10c. Threshold Traits and Multifactorial Inheritance

- A. Discuss why the majority of the disease load in human populations is controlled by multifactorial inheritance
- B. Describe how multifactorial traits can be explained with the threshold model of inheritance
- C. Discuss how risk changes when one individual in a family has a multifactorial disorder
- D. Explain how most cancers are multifactorial in nature
- E. Describe twin studies

DLA 10d. Quantitative Traits and Multifactorial Inheritance

- A. Describe quantitative trait loci (QTLs) and how additive alleles can contribute to measurable traits
- B. Derive from the Punnett square and classic Mendelian ratios how quantitative traits can produce distinct phenotypic classes
- C. Explain how the curve of measured values is smoothed by many contributing alleles, and environmental influences
- D. Describe the Gaussian distribution
- E. Discuss how central tendency is estimated
- F. Discuss how distribution from central tendency is estimated

Lectures 11 & DLA 11. Cancer Genetics I & II

- A. Identify common characteristics of cancer
- B. Explain the clonal origin of tumors with examples
- C. Explain the role of cyclins and CDKs in relation to cell cycle and alterations in cancer
- D. Explain signal transduction of the growth factor pathway
- E. Distinguish oncogenes and tumor suppressor genes
- F. Explain the role of ras, myc and abl proteins
- G. Explain apoptosis and how mutation in apoptotic genes can result in cancer (Bcl-2)
- H. Identify mechanisms that result in activation of an oncogene from a proto-oncogene
- I. Explain the functions and roles of tumor suppressor genes using p53 and Rb as examples. Explain the terms 'two hit hypothesis' and 'loss of heterozygosity' in relation to tumor suppressor genes
- J. Differentiate sporadic and familial cancer in relation to tumor suppressor genes
- K. Identify the role of viruses and environmental agents that contribute to the development of cancer

DLA12. Developmental Genetics

- A. Explain the establishment of anterior/posterior polarity in fruit fly embryos. Define the genes and gene families involved.
- B. Describe the translational regulatory mechanisms involved in fruit fly pattern formation.
- C. Describe the inheritance of maternal effect genes and their associated phenotype.
- D. Describe the concept of Lewis Wolpert's French Flag model for establishing gene expression domains.
- E. Define a homeodomain containing protein, and Hox genes.
- F. Summarize the evolutionary conservation of the Hox cluster in vertebrates and their functions.

G. Explain homeotic mutations and their effects in fruit fly and mammals.

Lecture 12. iMCQ Module 4 Questions



St George's University

School of Medicine

Course Code, Title and Number of Credits: BIOL 321 Molecular Biology 3 Credits

Days and Times: Tuesdays: 10 a.m. and repeat at 7 p.m

Semester and Year: Fall, 2020

Pre-requisite(s): Genetics (BIOL 320), Biochemistry (CHEM 450)

Classroom Location: Live online lectures via zoom, DLA videos/notes posted on Sakai.

Course Director's name: Dr. Felicia Ikolo

Course Lecturer Name(s): Dr. Felicia Ikolo
Dr. Mary Maj
Mr. Teddy Ikolo

Course Director's Contact Information: X3425 fikolo@sgu.edu

Course Lecturer(s) Contact Information: X3169 mmaj@sgu.edu

X3281 tikolo@sgu.edu

Course Director's Office Hours: 8:30 – 9:30 a.m. and 7:00 – 8:00 p.m. on Thursdays or by appointment at other times.

Course Lecturer(s) Office Hours: By appointment

Course Management tool: Learn to use Sakai, the Course management tool, access the link

<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description: BIOL 321 Molecular Biology

This upper-division course is designed to help students develop an understanding of the molecular mechanisms that are used to store and preserve genetic information by biological organisms, the means by which they use that information to create functional biological structures, and the techniques that are commonly used to manipulate and study these processes in the laboratory. [A basic understanding of chemistry, biology, genetics and biochemistry will be assumed.](#)

Course Objectives:

1. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of the human body to health issues.
3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.

Student Learning Outcomes:

- 1) Describe the transmission of hereditary information for DNA, RNA and protein as a result of the processes of DNA replication, transcription and translation.
- 2) Understand how proteins and enzymes regulate the biological processes of DNA replication, transcription and translation.
- 3) Describe how DNA can be manipulated to facilitate the understanding of gene function, analyze gene sequence and to genetically modify organisms.
- 4) Describe how DNA is analyzed to determine genotype as it relates to human disease.

Program Outcomes Met By This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.

A) Structure and function of proteins and their constituent amino acids

- Separation techniques: Isoelectric point Electrophoresis

B) Transmission of genetic information from the gene to the protein

- Nucleic Acid Structure and Function

Nucleotides and nucleosides, DNA structure, base pairing specificity

- DNA Replication

Mechanism of replication, separation of strands, specific coupling of free nucleic acid

- Transcription

Mechanism of transcription

- Translation

Roles of mRNA, tRNA, rRNA, Post-translational modification of proteins, Role and structure of ribosomes

- Genetic Code

The triplet code

C) Transmission of heritable information from generation to generation and the processes that increase genetic diversity

- Meiosis and Other Factors Affecting Genetic Variability

Important differences between meiosis and mitosis

- Mendelian Concepts

Recessiveness, Homozygosity and Heterozygosity

2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.

B) The structure, growth, physiology, and genetics of prokaryotes and viruses

- Existence of plasmids, extragenomic DNA

- Lack of nuclear membrane and mitotic apparatus

Grading Scale - Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

Text:

Textbooks for this course are not mandatory.

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1. T.A. Brown 2017. **Genomes 4. Garland Science.**

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Course Requirements and Percent of Grade:

Quizzes and exams will be computer based using the ExamSoft software. Please, read the document "Computer Requirements for ExamSoft Document.pdf" found in Mycourses in the Resource folder. There will be four **online quizzes** (online quiz 1, online quiz 2, online quiz 3 and online quiz 4) each worth 1% of your final grade. There will be four exams (Exam 1, 2, 3 and 4) and each will be valued at 24% of your final grade. Knowledge of materials covered in the first part of the course will be an asset for the final exam. The breakdown for quizzes and exams is as follows:

Online Quiz 1:	covers sessions 1 – 7 (L1-3, plus DLA1-4)
Exam #1	covers sessions 1 – 7 (L1-3, plus DLA1-4)
Online Quiz 2:	covers 10% sessions 1 - 7, plus 90% sessions 8 – 13 (L4-6, plus DLA5-7)
Midterm Exam/Exam 2:	covers 10% sessions 1 - 7, plus 90% sessions 8 – 13 (L4-6, plus DLA5-7)
Online Quiz 3:	covers 10% sessions 8 - 13, plus 90% sessions 14 – 19 (L7-9, plus DLA8-10)
Exam #3:	covers 10% sessions 8 - 13, plus 90% sessions 14 – 19 (L7-9, plus DLA8-10)
Online Quiz 4:	covers 10% sessions 14 - 19, plus 90% sessions 20 – 24 (L10-12, plus DLA11-13)
Final Exam/Exam 4:	covers 10% sessions 14 - 19, plus 90% sessions 20 – 24 (L10-12, plus DLA11-13)

Towards the end of each week, a timed practice quiz will be posted on Sakai for ONLY 48 hours, for your use to gauge your understanding of course materials for that week and to sharpen your test taking skills for this course. See schedule for dates and availability. These will be for practice only and will not count towards your final grade, However, your submission of your answers for these **weekly practice quizzes** will serve as a means of recording your active participation in this course.

Percentage of grade

4%	Online Quizzes (four online quizzes, 1% each)
24%	Exam 1
24%	Midterm Exam/Exam 2
24%	Exam 3
24%	Final Exam/Exam 4

*****Marks are earned through your performance on quizzes and examinations and will not be negotiated.**

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Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy

Assignment Submission policy

Classroom Etiquette

The sound on cell phones and computers must be switched off during lecture time. Kindly mute your device and only unmute when asking a question or making a comment/contribution during live online zoom lectures.

Online Etiquette

Students of St. Georges University, Molecular Biology BIOL 321, who create/contribute to social networks, blogs, wikis, or any other type of social media both on and off the sgu.edu domain for school/work/personal purposes WILL NOT post or release proprietary (including all information found on or within databases of any official SGU websites such as SAKAI), confidential, sensitive or personally identifiable information about SGU faculty, administration or employees as well as any faculty intellectual property, to ANY social media websites. Failure to abide by this will be considered a violation of professionalism as indicated in the SGU Student Handbook.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that, while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Molecular Biology (BIOL 321) - Live Online Lectures @10 a.m. & repeat @ 7 p.m. on Tuesdays							
DATE (Fall, 2020)	Session	Activity	Topic	Weekly Practice Quiz	Instructor	Textbook	Chapter
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	Aug 18	2	DLA1	DNA structure and topology		Ikolo, F.	Genomes 4 1.1, 7.1, 7.2 & 10
	Aug 20	3	DLA2	DNA replication	1	Ikolo, F.	Genomes 4 2.1 & 15
Week 2	Aug 25	4	L2	Transcription		Ikolo, F.	Genomes 4 1.2 & 12.2
	Aug 27	5	DLA3	RNA processing	2	Ikolo, F.	Genomes 4 12.4
Week 3	Sep 1	6	L3	Translation		Ikolo, F.	Genomes 4 1.3, 13.3 & 13.4
	Sep 3	7	DLA4	Regulation of gene expression in Prokaryotes	3	Maj, M.	Genomes 4 11, 12.2 & 15
	Sep 1 - 4 Online Quiz 1						
Week 4	Sep 7 - 11			Exam 1	Date & time TBA		
Week 5	Sep 15	8	L4	Regulation of gene expression in eukaryotes		Maj, M.	Genomes 4 10.2, 10.3, 12.2, 15.4 & 15.5
	Sep 17	9	DLA5	Translational regulation	4	Maj, M.	Genomes 4 13.4
Week 6	Sep 22	10	L5	Antisense, siRNA, and microRNA		Ikolo, F.	Genomes 4 12.3
	Sep 24	11	DLA6	Restriction endonucleases and Plasmid DNA	5	Ikolo, F.	Genomes 4 2.1 & 3.1
Week 7	Sep 29	12	L6	Cloning, screening & genomic libraries		Ikolo, F.	Genomes 4 2.3
	Oct 1	13	DLA7	PCR, RT-PCR and Real time PCR	6	Ikolo, F.	Genomes 4 2.2
	Sep 29 - Oct 2 Online Quiz 2						
Week 8	Oct 5 - 9			Midterm Exam/Exam 2	Date & time TBA		
Week 9	Oct 13	14	L7	Genomics		Ikolo, F.	Genomes 4 4
	Oct 15	15	DLA8	Transcriptomics	7	Ikolo, F.	Genomes 4 12.1 & 12.5
Week 10	Oct 20	16	L8	Proteomics		Ikolo, F.	Genomes 4 13.1 & 13.2
	Oct 22	17	DLA9	Bioinformatics	8	Ikolo, B.	CIG 21
Week 11	Oct 27	18	L9	Transgenic Animals		Ikolo, B.	CIG 22
	Oct 29	19	DLA10	Transgenic Plants	9	Ikolo, B.	CIG 22
	Oct 27 - 30 Online Quiz 3						
Week 12	Nov 2 - 6			Exam 3	Date & time TBA		
Week 13	Nov 10	20	L10	Molecular Medicine/Forensics		Ikolo, F.	CIG 22
	Nov 12	21	DLA11	Gene Therapy	10	Ikolo, F.	CIG 22
Week 14	Nov 17	22	L11	Cell Cycle Regulation and Cancer		Ikolo, F.	MBC 17
	Nov 19	23	DLA12	Mechanism of Stem Cell Self-Renewal & Cancer	11	Ikolo, F.	MBC 20
Week 15	Nov 24	24	L12	Apoptosis	12	Ikolo, F.	MBC 18
	Nov 26	25	DLA13	Review		Ikolo, F.	
	Nov 24 - 27 Online Quiz 4						
Week 16	Nov 30 - Dec 4			Final Exam/Exam 4	Date & Time TBA		

*CIG =Concepts in Genetics, MBC=Molecular Biology of the Cell, DLA =Directed learning activity for personal study
L =live online zoom lecture Weekly practice quiz =timed, practice quiz available on Sakai for ONLY 48 hours from date shown in schedule*



St George's University

School of Medicine

Course Code, Title and Number of Credits: BIOL 321 Molecular Biology 3 Credits

Days and Times: Tuesdays: 10 a.m. and repeat at 7 p.m

Semester and Year: Fall, 2020

Pre-requisite(s): Genetics (BIOL 320), Biochemistry (CHEM 450)

Classroom Location: Live online lectures via zoom, DLA videos/notes posted on Sakai.

Course Director's name: Dr. Felicia Ikolo

Course Lecturer Name(s): Dr. Felicia Ikolo
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Course Director's Contact Information: X3425 fikolo@sgu.edu

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Course Description: BIOL 321 Molecular Biology

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Course Objectives:

1. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of the human body to health issues.
3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.

Student Learning Outcomes:

- 1) Describe the transmission of hereditary information for DNA, RNA and protein as a result of the processes of DNA replication, transcription and translation.
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MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.

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B) Transmission of genetic information from the gene to the protein

- Nucleic Acid Structure and Function

Nucleotides and nucleosides, DNA structure, base pairing specificity

- DNA Replication

Mechanism of replication, separation of strands, specific coupling of free nucleic acid

- Transcription

Mechanism of transcription

- Translation

Roles of mRNA, tRNA, rRNA, Post-translational modification of proteins, Role and structure of ribosomes

- Genetic Code

The triplet code

C) Transmission of heritable information from generation to generation and the processes that increase genetic diversity

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Recessiveness, Homozygosity and Heterozygosity

2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.

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24%	Exam 3
24%	Final Exam/Exam 4

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	Aug 27	5	DLA3	RNA processing	2	Ikolo, F.	Genomes 4 12.4
Week 3	Sep 1	6	L3	Translation		Ikolo, F.	Genomes 4 1.3, 13.3 & 13.4
	Sep 3	7	DLA4	Regulation of gene expression in Prokaryotes	3	Maj, M.	Genomes 4 11, 12.2 & 15
	Sep 1 - 4	Online Quiz 1					
Week 4	Sep 7 - 11			Exam 1	Date & time TBA		
Week 5	Sep 15	8	L4	Regulation of gene expression in eukaryotes		Maj, M.	Genomes 4 10.2, 10.3, 12.2, 15.4 & 15.5
	Sep 17	9	DLA5	Translational regulation	4	Maj, M.	Genomes 4 13.4
Week 6	Sep 22	10	L5	Antisense, siRNA, and microRNA		Ikolo, F.	Genomes 4 12.3
	Sep 24	11	DLA6	Restriction endonucleases and Plasmid DNA	5	Ikolo, F.	Genomes 4 2.1 & 3.1
Week 7	Sep 29	12	L6	Cloning, screening & genomic libraries		Ikolo, F.	Genomes 4 2.3
	Oct 1	13	DLA7	PCR, RT-PCR and Real time PCR	6	Ikolo, F.	Genomes 4 2.2
	Sep 29 - Oct 2	Online Quiz 2					
Week 8	Oct 5 - 9			Midterm Exam/Exam 2	Date & time TBA		
Week 9	Oct 13	14	L7	Genomics		Ikolo, F.	Genomes 4 4
	Oct 15	15	DLA8	Transcriptomics	7	Ikolo, F.	Genomes 4 12.1 & 12.5
Week 10	Oct 20	16	L8	Proteomics		Ikolo, F.	Genomes 4 13.1 & 13.2
	Oct 22	17	DLA9	Bioinformatics	8	Ikolo, B.	CIG 21
Week 11	Oct 27	18	L9	Transgenic Animals		Ikolo, B.	CIG 22
	Oct 29	19	DLA10	Transgenic Plants	9	Ikolo, B.	CIG 22
	Oct 27 - 30	Online Quiz 3					
Week 12	Nov 2 - 6			Exam 3	Date & time TBA		
Week 13	Nov 10	20	L10	Molecular Medicine/Forensics		Ikolo, F.	CIG 22
	Nov 12	21	DLA11	Gene Therapy	10	Ikolo, F.	CIG 22
Week 14	Nov 17	22	L11	Cell Cycle Regulation and Cancer		Ikolo, F.	MBC 17
	Nov 19	23	DLA12	Mechanism of Stem Cell Self-Renewal & Cancer	11	Ikolo, F.	MBC 20
Week 15	Nov 24	24	L12	Apoptosis	12	Ikolo, F.	MBC 18
	Nov 26	25	DLA13	Review		Ikolo, F.	
	Nov 24 - 27	Online Quiz 4					
Week 16	Nov 30 - Dec 4			Final Exam/Exam 4	Date & Time TBA		

*CIG =Concepts in Genetics, MBC=Molecular Biology of the Cell, DLA =Directed learning activity for personal study
L =live online zoom lecture Weekly practice quiz =timed, practice quiz available on Sakai for ONLY 48 hours from date shown in schedule*



St George's University *School of Medicine*

Course Code, Title and Number of Credits: BIOL 331, Molecular Biology Laboratory 1 Credit
Semester and Year: Fall, 2020
Pre-requisite(s): Biochemistry (CHEM 450), Biochemistry laboratory (CHEM 451) and Genetics (BIOL 320).
Classroom Location: Online via zoom
Times and Day: @12 noon & repeat @9 p.m. on Thursdays

Course Director: Dr. Felicia Ikolo

Course Lecturer Name(s): Ms Candice Benjamin, Ms Kafi James, Mr Kwami Jones, Mr Tobias Clement, Mr Teddy Ikolo, Mr Trevor Wildman and Dr Felicia Ikolo.

Course Director's Contact Information: X3425 fikolo@sgu.edu
Course Lecturer(s) Contact Information: X3477 twildman@sgu.edu
X3821 tikolo@sgu.edu
X3811 tclement@sgu.edu
X3176 kjones@sgu.edu
X3867 kjames@sgu.edu
X3766 cbenjam1@sgu.edu

Course Director's Office Hours: 8.00 - 9.00 a.m. & 8.30 - 9.30 p.m. on Tuesdays or by appointment
Course Lecturer(s) Office Hours: By appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description: BIOL 331 - Molecular Biology Laboratory

This course is meant to reinforce some of the Molecular Biology concepts and techniques discussed in the Molecular Biology lecture (BIOL 321), as well as expose students to routine Molecular Biology procedures, such as performing bacterial transformation, isolating and quantifying DNA, using restriction enzymes and gel electrophoresis for DNA mapping, PCR, Bioinformatics and Molecular Diagnostics.

Course Objectives:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.
4. Demonstrate effective communication of scientific knowledge.
5. Demonstrate problem solving and critical thinking skills.

Student Learning Outcomes:

1. Understand general safety techniques required in a molecular biology laboratory.
2. Utilize basic molecular biology laboratory techniques
3. Apply problem solving skills to interpret experimentally derived data, and communication this information in the form a written laboratory reports.
4. Demonstrate the use of bioinformatics and web based resources to obtain genetic information.
5. Provide students with experience working in small groups to conduct experiment and solve problems

Program Outcomes Met By This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.
 - A) Transmission of genetic information from the gene to the protein
 - Genetic Code
 - The triplet code
 - B) Transmission of heritable information from generation to generation and the processes that increase genetic diversity
 - Mendelian Concepts
 - Recessiveness, Homozygosity and Heterozygosity
2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.
 - A) The structure, growth, physiology, and genetics of prokaryotes and viruses
 - Existence of plasmids, extragenomic DNA.

SAS Grading Scale - Grades will be assigned as follows:

A = 89.5% or better
B+ = 84.5- 89.4%
B = 79.5 – 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%

Course Materials:

A laboratory manual, lab specific PowerPoint notes and videos will be provided.

Supplementary Readings/Resources: as posted on Sakai.

Course Requirements and Percent of Grade:

Online quizzes and exams will be computer based using the Exemplify software. Online practice quizzes for professionalism points will be via Sakai.

Professionalism: 0.25 point per activity (drop lowest, use 8 out of 9).	2%
Online Quiz 1 (Labs 1 – 4) = 2 points	2%
Lab Exam 1 (Labs 1 - 4) = 32 points	32%
Take Home Assignments (Labs 5 & 7) @ 6 points each	12%
Online Quiz 2 (10% Labs 1-4; 90% Labs 5-8) = 2 points	2%
Lab Exam 2 – Final Exam (10% Labs 1-4; 90% Labs 5-8) = 50 points	50%

- ❖ Exams will be given during normal laboratory period.
- ❖ There will be two take home assignments and each will be weighted 6% of final grade.
- ❖ Completion of all two take home assignments is mandatory for successful completion of this course.
- ❖ Online Quizzes & Exams will contain multiple choice questions (MCQs).

NOTE: No make-up labs will be given.

- ❖ **You will receive a mark of ZERO if any part of your take home assignments looks similar to someone else's!**

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Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

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Students with Disabilities and Special Challenges

A student who has a disability or a special challenge, that requires some modification of class requirements, must contact the course director so that appropriate arrangements can be made.

Attendance Policy: Attendance to live-online zoom sessions (LZS) is required. Completion of online practice quizzes is mandatory and will serve as proof of completion of requirements (directed learning activity-DLA and LZS) for each lab. Points obtained from online practice quizzes will count towards professionalism points.

Assignment Submission policy

Students will be expected to hand in take-home assignments (one per group) electronically, into folders created on Sakai by 4.00 p.m. on the date stated in the laboratory schedule.

Classroom Etiquette

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- 1) A laboratory coat must be worn in the lab at all times. This will protect you and your clothes from any contaminants that may be used during the laboratory experiments.
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- 3) In general, gloves should be worn during the lab exercises. These will protect your skin from contaminants. In addition, your skin contains enzymes that can be transferred to your experimental reactions and affect the results (e.g. DNase).
- 4) Gloves are NOT worn outside the lab. You do not wear gloves to go to the bathroom, to handle door knobs, do not handle your pen, do not scratch your face... Think about what is on the glove and what you may transfer to an innocent person that passes through the lab. Think about your pen, when will you use it again? Think about your notes, where will you bring them after the lab? DO NOT CONTAMINATE SURFACES FOR YOURSELF OR OTHERS by keeping your gloves on when they should not be.
- 5) Use caution when using equipment for heating or melting reagents (e.g. Boiling water baths).
- 6) Use caution when using the centrifuge apparatus. Beware of long hair or loose clothing that may get caught by the centrifuge while spinning.
- 7) Exercise caution when dealing with electrophoresis apparatus. High voltage is involved. Despite there being safe guards to prevent getting an electrical shock while the electrophoresis apparatus is running, caution should still be used.
- 8) Be careful not to get any of the stains used to stain the DNA gels on your skin or clothing. Methyl blue based stains can cause your skin and clothes to turn blue and is difficult to remove. Ethidium bromide based stains can be mutagenic.
- 9) Wash hands thoroughly with soap and water after handling laboratory reagents and especially prior to leaving the laboratory when the session is completed.
- 10) Do not pipette solutions with your mouth.
- 11) Cell phone usage is not allowed. Phones must be on silent and put away during the lab time. Cell phones are NEVER to be placed on the bench.
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Molecular Biology Laboratory (BIOL 331) – Fall, 2020: Live-online zoom session at 12 noon & repeat at 9 p.m.on Thursdays

Week	Date	Session	Topic	Prof. Activity/ Online Practice Quiz	Instructor
1	Aug 18	DLA	Review materials on BIOL 331 Sakai Site/Lab grouping		F. Ikolo
	Aug 20	LZS	Introduction to BIOL 331	1	F. Ikolo
2	Aug 25	DLA	Lab #1 - DNA Extraction, Quantification & Spooling		C. Benjamin
	Aug 27	LZS	Lab #1 - DNA Extraction, Quantification & Spooling	2	C. Benjamin
3	Sep 1	DLA	Lab #2 - Transformation of plasmid DNA		T. Clement
	Sep 3	LZS	Lab #2 - Transformation of plasmid DNA	3	T. Clement
4	Sep 7 - 11		Lecture Exam week		
5	Sep 15	DLA	Lab #3 - Plasmid DNA Extraction and Quantification		T. Wildman
	Sep 17	LZS	Lab #3 - Plasmid DNA Extraction and Quantification	4	T. Wildman
6	Sep 22	DLA	Lab #4 - Restriction Mapping		K. James
	Sep 24	LZS	Lab #4 - Restriction Mapping	5	K. James
7	Sep 28 - 30		Lab Online quiz 1		F. Ikolo
	Oct 1		Lab Exam 1 (Labs 1-4)		F. Ikolo
8	Oct 5 - 9		Lecture Exam week		
9	Oct 13	DLA	Lab #5 - PCR & Primer Design		T. Wildman
	Oct 15	LZS	Lab #5 - PCR & Primer Design (assignment due on Oct 23)	6	T. Wildman
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	Oct 29	LZS	Lab #7 - Bioinformatics (assignment due on Nov 9)	8	T. Ikolo
12	Nov 2 - 6		Lecture Exam week		
13	Nov 10	DLA	Lab #8 - Identification of Sickle Cell Gene from Genomic DNA		F. Ikolo
	Nov 12	LZS	Lab #8 - Identification of Sickle Cell Gene from Genomic DNA	9	F. Ikolo
14	Nov 16 - 18		Lab Online Quiz 2		F. Ikolo
	Nov 19		Lab (Final) Exam 2 (Labs 1 - 8)		F. Ikolo

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LZS = live-online zoom session from 12.00 noon - 2.00p.m. & repeat from 9.00 p.m. - 11.00 p.m

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St George's University

School of Medicine

Course Code, Title and Number of Credits: BIOL 331, Molecular Biology Laboratory 1 Credit
Semester and Year: Fall, 2020
Pre-requisite(s): Biochemistry (CHEM 450), Biochemistry laboratory (CHEM 451) and Genetics (BIOL 320).
Classroom Location: Online via zoom
Times and Day: @12 noon & repeat @9 p.m. on Thursdays

Course Director: Dr. Felicia Ikolo

Course Lecturer Name(s): Ms Candice Benjamin, Ms Kafi James, Mr Kwami Jones, Mr Tobias Clement, Mr Teddy Ikolo, Mr Trevor Wildman and Dr Felicia Ikolo.

Course Director's Contact Information: X3425 fikolo@sgu.edu
Course Lecturer(s) Contact Information: X3477 twildman@sgu.edu
X3821 tikolo@sgu.edu
X3811 tclement@sgu.edu
X3176 kjones@sgu.edu
X3867 kjames@sgu.edu
X3766 cbenjam1@sgu.edu

Course Director's Office Hours: 8.00 - 9.00 a.m. & 8.30 - 9.30 p.m. on Tuesdays or by appointment
Course Lecturer(s) Office Hours: By appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description: BIOL 331 - Molecular Biology Laboratory

This course is meant to reinforce some of the Molecular Biology concepts and techniques discussed in the Molecular Biology lecture (BIOL 321), as well as expose students to routine Molecular Biology procedures, such as performing bacterial transformation, isolating and quantifying DNA, using restriction enzymes and gel electrophoresis for DNA mapping, PCR, Bioinformatics and Molecular Diagnostics.

Course Objectives:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.
4. Demonstrate effective communication of scientific knowledge.
5. Demonstrate problem solving and critical thinking skills.

Student Learning Outcomes:

1. Understand general safety techniques required in a molecular biology laboratory.
2. Utilize basic molecular biology laboratory techniques
3. Apply problem solving skills to interpret experimentally derived data, and communication this information in the form a written laboratory reports.
4. Demonstrate the use of bioinformatics and web based resources to obtain genetic information.
5. Provide students with experience working in small groups to conduct experiment and solve problems

Program Outcomes Met By This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.
 - A) Transmission of genetic information from the gene to the protein
 - Genetic Code
 - The triplet code
 - B) Transmission of heritable information from generation to generation and the processes that increase genetic diversity
 - Mendelian Concepts
 - Recessiveness, Homozygosity and Heterozygosity
2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.
 - A) The structure, growth, physiology, and genetics of prokaryotes and viruses
 - Existence of plasmids, extragenomic DNA.

SAS Grading Scale - Grades will be assigned as follows:

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B = 79.5 – 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%

Course Materials:

A laboratory manual, lab specific PowerPoint notes and videos will be provided.

Supplementary Readings/Resources: as posted on Sakai.

Course Requirements and Percent of Grade:

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	Sep 24	LZS	Lab #4 - Restriction Mapping	5	K. James
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	Oct 1		Lab Exam 1 (Labs 1-4)		F. Ikolo
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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL344 Cell and Developmental Biology
Number of Credits: 3
Days and Times: See attached schedule
Semester and Year: Semester 1, Year 3
Classroom Location: Online
Pre-requisite(s): BIOL 220

Course Lecturer Name(s): Cristofre Martin
Course Director Name: Cristofre Martin

Course Lecturer(s) Contact Information: cmartin@sgu.edu
Course Director Contact Information: cmartin@sgu.edu

Course Lecturer(s) Office Hours: 2:00 pm to 4:00 pm
Course Director Office Hours: 2:00 pm to 4:00 pm

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: Caribbean House, 2nd floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The course covers topics ranging from gametogenesis (formation of sperm and eggs), organogenesis (formation of tissues), and evolution. The material is comparative using examples from both invertebrates and vertebrate model systems. The student will be provided with a foundation of classical embryology (embryo anatomy) while focusing on differential gene expression as the driving force that shapes an embryo. Topics of interest to society including human infertility, human birth defects, assisted reproductive technologies and embryonic stem cells will be included in the curriculum.

Course Objectives:

The objectives of this course will be to provide the student with an understanding of developmental processes across animal phyla with an emphasis on genetic mechanism that drive the developmental process.

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Technical Skills Outcomes:

N/A

Student Learning Outcomes:

1. Compare stages of embryonic development in both invertebrates and vertebrate systems from gametogenesis to organogenesis.
2. Apply knowledge of errors in genetics and morphogenesis that can give rise to the developmental abnormalities and disease state.
3. Identify the principle cellular mechanisms of embryonic development and differentiation and indicate the underlying molecular and genetic elements.
4. Analyze experimental approaches and how they are applied to solve specific problems in cell and developmental biology.

Program Outcomes Met By This Course:

BIOL – PL01: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PL02: Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PL03: Apply knowledge of the structure and function of the human body to health issues.

BIOL – PL06: Demonstrate problem solving and critical thinking skills.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: S.F. Gilbert (2010). *Developmental Biology* (9th Edition). Sinauer. Copies and other editions are available on reserve in the library.

6th Edition available online: <http://www.ncbi.nlm.nih.gov/books/NBK9983/>

USE LECTURE TITLES AS SEARCH TERMS FOR THE ONLINE TEXT

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Evaluation will consist of **four examinations (25 points each) and 10 online quizzes (0.5 points each for a total of 5 points). The total points for the course are 105 points.** The format of the exam is multiple choice, single best answer type questions. Some question may include an image. All examinations are non-cumulative.

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Course Requirements:

Students will be required to:

- (i) be prepared for live class sessions by completing the course vocabulary and course objectives;
- (ii) contribute to the “flipped” classroom experience when called up by the session host;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions and contributions of others;
- (iv) listen carefully to instructions given by the Course Director and Instructors. If you do not understand, ask questions.

Course Schedule:

Week	Session:	Topic
1 (Aug 17)		Introduction to the course
	1	Overview of development/Genomic Equivalence/Gene Expression
2 (Aug 24)	2	Origin of primordial germ cells/Spermatogenesis
	3	Oogenesis and oocyte maturation
3 (Aug 31)	4	Fertilization
	5	Cleavage stage: Comparative phylogenetic patterns
4 (Sept 7)	6	Cleavage: Translational control of oocyte messages
	DLA	DLA #1
5 (Sept 14)	Sept 14	Examination #1 (Sessions 1 to 6 including DLA#1)
	7	Gastrulation
6 (Sept 21)	8	Cell determination: Mosaic development
	9	Inductive/Regulative development
7 (Sept 28)	10	Neurulation and neural crest cells
	11	Eye development
	TBA	Examination # 2 (Sessions 7 to 11) (held during midterm week)
8 (Oct 12)	12	Vertebrate limb development
	13	Regeneration
9 (Oct 19)	14	Stem cells
	15	Evo-Devo: Evolution and development
10 (Oct 26)	16	Left/Right Asymmetry
	17	Making of a fly
11 (Nov 2)	Nov 2	Examination #3 (Sessions 12 to 17)
	DLA	DLA #2
12 (Nov 9)	18	Environmental regulation of development
	19	Human Infertility
13 (Nov 16)	20	Elements of Human development
	21	Prenatal Diagnosis (Dr. Mary Maj)
14 (Nov 23)	22	Monsters and mutants: Human birth defects
	TBA	Examination #4 (Session 18-22 including DLA#2)

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Schedule of live (flipped classroom) sessions (Mondays 11:30am - 12:45pm). Additional sessions may be scheduled if needed.

*** The live sessions will be conducted using the “flipped classroom” model. Students will be expected to complete the “vocabulary” and “session learning objectives” for the topics covered during these live sessions. These sessions are facilitated by your Instructor and students from the audience will be randomly selected to define vocabulary terms and explain learning objectives.

<u>Live Session</u>	<u>Date:</u>	<u>Topics:</u>
1	August 17	Introduction to course
2	August 24	Overview of development/Genomic equivalence/Gene Expression
3	August 31	PGCs/Spermatogenesis/Oogenesis/Fertilization
4	Sept 7	Cleavage/Translational control/DLA#1
5	Sept 14	Examination #1
6	Sept 21	Gastrulation
7	Sept 28	Mosaic and regulative development
8	Oct 19	Limb development and regeneration
9	Oct 26	Stem cells and Evo-Devo
	Nov 2	Examination #3
10	Nov 9	DLA#2
11	Nov 16	Environmental regulation/Human infertility
12	Nov 23	Human development/Pre-natal diagnosis

Online Quiz Schedule

Online quiz will be open from the date indicated. You will have unlimited number of attempts to do the quiz but you must score 7/10 or greater in order to receive points. These online quiz will serve as practice questions for the course. All online quizzes must be completed by December 1, 2020 at 9:00 am.

<u>Quiz #</u>	<u>Start Date</u>	<u>Sessions</u>
1	Aug 26	1-3
2	Sept 2	4-5
3	Sept 9	6/DLA#1
4	Sept 23	7 - 9
5	Sept 30	10-11
6	Oct 14	12-13
7	Oct 21	14-15
8	Oct 28	16-17
9	Nov 11	18-19/DLA#2
10	Nov 23	20-22

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook.

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University
Grenada, West Indies

**ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF MICROBIOLOGY, IMMUNOLOGY AND PHARMACOLOGY
FALL 2020**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 401 Microbiology

Number of Credits: 4

Days and Times: Online

Live sessions Tuesday 12:00-1:15pm and 9:00-10:15pm

Semester and Year: Fall 2020

Classroom Location: Online Delivery

Course Director Name: Ms. Karla Farmer-Diaz, MSc.

Course Director Contact Information: kfarmer1@sgu.edu

Course Director Office Hours: 1:00pm to 3:00pm - Thursday and Friday

Course Director Office Location: Department of Microbiology, Immunology and Pharmacology, Second Floor, Science Building

Course Lecturer Name(s): Ms. Karla Farmer-Diaz, MSc., Dr. Joanna Rayner, Dr. Achut Malur, Dr. Jane Harrington, Dr. Ziza Phillip, Dr. Malcolm Antoine Jr.

Course Lecturer(s) Contact Information: kfarmer1@sgu.edu, jrayner@sgu.edu, amalur@sgu.edu, jharring@sgu.edu, zphillip@sgu.edu, mantoine3@sgu.edu,

Course Lecturer(s) Office Hours: TBD by respective faculty members

Course Lecturer(s) Office Location: Department of Microbiology, Immunology and Pharmacology, Second Floor, Science Building

Course Support: Ms. Junie Emery-Jones, jemoryjo@sgu.edu

Ms. Sherry Ann Joseph, sajoseph@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link:

<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Ms. Karla Farmer-Diaz, MSc. – Course Director

The university reserves the right to change or amend the rules and regulations at any time.

The new rules and regulations will be applicable to all students registered.

Table of Contents

SECTION A: COURSE INFORMATION	5
MICROBIOLOGY - COURSE DESCRIPTION.....	5
GOALS AND OBJECTIVES	6
ST. GEORGE’S UNIVERISTY SCHOOL OF ARTS AND SCIENCES MISSION	6
COURSE OBJECTIVES:	6
MODULE 1: AIMS:.....	7
MODULE 2: AIMS.....	7
MODULE 3: AIMS.....	7
MODULE 4: AIMS.....	8
LABORATORY AIMS.....	8
PROGRAM OUTCOMES MET BY THIS COURSE	8
COURSE OBJECTIVES	8
MODULE 1:	9
MODULE 2:	9
MODULE 3:	9
MODULE 4:	10
FACULTY, STAFF AND CONTACT INFORMATION.....	11
ADMINISTRATIVE QUESTIONS.....	11
CONTENT RELATED QUESTIONS.....	11
TEACHING FACULTY IN THE DEPARTMENT OF MICROBIOLOGY	11
SUPPORT STAFF	11
COURSE MATERIAL.....	12
COPYRIGHT	12
COURSE WEBSITE.....	13
ELECTRONIC RESOURCES.....	13

TEXTBOOKS.....	13
REQUIRED ELECTRONIC EQUIPMENT	14
COMPONENTS OF THE COURSE	15
LECTURES.....	15
COURSE SCHEDULE:.....	16
DIRECTED LEARNING ACTIVITIES (DLA)	17
ONLINE COURSE MATERIAL.....	17
LABORATORY SESSIONS.....	17
DIRECTED SELF STUDY / GROUP STUDY	19
WEEKLY EXAMSOFT PRACTICE QUIZZES.....	19
COURSE AND INSTRUCTOR CRITIQUE	19
COURSE ASSESSMENTS	19
MODULE EXAMS	20
ASSESSMENT POINTS.....	20
WRITTEN (ELECTRONIC) EXAMINATIONS.....	21
OFFICE HOURS	21
SECTION B: SGU POLICIES AND PROCEDURES	22
STUDENT RESPONSIBILITIES.....	22
ATTENDANCE POLICIES AND PROCEDURES	22
ATTENDANCE REQUIREMENT.....	22
EXAMINATION ATTENDANCE	22
RULES OF CLICKER USAGE	23
PLAGIARISM POLICY: ACADEMIC INTEGRITY	23
STUDENT ACCESSIBILITY AND ACCOMMODATION SERVICES POLICY:	24
MEDICAL EXCUSES.....	24
GENERAL RULES FOR ELECTRONIC EXAMINATIONS	24
ELECTRONIC EXAMINATION POLICIES AND PROCEDURES	25
POLICIES AND PROCEDURES FOR LECTURE, PRACTICAL AND IMCQ ASSESSMENTS	29

CLASSROOM/ONLINE ETIQUETTE PROCEDURE: 29

SCORING AND GRADING POLICIES AND PROCEDURES..... 29

 GRADING..... 30

 GRADING SCALE..... 30

 PUBLICATION OF RESULTS..... 30

 GRADING-ONLINE EXAMS 31

 REPORTING OF ERRORS..... 31

 CHANGE OF PUBLISHED RESULTS..... 31

 DISCLAIMER 31

SECTION A: COURSE INFORMATION

MICROBIOLOGY - COURSE DESCRIPTION

The Course Microbiology (BIOL 401) is a 4-credit course taught over 16 weeks in 2 75-minute weekly lecture sessions and one 1 3/4-hour lab.

BIOL401 is a 4-credit course for Pre-Med, Pre-Vet, Foundation to Veterinary Medicine and Biology, Ecology & Conservation students.

Major components of the course are lectures; practical laboratories; quizzes; online activities, assignments, forums and self -study.

The aim of the course is to introduce you to the topic of microbiology. By looking at the basic characteristics and interactions of microorganisms with their environments, you will obtain an overall understanding of their beneficial and harmful contributions to ecosystems and human colonization. This exposure to the disciplines of bacteriology, mycology, virology and immunology is intended to serve as a basis for understanding microorganisms and microbial processes (Life Sciences/Biology) and as a foundation for more in-depth future studies (pre-professional programs).

The material to be covered in this course is based primarily on the required texts (see below) and power point slides, with additional information taken from other reference texts. The course is taught in four consecutive modules, with an exam after each module:

Module Name	Duration (weeks)
MODULE 1: <ul style="list-style-type: none">• Introduction to Microbiology and Prokaryotes• Microbial genetics• Introduction to Eukaryotic Microorganisms• Introduction to Viruses	3
Exam 1	1
MODULE 2: <ul style="list-style-type: none">• Bacterial nutrition and metabolism• Bacterial growth and replication• Strategies for Control of Microbial Growth• Antimicrobial therapy	3
Exam 2	1

MODULE 3: <ul style="list-style-type: none"> • Relationships with microorganisms • Relationships with microorganisms continued. • Introduction to Immunology • Introduction to Immunology continued 	3
Exam 3	1
MODULE 4: <ul style="list-style-type: none"> • Ecology and environmental reservoirs for microorganisms • Food microbiology and food safety • Epidemiology and Public health 	3
Exam 4	1
Total:	16

GOALS AND OBJECTIVES

The Microbiology (BIOL 401) Course embraces the mission of St. George’s University’s School of Arts and Sciences and of the Doctor of Medicine Program of St George’s University School of Medicine Continuum:

ST. GEORGE’S UNIVERISTY SCHOOL OF ARTS AND SCIENCES MISSION

“St. George’s University is committed to the total development of the student. The School of Arts and Sciences offers undergraduate students a broad-based education that lays a durable foundation for critical and independent thinking in a multicultural world. Our programs cultivate the pursuit of academic excellence and ethical behavior to develop a sense of community, responsibility, and leadership that equips our students to excel in their chosen careers.”

The Microbiology (BIOL401) course specifically addresses several foundational science competencies that students should master to acquire quantitative skills and the ability to apply knowledge of such areas as biochemistry, molecular biology, genetics and systems biology.

COURSE OBJECTIVES:

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

1. Characterize microbial cell structures and their associated functions.
2. Discuss the roles of microorganisms in
 - a. the environment and
 - b. human and animal health.

3. Explain the factors impacting the diversity of microorganisms found in a variety of environments/ habitats.
4. Outline the role of microorganisms in the maintenance of health and in the causation of disease
5. Describe the functional components of the immune response
6. Describe and explain the importance of microbes in food quality and preparation.
7. Explain the role microorganisms play in epidemiology and public health
8. Demonstrate an understanding of the scientific process.
9. Safely handle and work with microorganisms relevant to the fields of environmental, medical, and industrial microbiology.
10. Apply problem solving skills relating to the interpretation of laboratory data.

MODULE 1: AIMS:

1. Introduce key microorganisms, microbial history, and terminology.
2. Examine characteristics of different groups of microorganisms.
3. Define cellular and structural characteristics of bacteria.
4. Introduce bacterial genetics
5. Introduce cellular and structural characteristics of eukaryotic microorganisms
6. Introduce structural and replicative characteristics of viruses

MODULE 2: AIMS

1. Explore diversity of mechanisms used for metabolism and growth and fundamental requirements for bacterial growth.
2. Discuss growth stages, impacting factors and perform growth calculations.
3. Outline physical and chemical control methods
4. Review basic categories of therapeutic antimicrobial agents.

MODULE 3: AIMS

1. Introduce the microbiome and benefits of the microbiota for human and animal health
2. Explore disease transmission and microbial routes of entry
3. Discuss key virulence features and their role in disease
4. Provide an overview of different categories of infectious diseases.
5. Introduce the different branches of the immune system
6. Discuss physical and chemical defenses employed by the body to protect against microorganisms
7. Highlight principles relevant to understanding vaccination

MODULE 4: AIMS

1. Identify what roles microorganisms play in global ecology.
2. Discuss the role microorganisms play to solve ecological problems such as sewage disposal and water treatment.
3. Demonstrate a knowledge of how microorganisms benefit humans.
4. Highlight the role of microorganisms in food
5. Discuss principles relevant to food safety and prevention of food-borne infections.
6. Explore key principles of epidemiology including disease surveillance and monitoring, disease reporting and different categories of diseases (emerging, re-emerging, outbreaks, etc.).

LABORATORY AIMS

1. Practice safe microbiological laboratory practice, using appropriate protective and emergency procedures.
2. Demonstrate the ability to properly prepare and visualize specimens for examination using microscopy
3. Utilize pure culture and selective techniques to enrich for and isolate microorganisms
4. Distinguish and utilize appropriate methods to identify microorganisms
5. Identify and utilize appropriate microbiological and molecular lab equipment and methods.
6. Document and report on experimental protocols, results, and conclusions

PROGRAM OUTCOMES MET BY THIS COURSE

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Apply knowledge of the basic structures and fundamental processes of life at the cellular and organismal levels.
3. Apply knowledge of the structure and function of the human body to health issues.
4. Demonstrate effective communication of scientific knowledge.
5. Demonstrate problem solving and critical thinking skills.

COURSE OBJECTIVES

By the end of the course, through use of the provided lecture slides and additional resources, the successful student is expected to be able to:

MODULE 1:

1. Explain the golden age of microbiology and identify the major scientists that contributed to the study of microbiology
2. Describe the basic features of the major groups of microorganisms: prokaryotes, eukaryotes and viruses.
3. Describe the features of prokaryotic microorganisms that differentiate them from eukaryotes.
4. Explain the structure and function of prokaryotic cellular components.
5. Explain microbial genetics and gene expression
6. Describe how microorganisms regulate gene expression in response to their environment.
7. Characterize the features of eukaryotic microorganisms that differentiate them from prokaryotes.
8. Discuss the key features of viruses and explain why they are considered acellular/non-living.
9. Explain the principles behind viral classification and discuss each of the different categories of the Baltimore classification.

MODULE 2:

1. Explain the components and environmental conditions necessary for bacterial growth and how they impact the formulation of bacterial growth media.
2. Explain how bacteria generate energy.
3. Describe the main bacterial biochemical pathways used for metabolism.
4. Perform calculations relating to microbial growth, including mean generation time and CFU, and interpret bacterial growth curves.
5. Link the specific techniques used for the physical control of microorganisms to their relative impacts on microbial growth or structures.
6. Explain how antimicrobials agents used for therapeutic treatment are able to selectively target microbial structures or processes and the outcome of their use.

MODULE 3:

1. Identify different categories of microbial interactions such as mutualism and parasitism.
2. Explain the positive and protective benefits of the microbiome and the factors influencing its distribution in the body.
3. Explain the stages of disease.
4. Differentiate between different categories of infections.
5. Describe the principles of disease transmission as relevant to direct and indirect transmission.

6. Explain the concept of self versus non-self
7. Differentiate between the two major arms of the immune response: innate and adaptative
8. Discuss the functions of key cell groups and pathways in the body's response to infectious agents.

MODULE 4:

1. Describe the significance of soil and water as reservoirs for potentially pathogenic microorganisms
2. Describe the different types of food-associated illness and key pathogens associated with foodborne illness.
3. Explain how surveillance and monitoring of public health contributes to well-being.
4. Appreciate the significance of emerging and re-emerging infections.

FACULTY, STAFF AND CONTACT INFORMATION

ADMINISTRATIVE QUESTIONS

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries, program chair or program director and course directors. A table of the relevant contact details is listed by program:

SOM PREMEDICAL, PRE-VETERINARY, CHARTER FOUNDATION, FOUNDATION TO VETERINARY MEDICINE
kfarmer1@sgu.edu

Faculty and staff are not obligated to respond to emails sent after 4:00pm on a Friday

CONTENT RELATED QUESTIONS

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed description of the Discussion Forum in the student support section below course Leadership Team.

TEACHING FACULTY IN THE DEPARTMENT OF MICROBIOLOGY

SGU SOM, Grenada	Email Address
Ms. Karla Farmer-Diaz (Course Director)	kfarmer1@sgu.edu
Dr. Joanna Rayner	jrayner@sgu.edu
Dr. Achut Malur	amalur@sgu.edu
Dr. Ziza Philip	zphillip@sgu.edu
Dr. Malcolm Antoine	mantoine3@sgu.edu
Dr. Jane Harrington	jharrington@sgu.edu

SUPPORT STAFF

SGU SOM, Grenada		Email Address
Ms. Junie Emery-Jones	Exec. Secretary	jemoryjo@sgu.edu
Ms. Sherry Ann Joseph,	Secretary	sajoseph@sgu.edu
Mrs. Makeda Matthew-Bernard	Microbiology	
Ms. Terrisha Walcott	Microbiology	
Mrs. Grace Dolphin-Bond	Microbiology	
Mr. Grant Lambert	Microbiology	
Mrs. Beulah Douglas-Paterson	Microbiology	
Mr. Brent Nelson	Microbiology	

COURSE MATERIAL

COPYRIGHT

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed, or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

COURSE WEBSITE

The Microbiology (BIOL 401) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Gradebook, Forums, Assignments, Lessons, Tests & Quizzes, a web link to the student resources and a link to Lecture Recordings).

To login, go to [myCampus Secure Login \(Carepage\)](#), type in your user ID and password, and click on MyCourses.

ELECTRONIC RESOURCES

Distribution of course material will be in electronic format, with a table of contents hyperlinked to the different sections within each document. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

TEXTBOOKS

Text:

Text: Brock, 15th Edition, Brock Biology of Microorganisms. Madigan, Martinko, Dunlap & Clark (Eds).

Older editions of the textbook may also be used but be aware that the in-text references that might be given which refer to specific sections in the book will not correspond (references given will be for the current Edition). Since the field of microbiology changes very rapidly, you should use a textbook that is as recent as possible: it should be no older than 4 years from the current date.

Supplementary Readings/Resources Supplementary Readings/Resources: Lecture notes and lectures posted on Sakai.

Content outline with the listed learning objectives will accompany each lecture so you know the major topics to focus your learning on. These will be posted on MyCourses.

Slides PDF: the slides that the lecturer will be using will be available by noon the Friday prior. Slides will be posted as a 1 slide per page PDF, to allow space for note taking.

You are responsible for taking notes during lecture and for writing significantly expanded study notes afterwards using the textbook.

THE SLIDES ON THEIR OWN ARE NOT SUFFICIENT FOR YOU TO LEARN FROM AND ARE A FRAMEWORK FOR YOU TO USE TO HELP YOU TO MAKE MORE EXTENSIVE NOTES.

Additional Resources: as per the Resources section of the MyCourses site.

REQUIRED ELECTRONIC EQUIPMENT

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and always keep it up to date with all of the relevant software and equipped for the SGU wireless network.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in the dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and is further responsible to keep it in full working condition at all times during the course. Any problems with the device should be reported to the Course Director on the day the problem occurs, and adequate steps should be taken to resolve the issue, e.g. battery replacement, or repair or replacement of device.

Students are required to bring their clicker, or a mobile device that can be used as such, to every scheduled teaching session.

Distance Learning (Online) Response

At the start of each live session, the student will be provided with a session ID as well as session password to provide online or mobile responses during that live session.

COMPONENTS OF THE COURSE

Final Grade

The final course grade will be comprised of the lecture grade portion (75%, 240 points) and the laboratory grade portion (25%, 80 points).

LECTURES

Lectures are an essential component of the BIOL 401 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks or other relevant materials. It is an important learning exercise for students to read textbooks and glean important information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Some of the learning objectives may not be covered in the lectures because the lecture time is utilized for emphasizing the more difficult/complicated aspects. Some of the learning objectives may be covered using alternative lecture methods such as small group sessions or as directed learning activities. The exam questions will be based on the learning objectives, even if some of them were not discussed in the lectures.

Each lecture contains a formative assessment, **usually in the format of at least 2 clicker questions of which the first and last questions must be answered.** Students must submit a minimum number of these formative lecture assessments to pass the course. The minimum number of submissions for this course component is listed in the tables below.

COURSE SCHEDULE:

Week #	Live Session	Topic	Lecturer	Assignments
Week 1	18 th Aug.	Overview of Microbiology and history/ Introduction to prokaryotes	Ms. Farmer-Diaz	Weekly quiz
Week 2	25 th Aug	Microbial genetics overview (prokaryotes)	Ms. Farmer-Diaz	Weekly quiz
Week 3	1 st Sept	Introduction to Eukaryotic microorganisms	Dr. Malur	Weekly quiz
Exam 1-Monday Sept 7th				
Week 4				
Week 5	15 th Sept	Bacterial nutrition and metabolism	Dr. Harrington	Weekly quiz
Week 6	22 nd Sept	Bacterial Growth and replication	Dr. Harrington	Weekly quiz
Week 7	29 th Sept	Strategies for Control of Microbial Growth	Dr. Rayner	Weekly quiz
5th - 9th Oct-Exam 2 (Midterm)				
Week 8				
Week 9	13 th Oct	Relationships with microorganism 1/ microbiome	Dr. Antoine	Weekly quiz
Week 10	20 th Oct	Relationships with microorganism 2	Dr. Phillip	Weekly quiz
Week 11	27 th Oct	Introduction to immunology	Dr. Harrington	Weekly quiz
Exam 3-Monday Nov 2nd				
Week 12				
Week 13	10 th Nov	Ecology/ Reservoirs for microorganisms	Ms. Farmer-Diaz	Weekly quiz
Week 14	17 th Nov	Food microbiology	Ms. Farmer-Diaz	Weekly quiz
Week 15	24 th Nov	Epidemiology and Public Health	Ms. Farmer-Diaz	Weekly quiz
Exam 4-Nov 30th				
Week 16				

DIRECTED LEARNING ACTIVITIES (DLA)

DLAs are exercises developed by Faculty to support, complement, and/or supplement the learning of the class. These exercises are available through the course management site in different formats, including PDF handouts, infographics, Panopto videos, Research papers etc.

These DLAs are mandatory and the content of the DLA's is testable in formative lecture assessments, IMCQs and course exams.

The sequence in which the exercises should be completed is important as it coordinates with the lecture(s) they are supporting. The DLAs and the timeline will be available via the course management site and can be viewed at any time.

ONLINE COURSE MATERIAL

Online Course Content in this course consists of a variety of additional and supplemental materials

Pre-requisite knowledge or simple content may be presented online as short videos or short PowerPoint slide presentations. The course director reserves the right to post information from social media, rich media, content and videos that will be available via the course management site and can be viewed at any time.

LABORATORY SESSIONS

The final course grade will be comprised of the lecture grade portion (75% ,240 points) and the laboratory grade portion (25%, 80 points).

The breakdown of the laboratory grade is listed below.

LAB	Points
Laboratory online quizzes based upon weekly pre-laboratory completion requirement (DLAs, PowerPoint lectures, PDF handouts, Panopto videos, Research papers) <u>Must be completed by 8:00 am on the day of the scheduled lab</u> <ul style="list-style-type: none">• Lowest scoring 1 out of 7 is dropped	54
Online identification and write-up of bacterial unknown	26
Total:	80

WRITE-UP BASED ON IDENTIFICATION OF A BACTERIAL UNKNOWN (26 points)

Students will work to identify a bacterial unknown and will write-up and submit a written report via MyCourses. Further details and deadlines will be available on Sakai closer to the submission deadline for this assignment.

DIRECTED SELF STUDY / GROUP STUDY

Apart from studying independently, students are encouraged to form their own study groups of 3 to 5 active members. These groups should meet about 1 to 2 times a week to discuss difficult course concepts. Active participation in these small group discussions is essential to students' successful understanding, application, and mastery of course material.

WEEKLY EXAMSOFT PRACTICE QUIZZES

Weekly quizzes will be provided via the Course management system. These quizzes are graded and contribute to your overall assessment points. Feedback will be provided to assist in your overall comprehension of that weekly topic.

COURSE AND INSTRUCTOR CRITIQUE

Students are expected to attend all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation

Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

COURSE ASSESSMENTS

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies), or both.

Summative assessments include written (electronic) examinations, practical examinations and the assessment of professionalism.

Formative assessments (exams and quizzes) are essential components of each scheduled course session. A minimum number of submissions of these formative assessments is required in order to pass the course.

MODULE EXAMS

Please be advised that **for all online proctored examinations, the published scores are preliminary at the time of publication**; they are retractable if a subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirements

1. Each exam consists of 50 multiple choice questions that will cover ALL material from the previous block.
2. All questions are multiple-choice, single best answer. These questions can test factual recall, conceptual understanding, or application of knowledge.
3. Each exam will have a small percentage of questions that are structured around short, straightforward clinical vignettes (approximately 5-10 questions).
4. Exams 2- 4 will contain a minimum of 5 and maximum of 10 questions on cumulative material from the content covered in the previous modules.

Grades are based on percentage scores (see scoring and grading policy below).

ASSESSMENT POINTS

The total assessment points that can be earned in the course are listed below:

Assessment		Points
Lecture and DLA based:	Exam 1	50
	Exam 2	50
	Exam 3	50
	Exam 4	50
	Weekly quizzes	36
	Participation and attendance	4
		240

LABORATORY COMPONENT	Laboratory online quizzes based upon weekly pre-laboratory completion requirement (DLAs, PowerPoint lectures, PDF handouts, Panopto videos, Research papers) Lowest scoring 1 out of 7 is dropped	54
	Online identification and write-up of bacterial unknown	26
	Total:	80
Total assessment points		320

WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice, single-best-answer format., following the guidelines of the National Board of Medical Examiners (NBME).

Question Format for main exams

The time allocation per question is 82 seconds.

Write-up based on identification of a bacterial unknown

Students will work to identify a bacterial unknown and will write-up and submit a written report via MyCourses. Further details and deadlines will be available on Sakai closer to the submission deadline for this assignment.

OFFICE HOURS

Office hours will be provided by the individual teaching faculty. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **All appointments will be made through the course secretaries and course support staff.**

SECTION B: SGU POLICIES AND PROCEDURES

Policies applicable to the course are published in the following documents:

- [Student Manual](#) (General and School of Medicine sections, including the Honor Code)
- Course Syllabus

STUDENT RESPONSIBILITIES

- Attend classes regularly and on time
- Bring fully functional personal clicker to all scheduled sessions
- Respond to all clicker questions presented in class and participate in all formative assessments / assignments
- Check SGU email daily; this is the only official email account that is used to relay messages between University and students.
- Check course website daily for announcements and updates
- Actively participate in all class activities
- Report illness through the medical self-reporting system on [myCampus Secure Login \(Carenage\)](#) of the SGU website
- Voice commendations and concerns through class representatives
- Ask for help early if struggling
- Participate in course and instructor evaluations

ATTENDANCE POLICIES AND PROCEDURES

ATTENDANCE REQUIREMENT

As stated in the Student Manual (2019/2020): “Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

EXAMINATION ATTENDANCE

The St. George’s University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a

specific day must submit the online medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George’s University Student Manual (2019/2020), pages 31 through 37.

RULES OF CLICKER USAGE

It is the responsibility of each student to bring their own (and only their own) individually assigned clicker to every class session and respond to questions presented during that session. Students are responsible for ensuring that their clicker is registered before the start of classes and fully functional; they should request assistance in testing clicker functionality in case there is any doubt.

Factors that are essential for full clicker functionality include a fully charged battery and setting the correct channel for transmission of the signal. A student is responsible to check full functionality of their individual clicker regularly by monitoring the green LED response after successful response transmission.

Students actively or passively (either for their own, or for someone else’s benefit) involved in fraudulent attempts to manipulate examination or participation / submission records maybe dismissed for violation of the honor code.

A student caught in possession of multiple clickers inside a class venue may be dismissed for violation of the honor code.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George’s University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so doublecheck your assignments BEFORE you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual. Your work may be

subject to submission to plagiarism detection software, submission to this system means that your work becomes part of that database and can be compared with the work of your classmates.

STUDENT ACCESSIBILITY AND ACCOMMODATION SERVICES POLICY:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

MEDICAL EXCUSES

A student who is medically unfit to take an examination is advised to follow the procedures outlined in the student manual to obtain a validated medical excuse.

GENERAL RULES FOR ELECTRONIC EXAMINATIONS

All SAS examinations will be offered in computer-based format only. There will be no paper alternatives. Students must bring a computer with the appropriate specifications to these examinations.

Examinations are governed by the Examination Policies and Procedures of St George's University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University's Code of Conduct.

According to the Student Manual, “students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted.”

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero ("0") for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review.

To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their ExamSoft account.

ELECTRONIC EXAMINATION POLICIES AND PROCEDURES

The following examination policies and procedures have been submitted for implementation in the Student Manual and are the examination policies for the BIOL 401 course. Once published, the syllabus may simply refer to the Student Manual:

Policies and Procedures for Computer Based Examinations

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

Prior to Examination Day:

1. Each student is required to have a laptop for the purpose of taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).
Caveat: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.
2. Examinees have to ensure that they meet the requirements to access the university network at any time and should confirm access prior to examinations.
3. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4;
4. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of SofTest on their laptop prior to examination day.

5. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
6. For examinations using ExamSoft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
7. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
8. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

On Examination Day:

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.
4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card in order to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID in order to access the examination venue.
6. Once seated, examinees have to place their ID clearly visible on the left side of the desk they are seated at.
7. Permitted items - only the following items are allowed in the examination venue:
 - Laptop and accessories

- SGU ID
 - Completely clear (see-through) bottle of plain water, which has to be placed outside the examination venue for all examinations
 - Items explicitly permitted for a specific examination (see announcement), or approved by the Dean of Students (DOS) office
8. Items that are explicitly NOT permitted inside the examination venues include:
- Cell phones
 - iPods/ iPads
 - Wrist watches
 - Calculators
 - Paging devices
 - Recording/filming devices
 - Reference materials (book, notes, papers)
 - Backpacks, briefcases, or luggage
 - Beverages or food of any type
 - Coats, outer jackets, headwear
 - i. **Please note:** When choosing layers for warmth, students should avoid jackets with pockets or hooded items, as they may be considered outer jackets.
9. Examinees need to be prepared to turn their pockets inside out for inspection.
10. Any prohibited items found inside the examination venue will be confiscated.
11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).
12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.
13. No examinee is permitted to enter the examination venue after the doors have been closed (in preparation of the password announcement; see notification prior to examination day above).
14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.

15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
16. An examinee who is experiencing problems should seek immediate attention from a proctor.
17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of ExamSoft examinations), or whatever procedure has been specified by the Chief Proctor. During the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.
24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.
25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

1. A student may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.

Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

POLICIES AND PROCEDURES FOR LECTURE, PRACTICAL AND IMCQ ASSESSMENTS

These assessments may be graded using an audience response system (clicker). Students are required to take their personal responders (clickers) to each of the SG sessions, lectures and IMCQ sessions. The proper functionality of the personal responder is the student's responsibility.

Students must attend only the sessions to which they are assigned. Participation and professional contributions are required and will be assessed.

CLASSROOM/ONLINE ETIQUETTE PROCEDURE:

Students must keep up with the readings in both the text and the reading volume and be prepared to discuss the material in class on the assigned days. Read critically, evaluating considering your own experience and knowledge. Each of you has much to contribute and I expect you to do so! Respect Disagreement. People have the right to disagree with you. However, disagreement should never be personal. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Cell phones are to be turned off during class.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

In case the assessment score of a student is 69.5% or above, but the student does not meet the formative assessment criteria to pass the course, a failing score of 69.4% will replace the student's original percentage score. This constitutes the highest possible failing score, which will be reported to the Registrar's Office for recording of the student's grade.

GRADING SCALE

The current grading scale of St George's University School of Arts and Sciences is based on percentage scores as follows:

Raw Points	Percentage %	Letter Grade
320	100	A
	89.5 - 99.99	A
	84.5-89.49	B+
	79.5-84.49	B
	74.5 -79.49	C+
	69.5-74.49	C
	64.5-69.49	D
	< 64.5	F

PUBLICATION OF RESULTS

The results of all electronic examinations will usually be posted at the end of an examination period.

GRADING-ONLINE EXAMS

Please be advised that for all online proctored examinations, the published scores are preliminary at the time of publication; they are retractable if a subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirements.

REPORTING OF ERRORS

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

Technical errors reported after the deadline will not be considered.

CHANGE OF PUBLISHED RESULTS

A published result can only be changed if:

- The published score or grade is incorrect, and errors have been reported in time
- A subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirement.

DISCLAIMER

It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 404 – Ornithology
Number of Credits: 4
Days and Times: Monday and Wednesday 9:30–10:45AM; Friday 8:30AM–12:30PM
Semester and Year: Fall 2020
Classroom Location: N/A (Online via Zoom and Panopto)
Pre-requisite(s): MBIO 310 – Ecological Research Methods

Course Lecturer Name(s): Patricia Rosa
Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: prosa@sgu.edu
Course Director Contact Information: prosa@sgu.edu

Course Lecturer(s) Office Hours: TBA
Course Director Office Hours: TBA

Course Lecturer(s) Office Location: N/A (Online via Zoom and Panopto)
Course Director Office Location: N/A (Online via Zoom and Panopto)

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will provide students with a foundation in the field of ornithology. The fundamental characteristics of birds including evolution, phylogeny, life histories, morphology, ecology and behavior will be covered in this course. Conservation of birds around the world will also be an integral part of this course. Students will learn to identify birds through the use of diagnostic characteristics both in the classroom and in the field.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

1. Recognize the importance of studying birds and their origin and evolution.
2. Explain how birds are classified and identify key characteristics of the different taxonomic groups.
3. Describe the different types of feathers and the morphological adaptations that enable birds to fly.
4. Examine the relationship between form and function of organs across different physiological systems.
5. Recognize how different life-history traits among avian species lead to variations in behavior.
6. Examine threats to avian populations.
7. Employ field survey techniques to monitor avian populations.

Technical Skills Outcomes:

1. Use of a compass and rangefinder to estimate subject distance and map distribution.
2. Use of binoculars and field scopes to view avian species.
3. Use of *eBird* web application to obtain, validate, and contribute avian observations.
4. Use of field guides and software to correctly identify birds by sight and sound.
5. Use of mist nets to capture birds.
6. Use of parabolic microphones and portable recorders to obtain samples of bird vocalizations.

Student Learning Outcomes:

See student learning outcome for each session in Sakai.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

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Course Materials:

Text: Raffaele, H. et al. 2003. Birds of the West Indies. Princeton University Press, Princeton.

Supplementary Readings:

- Gill, F. B. 2007. Ornithology, 3rd edition. W. H. Freeman and Company, New York.
- Lovette, I. J. & Fitzpatrick, J. W. 2016. The Cornell Lab of Ornithology: Handbook of Bird Biology, 3rd edition. John Wiley & Sons, Chichester.

Assigned Readings:

- Franzen, J. (2018, January). Why birds matter, and are worth protecting. National Geographic. Retrieved from <http://www.nationalgeographic.com/magazine/2018/01/why-birds-matter/>.
- Glausiusz, J. (2018). Owls for peace: how conservation science is reaching across borders in the Middle East. *Nature*, 554, 22–23.

Resources:

- eBird Caribbean (ebird.org/content/caribbean/) or (birdscaribbean.org)
- The Cornell Lab of Ornithology: Neotropical Birds (neotropical.birds.cornell.edu)
- BirdLife International: Data Zone (datazone.birdlife.org)
- Birds Caribbean (birdscaribbean.org)
- Journal of Caribbean Ornithology (birdscaribbean.org/jco/index.php/jco/index)
- Xeno-canto – Bird Sounds (xeno-canto.org)
- Dendroica – Bird Sounds (natureinstruct.org/dendroica/)

Course Grading Requirement:

Exams: Mid-terms (20%) and final (20%) = 40%

ID quizzes: 3 × bird identification skills (visual and vocal; 10% each) = 30%

Practical evaluations: 2 × field surveys and 2 × data entry (5% each) = 20%

Readings and associated discussions: 2 × interactive Zoom discussions (5% each) = 10%

Course Requirements:

Exams: Exams will cover material and concepts from lectures. Questions will include a combination of multiple-choice, short-answer, and problem-solving questions, and data and graphical interpretations. You should be prepared to apply your knowledge of course material and concepts to new situations and datasets. Mid-term will be based on material covered in weeks 1 to 6, and final will focus on weeks 9 to 14 (non-cumulative).

ID quizzes: You will be presented with images and vocalizations of birds to identify. You will be expected to study identifying characteristics for each species using your field guide, field observations, and relevant resources available on Sakai.

Practical evaluations: Practical evaluations will take place in the field for avian surveys and require an assignment submission for data entry and analyses.

Readings and associated discussions: Two synchronous sessions will be dedicated to assigned readings relevant to the current field of ornithology. You will be expected to prepare discussion points beforehand and will be evaluated on your contributions to the discussion and understanding of the concepts and issues.

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Course Schedule:

Week	Asynchronous	Synchronous
1	1-Why study birds? 2-Origin & evolution	Welcome and syllabus overview LAB: Bird identification
2	3-Diversity & systematics 4-Taxonomy & classification	LAB: <i>eBird</i> DISCUSSION: Franzen (5%)
3	5-Feathers LAB: Avian survey methods	FIELD: Quarantine Point
4	6-Flight	ID QUIZ 1: Visual (10%)
5	7-Digestion & feeding 8-Circulation & respiration	FIELD: Belmont Estates
6	9-Nervous system	ID QUIZ 2: Vocal (10%) LAB: Data entry
7		Revision FIELD: Woburn Bay MPA
8		EXAM: Mid-term (20%)
9	10-Communication LAB: Recording vocalizations	FIELD: Mt. Hartman (field survey 5%)
10	11-Reproductive system (1) 12-Reproductive system (2)	
11	13-Territoriality	ID QUIZ 3: Visual & Vocal (10%)
12	14-Coloniality 15-Migration & navigation	FIELD: Grand Etang (field recordings 5%)
13	16-Anthropogenic disturbances	LAB: Analyze recordings
14	17-Conservation	DISCUSSION: Glausiusz (5%)
15	Submit <i>eBird</i> data (5%) Submit sound analysis (5%)	Revision
16		EXAM: Final (20%)

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POLICY INFORMATION

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Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines. ***Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.***

Classroom/Online Etiquette Procedure:

At discretion of Course Director.

Policy/Procedure Related to the Department:

At discretion of Course Director.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 405 Wildlife Ecology & Management
Number of Credits: 4
Days and Times: Tuesday & Thursday 2:30 pm to 2:30 pm
Semester and Year: Fall 2020
Classroom Location: Remote Teaching & Learning Using Zoom & Panopto
Pre-requisite(s): BIOL 203 & BIOL 211 or 2+2

Course Lecturer Name(s): Roxanne Graham
Course Director Name: **Stephen Nimrod**

Course Lecturer(s) Contact Information: rgraham2@sgu.edu, Skype Name: roxanne.graham7
Course Director Contact Information: **Snimrod@sgu.edu**

Course Lecturer(s) Office Hours: By Appointments
Course Director Office Hours: By Appointments

Course Lecturer(s) Office Location: Caribbean House, Top Floor
Course Director Office Location: Caribbean House, Top Floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide a foundation in the science and application of ecological principles of the management and conservation of wildlife resources. The fundamentals of wildlife ecology, conservation and management will be covered including the value of biological diversity, population dynamics, issues affecting wildlife populations, the process of management including applied conservation biology, with a focus on protected areas as a wildlife management tool. The lab/field portions of the course will expose students to classical and modern tools and techniques and software used by wildlife managers in the field for monitoring, measuring and analysis of wildlife populations and ecosystems. This course will also provide students with a look at the realities, the difficulties and sometimes the thrill of managing wildlife and fisheries.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

Describe ecological principles that apply to wildlife at the various significant ecological levels of organisation and identify their relevance to wildlife management practices.

Describe conservation biology principles and concepts and explain how they are applied in wildlife management.

Design and conduct socio-economic and ecological research to inform in wildlife management decisions

Design and develop various components of a Protected Area Management Plan

Technical Skills Outcomes:

1) Develop management plans for protected areas 2) Conduct habitat mapping 3) Watershed assessment 4) Use GPS to mark and retrieve study sites and to map habitats 5) Use GIS for habitat mapping and to create maps of study sites 6) Measuring salinity in water using a refractometer 7) Measure turbidity in water using a turbidity meter 8) Measure pH in water using pH meter 9) Measure Dissolved Oxygen in water using a D.O. meter 10) Measuring water temperature using meter probe 11) Measure nutrient (ammonia & phosphate) concentration in water using chemical analysis 12) Conduct roving snorkel rapid assessment of marine environments 13) Conduct resource use assessment 14) Conduct resource use conflict assessment/matrix 15) Threats to resources identification/matrix 16) Conduct stakeholder identification/analysis/matrix 17) Conduct socioeconomic surveys/assessments

Student Learning Outcomes:

Please see “Course and Session Learning Outcomes document in the Resources folder

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

BIOL – PLO2: Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PLO6: Demonstrate problem solving and critical thinking skills.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Text: NA

Supplementary Readings/Resources:

Primack, R. B. (2012). A primer of conservation biology (No. 333.9516 P75/2012).
Krausman, P. R., & Cain, J. W. (2013). Wildlife management and conservation: contemporary principles and practices. JHU Press.
Salm, R. V., Clark, J. R., & Siirila (2000) Marine and Coastal Protected Area: A Guide for Planners and Managers. 3rd ed. The World Conservation Union.
Bunce, L., Townsley, P., Pomeroy R., & Pollnac R. (2000) Socioeconomic Manual for Coral Reef Management. Australia Institute for Marine Science.
Fryxell, J. M., Sinclair, A. R., & Caughley, G. (2014). Wildlife ecology, conservation, and management. 3rd ed. John Wiley & Sons.
Gibbs, J. P., Hunter Jr, M. L., & Sterling E. J. (2008). Problem-solving in conservation biology and wildlife management. John Wiley & Sons.

Course Grading Requirement:

Exams (100% of grade): This course consists of **Five** exams. Exam questions will come from the assigned reading material, class lectures and discussions, and class labs/activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.*

Assignment/Exam	Percentage of Total Grade
Exam	15%
Case Study	15%
Management Proposal	15%
Management Plan	35%
Technical Skills	20%
	100%

Course Requirements:

NA

Course Schedule:

Click or tap here to enter text.

Tentative Schedule Fall 2020 Semester

Week	Lecture	Day	Date	Topic
1	1	Tue	18-Aug	Course Induction
	2	Thu	20-Aug	Wildlife Ecology pt. 1: Populations, Communities, Ecosystems
	Labs	Fri	21-Aug	Literature review & Gap Assessment
2	3	Tue	25-Aug	Wildlife Ecology pt. 2: Populations, Communities, Ecosystems
	4	Thu	27-Aug	Wildlife Ecology pt. 3: Populations, Communities, Ecosystems
	Labs	Fri	28-Aug	Site Reconnaissance & Physical Features of an Area
3	5	Tue	01-Sep	The Economics of Biodiversity and Ecosystem services (pt 1)
	6	Thu	03-Sep	The Economics of Biodiversity and Ecosystem services (pt 2)
	Labs	Fri	04-Sep	Resource Identification, mapping, quantification
4	7	Tue	08-Sep	Climate Change and Wildlife (pt. 1)
	8	Thu	10-Sep	Climate Change and Wildlife (pt. 2)
	Labs	Fri	11-Sep	Abiotic Parameters assessments
5	9	Tue	15-Sep	Concepts in Conservation and Protected Areas (pt. 1)
	10	Thu	17-Sep	Concepts in Conservation and Protected Areas (pt. 2)

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	Labs	Fri	18-Sep	Biotic Parameters assessments
6	11	Tue	22-Sep	Concepts in Conservation and Protected Areas (pt. 3)
	12	Thu	24-Sep	Quiz 1
	Labs	Fri	25-Sep	Biotic Parameters assessments
7	13	Tue	29-Sep	The DPSIR Framework
	14	Thu	01-Oct	TBA
	Labs	Fri	02-Oct	Resource use assessments
8	Midterm			
	Midterm			
9	15	Tue	13-Oct	Socioeconomic surveys
	16	Thu	15-Oct	Stakeholder consultations
	Labs	Fri	14-Oct	Stakeholder characteristics
10	17	Tue	20-Oct	Threats & Perception analysis
	18	Thu	22-Oct	Threats & mitigation analysis
	Labs	Fri	23-Oct	Goals and Objectives of the Protected Area
11	19	Tue	27-Oct	Management Actions & interventions
	20	Thu	29-Oct	Governance & management structure
	Labs	Fri	30-Oct	Rules, Regulations & Enforcement
12	21	Tue	03-Nov	Monitoring & evaluation plan
	22	Thu	05-Nov	Monitoring & evaluation plan
	Labs	Fri	06-Nov	Monitoring & evaluation plan
13	23	Tue	10-Nov	Management effectiveness monitoring
	24	Thu	12-Nov	Adaptive Management Approach
	Labs	Fri	13-Nov	Management Plan Synthesis
14	25	Tue	17-Nov	Management Plan Synthesis
	26	Thu	19-Nov	Management Plan Synthesis
	Labs	Fri	20-Nov	Write-up
15	27	Tue	24-Nov	Write-up
	28	Thu	26-Nov	Write-up
	Labs	Fri	27-Nov	Write-up
16	Finals			
	Finals			

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

NA

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 407 – Senior Internship
Number of Credits: 4–12 (40 hr = 1 credit)
Days and Times: N/A
Semester and Year: Fall 2020
Classroom Location: N/A
Pre-requisite(s): Jr./Sr. standing & consent of instructor

Course Lecturer Name(s): Patricia Rosa; Clare Morrall
Course Director Name: **Patricia Rosa; Clare Morrall**

Course Lecturer(s) Contact Information: prosa@sgu.edu; cmorrall@sgu.edu
Course Director Contact Information: prosa@sgu.edu; cmorrall@sgu.edu

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

Course Lecturer(s) Office Location: N/A (Online via Zoom)
Course Director Office Location: N/A (Online via Zoom)

Course Support: Anna Neckles-Thomas; aneklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The capstone junior/senior internship, for marine biology and for wildlife and conservation biology students, will provide an opportunity for these students to utilize their knowledge and their acquired field research skills within a professional working environment.

Course Objectives:

The course aim is to provide the marine biology students and the wildlife and conservation biology students with an opportunity to work and perform research in their field of choice.

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The course objectives are to provide students with one or more of the following:

- Work and/or research experience in the fields of marine biology or wildlife and conservation biology.
- Work experience with a non-governmental organization (NGO), or a governmental agency, or a private corporation, or a community group.
- Opportunity to associate with professionals in their field of choice.
- Opportunity to be mentored by professionals in their field of choice.
- Opportunity to establish working relationships that may continue post-internship.

Technical Skills Outcomes:

Depend on the nature of the host organization.

Student Learning Outcomes:

1. Apply the scientific method for designing and conducting controlled field and laboratory experiments, testing hypotheses, collecting and analyzing data, and interpreting and communicating results.
2. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular, and organismal level.
3. Apply knowledge of the interrelationships of organisms with each other and within their physical environments.
4. Demonstrate problem solving and critical thinking skills across disciplines.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

Satisfactory/Unsatisfactory

Course Materials:

Students will need to consult their external and faculty advisor to guide them with acquiring relevant literature.

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Course Grading Requirement:

Preliminary requirements (required prior to approval of internship):

- Planning schedule form
- Internship contract

External supervisor reports:

- Midway progress
- Final performance

Reports completed by students:

- Midway progress
- Report on experience with organization
- Timesheet & associated tasks

Project completion reports:

- Oral presentation
- Written report

Course Requirements:

See guidelines on requirements in Sakai.

Course Schedule:

Preliminary requirements: required prior to approval of internship.

Midway progress reports: halfway through the completions of hours (approximately 80).

Final reports: submitted to course director a minimum of 1 week before oral presentations.

Project completion reports: due week 16 of the term.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

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Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

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Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines.

Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

Classroom/Online Etiquette Procedure:

At discretion of Course Director.

Policy/Procedure Related to the Department:

At discretion of Course Director.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 420 – Capstone 1
Number of Credits: 4
Days and Times: Tuesday 1:00–2:00PM
Semester and Year: Fall 2020
Classroom Location: N/A (Online via Zoom and Panopto)
Pre-requisite(s): MBIO 310 – Ecological Research Methods

Course Lecturer Name(s): Patricia Rosa; Paula Spiniello
Course Director Name: **Patricia Rosa; Paula Spiniello**

Course Lecturer(s) Contact Information: prosa@sgu.edu; pspiniel@sgu.edu
Course Director Contact Information: **prosa@sgu.edu; pspiniel@sgu.edu**

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

Course Lecturer(s) Office Location: N/A (Online via Zoom)
Course Director Office Location: N/A (Online via Zoom)

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This capstone course will allow students to develop an independent enquiry-based research project where students apply the knowledge and skills acquired throughout their program, while being mentored by a faculty member. Students will be tasked with formulating a research question and testable hypotheses, review relevant literature, develop a research design and methods, and present a written and oral research design to a committee.

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Course Objectives:

1. Integrate previous knowledge and experience to develop an enquiry-based research project.
2. Conduct a literature review where information is synthesized into a novel interpretation that will guide the development of a research question.
3. Demonstrate that potential logistical constraints and ethical implications have been considered and, if necessary, implemented.
4. Communicate effectively the project rationale, design, hypotheses, methods, and timeline to a committee.

Technical Skills Outcomes:

1. Use of experimental design techniques to develop research questions and testable hypothesis.
2. Identification of sampling and recordings rules to make behavioral observations (*if applicable*).
3. Use of word processing and presentation software to display and communicate data.
4. Use of spreadsheets to enter and manage collected data.
5. Use of statistical and mathematical software to analyze data.

Student Learning Outcomes:

See student learning outcome for each session in Sakai.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Various peer-review journals, textbooks, and reports relevant to the research topic

Course Grading Requirement:

Literature review: 20%

Research proposal: 50%

Oral presentation: 30%

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Course Requirements:

See guidelines on requirements in Sakai.

Course Schedule:

Bi-weekly

1. Guidelines and requirements for the capstone project
2. Project development and mentor
3. Literature review
4. Academic writing, citing, and formatting
5. Research design and methods
6. Peer-review process
7. Academic presentations

POLICY INFORMATION

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Examination Attendance

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Assignment Submission Procedure:

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Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

Classroom/Online Etiquette Procedure:

At discretion of Course Director.

Policy/Procedure Related to the Department:

At discretion of Course Director.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 421 – Capstone 2
Number of Credits: 4
Days and Times: Tuesday 2:00–3:00PM
Semester and Year: Fall 2020
Classroom Location: N/A (Online via Zoom and Panopto)
Pre-requisite(s): BIOL 420 – Capstone 1

Course Lecturer Name(s): Patricia Rosa; Paula Spiniello
Course Director Name: **Patricia Rosa; Paula Spiniello**

Course Lecturer(s) Contact Information: prosa@sgu.edu; pspiniel@sgu.edu
Course Director Contact Information: prosa@sgu.edu; pspiniel@sgu.edu

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

Course Lecturer(s) Office Location: N/A (Online via Zoom)
Course Director Office Location: N/A (Online via Zoom)

Course Support: Anna Neckles-Thomas; aneklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This capstone course will allow students to implement an independent enquiry-based research project where students apply the knowledge and skills acquired throughout their program, while being mentored by a faculty member. Students will be tasked with executing the research proposal developed in capstone 1, collecting and analyzing data, and presenting a written, oral, and poster presentation to a committee.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

1. Implement an approved research design and collect data to formally test the hypotheses proposed.
2. Enter, manage, and collect data meticulously.
3. Conduct quantitative and/or qualitative analyses, and interpret results within the appropriate scope of inference.
4. Emphasize and discuss research findings and situate them within the relevant scientific literature.
5. Communicate effectively the project findings by means of a written report, and oral and poster presentation.

Technical Skills Outcomes:

1. Identification of sampling and recordings rules to make behavioral observations (*if applicable*).
2. Use of belt transects to estimate fish population density (*if applicable*).
3. Use of word processing and presentation software to display and communicate data.
4. Use of spreadsheets to enter and manage collected data.
5. Use of statistical and mathematical software to analyze data.

Student Learning Outcomes:

See student learning outcome for each session in Sakai.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Various peer-review journals, textbooks, and reports relevant to the research topic.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Grading Requirement:

Written thesis: 60%

Oral presentation: 30%

3-minute thesis: 20%

Course Requirements:

See guidelines on requirements in Sakai.

Course Schedule:

Bi-weekly

1. Research question and hypothesis testing
2. Research logistics and problem-solving
3. Data collection, entry, and management
4. Data analysis
5. Reporting results and scope of inference
6. Thesis redaction
7. Oral and poster presentations

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines.

Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

Classroom/Online Etiquette Procedure:

At discretion of Course Director.

Policy/Procedure Related to the Department:

At discretion of Course Director.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

Grenada, West Indies

DEPARTMENT OF PRECLINICAL SCIENCES

BIOL441 – HUMAN PHYSIOLOGY

COURSE SYLLABUS

Version of August, 2020, approved by the Dean of Basic Sciences

This version will supersede any previous editions of this document.

**The university reserves the right to change or amend the rules and regulations at any time.
The new rules and regulations will be applicable to all students registered.**

Contents

SECTION A: COURSE INFORMATION	5
BIOL441 HUMAN PHYSIOLOGY – GENERAL DESCRIPTION	5
BIOL441 HUMAN PHYSIOLOGY – COURSE DESCRIPTION.....	5
(CTP) CELL AND TISSUE PHYSIOLOGY: HOMEOSTASIS, EXCITABLE TISSUES, & INTRO TO NEUROPHYSIOLOGY.....	6
(S1) SYSTEM: NEUROPHYSIOLOGY, AUTONOMICS, & CARDIOVASCULAR SYSTEM...	6
(S2) SYSTEMS: RESPIRATORY & GASTROINTESTINAL SYSTEMS	7
(S3) SYSTEMS: ENDOCRINE & RENAL SYSTEMS	7
GOALS AND OBJECTIVES	8
MISSION	8
ENTERING MEDICAL STUDENT EXPECTATIONS	8
FACULTY, STAFF AND CONTACT INFORMATION	8
ADMINISTRATIVE QUESTIONS.....	8
CONTENT RELATED QUESTIONS & FAQ.....	9
COURSE LEADERSHIP TEAM.....	9
TEACHING FACULTY	9
SUPPORT STAFF.....	10
COURSE MATERIAL.....	10
COURSE WEBSITE	10
ELECTRONIC RESOURCES.....	11
REQUIRED TEXTBOOKS	11
REQUIRED ELECTRONIC EQUIPMENT.....	12
COMPONENTS OF THE COURSE.....	12
LECTURES.....	12
DIRECTED LEARNING ACTIVITIES	13
SMALL GROUP (SG) PRACTICAL SESSIONS.....	14
DRESS CODE (SMALL GROUP).....	15
INTERACTIVE MULTIPLE CHOICE QUESTION (IMCQ) SESSIONS OR PROBLEM- BASEDLEARNING SESSION.....	15
DIRECTED SELF STUDY / GROUP STUDY.....	16
ONLINE ACTIVITIES: WEEKLY SAKAI PRACTICE QUIZZES AND EXAMSOFTQUIZZES	16
COURSE AND INSTRUCTOR CRITIQUE	16
LAB EVALUATION.....	17
COURSE ASSESSMENTS.....	18

ASSESSMENT POINTS	18
Summative Assessments	18
Summative Assessment Points	18
WRITTEN (ELECTRONIC) EXAMINATIONS.....	20
SMALL GROUP PRACTICAL.....	23
PROFESSIONALISM ASSESSMENT	23
FORMATIVE ASSESSMENTS.....	23
STUDENT SUPPORT DISCUSSION FORUM	24
ROUND TABLE MEETINGS.....	25
OFFICE HOURS	25
SECTION B: SGU SOM POLICIES AND PROCEDURES.....	26
STUDENT RESPONSIBILITIES	26
ATTENDANCE POLICIES AND PROCEDURES	27
RULES OF CLICKER USAGE.....	27
MEDICAL EXCUSES	28
POLICIES AND PROCEDURES FOR SMALL GROUP, LECTURE, PRACTICAL AND I MCQ ASSESSMENTS	28
SCORING AND GRADING POLICIES AND PROCEDURES	28
QUESTION REVIEW	28
GRADING.....	29
GRADING SCALE.....	30
PUBLICATION OF RESULTS.....	30
REPORTING OF ERRORS	30
CHANGE OF PUBLISHED RESULTS	30
FOUR YEAR OUTCOME OBJECTIVES.....	37
BIOL 441 PHYSIOLOGY COURSE OBJECTIVES.....	39
HOMEOSTASIS.....	40
EXCITABLE TISSUES	41
MUSCLE PHYSIOLOGY.....	41
NEUROPHYSIOLOGY.....	42
NEUROPHYSIOLOGY, FUNCTIONAL NEUROPHYSIOLOGY.....	43
CARDIOVASCULAR PHYSIOLOGY.....	45
RESPIRATORY PHYSIOLOGY.....	48
ENDOCRINE PHYSIOLOGY.....	50
RENAL PHYSIOLOGY.....	52

GASTROENTEROLOGY PHYSIOLOGY	53
SECTION C: APENDICES.....	56
REFERENCES.....	58

SECTION A: COURSE INFORMATION

BIOL441 HUMAN PHYSIOLOGY – GENERAL DESCRIPTION

Course Code and Title: BIOL 441 - Human Physiology

Number of Credits: 4

Days and Times: 11:30am to 8:30pm – Mon and Tues

Semester and Year: Fall 2020

Classroom Location: Online Delivery

Course Email Address: physiology441@sgu.edu (to be used for all course related matters)

Course Director Name: Dr. Gabrielle Walcott-Bedeau

Course Director Contact Information: gwalcott@sgu.edu

Course Lecturer(s) Office Hours: varies according to faculty

Course Director Office Hours: varies weekly

Course Director Office Location: Lower Charter Hall,

Course Support: Ms. Kamille Williams, kwilliams@sgu.edu

Course Management tool: Sakai, To learn to use the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

BIOL441 HUMAN PHYSIOLOGY – COURSE DESCRIPTION

Human Physiology (BIOL 441) is a 4-credit course presented over 16 weeks as part of the discipline-based Premedical Science curriculum of St George's University School of Medicine. It is designed to provide a fundamental basis for understanding human physiology pertinent to clinical medicine based on the Medical Physiology Learning Objectives³ published by the American Physiological Society (APS). It is one of the final prerequisite courses for the third-year Premedical Sciences and Biology students, and a central component of the Charter Foundations to Medicine program. Course topics teaching the essential elements, concepts and organ systems in human physiology are delivered across four consecutive blocks:

Module Name	Duration (weeks)
Block 1- (CTP) Cell and Tissue Physiology: Homeostasis, Excitable tissue, & Intro to Nervous System	4
Block 2- (S1) Systems: Neurophysiology, Autonomic Nervous, & Cardiovascular Systems	4
Block 3- (S2) Systems: Pulmonary, Gastrointestinal Systems	4
Block 4- (S3) Systems: Renal, Endocrine Systems	4
Total:	16

(CTP) CELL AND TISSUE PHYSIOLOGY: HOMEOSTASIS, EXCITABLE TISSUES, & INTRO TO NEUROPHYSIOLOGY

The theme of this block is to provide a solid foundation with the basic concepts of physiology and their application to the organ systems subsequently encountered in this course and throughout undergraduate medical education. Students will be introduced to the language embedded in physiology, the biological molecules associated with cells, tissues and organs and their roles in physiological processes. This block includes homeostasis and its control, properties of excitable tissues, and an introduction to neurophysiology. This will lead the students towards functional of understanding normal and abnormal human physiology, interpretation of clinical data, and eventual recognition of pathophysiological conditions. Group-based interactive sessions are introduced early in the block to facilitate both student learning and the development of collaborative interpersonal skills in accordance with the Association of Medical Colleges (AAMC) guidelines on professional competencies^{1,2}.

(S1) SYSTEM: NEUROPHYSIOLOGY, AUTONOMICS, & CARDIOVASCULAR SYSTEM

The goal of this block is to provide students with a comprehensive knowledge base for understanding the Nervous and Cardiovascular systems. Building upon the concepts from block 1, the normal gross and microscopic anatomy, molecular mechanisms, physiologic functions will be presented. Particular attention is given to the interrelation of these two

systems via the autonomic nervous system (ANS), and provides the foundation upon which all of the body's homeostatic responses are further considered. Collaborative group sessions are an integral component for mastering the content explored in this module.

(S2) SYSTEMS: RESPIRATORY & GASTROINTESTINAL SYSTEMS

Systems 2 expands students' knowledge base with the Pulmonary and Gastrointestinal systems. Again, lectures introduce the normal gross and microscopic anatomy, molecular mechanisms, physiologic functions of these systems, and integration with content from previous blocks continues to be emphasized. Diseases such as Asthma and COPD are used to illustrate key principles. Additionally, significant attention is given to the dynamic physiologic relationship between the Nervous, Cardiovascular, and Pulmonary systems underlying the body's capacity to preserve homeostasis and adapt to life's everchanging conditions. The GI system provides several examples of how its structure and function compare and contrast to processes covered previously. Group sessions remain essential for student understanding of the complex interactions between these systems.

(S3) SYSTEMS: ENDOCRINE & RENAL SYSTEMS

This block culminates with the Endocrine and Renal systems. Normal gross and microscopic anatomy, molecular mechanisms, and physiologic functions are presented. The vital role that these systems play in regulation of fluid balance, electrolytes, nutrients, and energy are incorporated with previous systems to explain the body's ability to maintain the homeostatic environment necessary for sustained health and growth over the long-term. The mechanisms of reproduction are discussed, as well as diabetes and the impact of hyperglycemia across multiple organ systems. Group sessions continue to be instrumental as consideration of physiological function throughout the whole human body is discussed and applied to clinical situations.

GOALS AND OBJECTIVES

MISSION

The BIOL441 Human Physiology Course embraces the mission of the Doctor of Medicine Program of St. George's University School of Medicine:

“To provide an international, culturally diverse environment in which students learn the knowledge, skills and attitudes required for postgraduate training in the health profession while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to life-long learning and an understanding of the vital role of research in healthcare.”

ENTERING MEDICAL STUDENT EXPECTATIONS

As an integral component of St George's University's Premedical Sciences course offerings, BIOL441 Human Physiology prepares students to meet several of the AAMC's Entering Medical Student Expectations, or Entrance Competencies (**E1.1, 1.2, 1.3, 1.6, 1.7; E3.1, 3.2, 3.4, 3.6; E4.3, 4.4, 4.5; E5.1, 5.2; E6.1-6.4; E7.1-7.3** below) by providing students with opportunities to:

“Demonstrate both knowledge of and ability to use basic principles of mathematics and statistics, physics, chemistry, biochemistry, and biology needed for the application of the sciences to human health and disease; demonstrate observational and analytical skills and the ability to apply those skills and principles to biological situations.”

FACULTY, STAFF AND CONTACT INFORMATION

ADMINISTRATIVE QUESTIONS

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries, module coordinators and course directors at:

SGU Premedical Science Department,
Physiology Department Grenada – physiology441@sgu.edu

(Please do not send a message to all faculty or to individual faculty members). Faculty and staff will not respond to emails during the weekend. Last email responded to will be Friday at 4:00pm.

CONTENT RELATED QUESTIONS & FAQ

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed [description of the Discussion Forum](#) in the student support section below.

Frequently asked questions can be found in a supplemental document on Sakai resources folder.

COURSE LEADERSHIP TEAM

SGU BIOL441, Grenada	Department	Email Address
Dr. Gabrielle Walcott-Bedeau Course Director	Physiology/Neuroscience	gwalcott@sgu.edu
Dr. Noah Leton Lab director	Physiology/Neuroscience	nleton@sgu.edu

TEACHING FACULTY

SGU BIOL441, Grenada	Department	Email Address
Dr Duncan Kirkby	Physiology/Neuroscience	DKirkby@sgu.edu
Dr. Noah Leton	Physiology/Neuroscience	nleton@sgu.edu
Dr Vijaya Chellapilla	Physiology/Neuroscience	chrao@sgu.edu
Dr Nilo Alvarez Toledo	Physiology/Neuroscience	Nalvare1@sgu.edu
Dr Juanette McKenzie	Physiology/Neuroscience	JMckenzi@sgu.edu
Dr Earlan Charles	Physiology/Neuroscience	echrle3@sgu.edu

SUPPORT STAFF

SGU BIOL441, Grenada	Department	Email Address
Kamille Williams Executive Secretary	Physiology and Neuroscience	kwilliams@sgu.edu

COURSE MATERIAL

COPYRIGHT

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

COURSE WEBSITE

The BIOL441 Human Physiology course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to <https://mycourses.sgu.edu/portal>, type in your user ID and password.

ELECTRONIC RESOURCES

Distribution of course material will be in electronic format, with a table of contents hyperlinked to the different sections within each document. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Resources folder contains multiple subfolders in which you will be able to find the course material provided.

Please note: electronic versions of course materials posted on the course website are the most up-to-date versions. Due to reproduction deadlines, distributed paper versions may vary somewhat from posted electronic versions. It is the responsibility of each student to check on the latest available electronic versions for possible updates and corrections.

REQUIRED TEXTBOOKS

Medical Physiology: Principles for Clinical Medicine; 5th ed, Rhoades and Bell

This textbook is also available for free online through the SGU library via this link: <https://meded-lwwhealthlibrary-com.periodicals.sgu.edu/book.aspx?bookid=2188>

Optional additional resources for self-study:

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/ebooks>

Free online access for SGU students (requires log-in with SGU credentials)

AccessMedicine

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

Searchable medical textbooks. Highly recommended with search function to look up concepts relevant to pre-medical student education.

REQUIRED ELECTRONIC EQUIPMENT

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date and equipped for the SGU wireless network at all times.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Students are recommended to respond to questions using the web browser (tppoll.com) or via the turning Point app for smart phones to fully participate in live sessions.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any other student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and is further responsible to keep it in full working condition at all times during the course. Any problems with the device should be reported to the Course Director on the day the problem occurs and adequate steps should be taken to resolve the issue, e.g. battery replacement, or repair or replacement of device. Students are required to bring their clicker to every scheduled teaching session.

COMPONENTS OF THE COURSE

LECTURES

Lectures are an essential component of the BIOL441 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to

clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts.

Many of the course sessions are delivered through on-line recordings of full-length lectures. The delivery of asynchronous on-line lectures allows students greater flexibility for when and where the lectures are viewed and promotes self-directed learning. Content from all lectures, synchronous or asynchronous are testable material.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks. It is an important learning exercise for students to read textbooks and glean important information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessment, **usually in the format of at least 2 clicker questions of which the first and last questions must be answered.**

Students must submit a minimum number of these formative lecture assessments in order to pass the course. The minimum number of submissions for this course component is listed in the tables below.

DIRECTED LEARNING ACTIVITIES

Pre-requisite knowledge or simple content may be presented online as short videos. These videos will be available via the course management site and can be viewed at any time. The videos are designed to focus on key topics that are pre-requisite knowledge or where there is benefit to reviewing core knowledge before its application in lecture.

DLAs are exercises developed by Faculty to support, complement, and/or supplement the learning of the class and are available through the course management site in different formats, including PDF handouts, Panopto videos, Research papers etc. These DLAs are mandatory and the content of the DLA's is testable material. The sequence in which the exercises should be completed is important as it coordinates with the lecture(s) they are supporting. The DLAs and the timeline will be available via the course management site and can be viewed at any time.

SMALL GROUP (SG) PRACTICAL SESSIONS

Small Group Practical Sessions (SGs) are an essential component of the BIOL441 course, organized with approximately 8-10 students per group and supervised by Clinical Tutors who facilitate and encourage critical thinking through group discussions. A clinical case will also be provided during every session to allow students the opportunity to apply the basic physiological concepts to real life situations. The key of these sessions is student-student interaction and the success of these sessions largely depends on all members of the team coming prepared and actively participating in the discussion.

Details on the organization of the Small group discussion sessions are provided in the small group discussion manual, which will be distributed via sakai the week before the small group session is scheduled to begin.

Each small group practical session contains a formative assessment. These can take the form of clicker questions, a worksheet or an online prerequisite or post SG assessment. Students must submit a minimum number of these formative practical assessments in order to pass the course. The minimum number of submissions for this course component is listed in the tables below.

Small Group Requirements:

- **white board markers, clickers**
- Textbooks and small group handout/supplement for the topic being covered
- Dress Code (see below)

SG Regulations:

- Students must wear their SGU Photo ID at all times and place it in such a way that it is clearly visible by faculty.
- The laboratory learning resources such as plastic models, and surface pros are expensive and limited in number. Students should take special care when they handle them.
- Food and drinks are not permitted in the lab at any time (that includes chewing gum and drinking water).
- Taking pictures is not allowed in the lab at any time.
- Use of cell phones is restricted. If at all necessary in the lab, students should use the

vibration mode and not answer the phone while in the lab.

- For any lost items in the SG session please ask the assistance of any of the technicians for that venue.

DRESS CODE (SMALL GROUP)

Students are expected to dress in a professional manner when attending lectures and small group/ Lab sessions.

Professional Dress includes:

Clean, odor-free, and not overly worn or revealing clothing.

Unprofessional Dress includes:

Tank tops, see through clothing, short shorts, sunglasses, flip flops, heels, etc.

INTERACTIVE MULTIPLE CHOICE QUESTION (IMCQ) SESSIONS OR PROBLEM-BASED LEARNING SESSION

Interactive multiple choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

There will be several non-graded IMCQ and problem-based learning sessions over the semester,

It is essential to actively participate in the discussions with classmates to train yourself in the critical clinical thinking and reasoning process in order to be able to master IMCQs from these sessions. In order to adequately prepare for the critical thinking and clinical reasoning processes required in IMCQ sessions, students are encouraged to actively participate in

discussions with classmates during their study sessions. Questions used during IMCQ sessions will be posted on the course Sakai after delivery.

DIRECTED SELF STUDY / GROUP STUDY

Apart from studying independently, students are encouraged to form their own study groups of 3 to 5 active members. These groups should meet about once a week to discuss difficult course concepts. Active participation in these small group discussions is essential to students' successful understanding, application, and mastery of course material.

ONLINE ACTIVITIES: WEEKLY SAKAI PRACTICE QUIZZES AND EXAMSOFTQUIZZES

Practice quizzes will be provided every week, each comprised of 20 questions delivered via SAKAI within a 30-minute time window. Students earn 1 point for each of the practice quizzes. A minimum number of correct answers is NOT required. Students will earn the point for uploading a completed quiz irrespective of the number of correct answers. Detailed feedback for each question will be provided at the closing time of each quiz. ESoft Quizzes are announced on Sakai each week.

Scoring of E-Soft Quiz: Students must complete the quiz and upload the results **before** the specified deadline to earn the 2 points associated with each quiz (2 points x 4 quizzes = 8 possible points). Accuracy is not considered.

COURSE AND INSTRUCTOR CRITIQUE

Students are expected to attend all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation

Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

Feedback

At the beginning of each term, course directors address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

LAB EVALUATION

At the end of every SG session for pre-midterm and post-midterm, students are given the opportunity to evaluate the SG experience. The evaluation will be on Sakai and should be completed before the end of the specified deadline. Students will assess the session based on the criteria outlined in the Sakai evaluation form.

COURSE ASSESSMENTS

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies), or both.

Summative assessments include written (electronic) examinations, and the assessment of professionalism.

Formative assessments are essential components of each scheduled course session. A minimum number of submissions of these formative assessments is required in order to pass the course.

ASSESSMENT POINTS

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies but do not contribute to the gradebook), or both.

Summative Assessments

Include electronic examinations (ExamSoft), lab examinations and SG/LA assessments. These contribute points to your course grade.

Summative Assessment Points

The total assessment points that can be earned in the course are listed in the table below:

The total assessment points that can be earned in the course are listed in the table below:

Assessment	Points	Points Breakdown	%
Exam 1	50	50 MCQ x 1 point	21.5
Exam 2	50	50 MCQ x 1 point	21.5
Exam 3	50	50 MCQ x 1 point	21.5
Exam 4	50	50 MCQ x 1 point	21.5
Small Group Practical Assessments	16	8 SG x 2 point	6.8
iMCQ sessions	4	2 points per iMCQ	2.1
Weekly Online Quizzes	10	1 quiz x 1 point	4.2
Professionalism	4		0.9
Total:	234		100

Each exam consists of 50 questions from the lecture block preceding the exam date. These questions can be in first order, second or third order questions. Each exam will have a small percentage of clinical vignettes (approximately 5-10 questions). Exams 2- 4 will contain questions on cumulative material from the contents covered in previous exams. This is geared towards preparation for PMSCE exams and long-term memory.

Each question is allotted an approximate time of 82 seconds (one hour and 15 minutes per exam).

Electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

The final grade will include scores obtained from the 4 exams and points assigned to lab activities/ quizzes/ IMCQ sessions and discussion forums.

Grades are awarded based on percentage scores (see scoring and grading policy below). The following table is intended to help you to determine your letter grade based on raw points earned in the BIOL441 course:

Raw Points	Percentage %	Letter Grade
235	100	A+
199-232	90-99	A
199 - 209	85-89	B+
188-197	80-84	B
176-185	75-79	C+
164-174	70-74	C
152- 162	65-69	D
<152	<65	F

In order to pass the course the student will need 152 points or above, and has to meet all participation criteria (group participation and submission of minimum number of formative assessments). **A student fails the course with less than 152 points.**

Disclaimer: To protect against any errors in the calculation of the equivalent raw points above, grades will be determined purely based on the officially published grading scale (in percentage scores) in the Sakai gradebook listed in the scoring and grading policy (see below).

WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

Question Format

The time allocation per question is 82 seconds. The vast majority of the questions are in Clinical Vignette format, with some in Experimental Vignette format. There may be a few questions in Non-Vignette (first order) format. Most questions, however, are higher order questions.

The figure below shows a model developed by Rex Heer (2012), a revision of Bloom's taxonomy, and illustrates knowledge and cognitive process dimension of learning objectives related to questions. A "first order question", which is in essence factual recall through memorization, represents the lowest level of learning.

"Higher order questions", in contrast, require integration, differentiation and judgment, to list just a few of the learning attributes.



Model created by: Rex Heer, Iowa State University, Center for Excellence in Learning and Teaching, Updated January, 2012.

Retrieved from: <http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf>
(2016-08-12)

Axis of Truth

According to NBME guidelines, answer choices are located at any point along an “axis of truth” (see illustration on the right from: <http://download.usmle.org>, retrieved 2014- 08-19). The axis ranges from “unequivocally true” to “absolutely false”.

The vast majority of questions has 5 choices, while some may have only 4 choices, others may have 10 choices (A to J) or more, according to the most recent 2016 sample presented on the USMLE website (http://usmle.org/pdfs/step-2016samples_step1.pdf, retrieved 2016-05- 17).

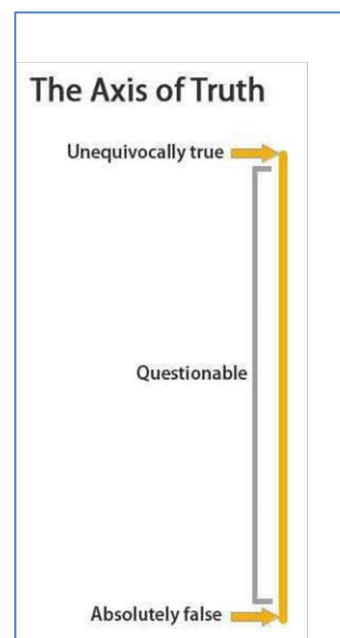
Choices are rarely “unequivocally true” or “absolutely false”. It is a common misunderstanding that a multiple choice question has to have one “unequivocally true” answer choice and a series of “absolutely false” answer choices.

In reality, most answer choices are located between these two extremes and the good student will be able to determine the one best answer that will earn the point.

Experimental Questions

Testing of new, previously untested/ experimental questions is an essential component of question bank development. Such questions may not be used untested to count towards students’ grades. For each written examination, approximately 10 untested questions will be included to determine their validity and reliability. These questions will not count toward a student’s grade. The term “experimental question” does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing exam items only.

For quality control across all courses offered by St George’s University School of Medicine, the Curriculum Committee regularly monitors and reviews all test items used in School of Medicine examinations.



SMALL GROUP PRACTICAL

In each session there will be an assessment given in the form of a online activity, clicker questions or a worksheet which will be worth 2 points. Students will be given points based on the accuracy of their answers. **(50% earns your 2 points)**. Make up sessions will not be offered.

PROFESSIONALISM ASSESSMENT

Professional behavior, communication and interpersonal skills will be assessed based on the assessment form shown in Section C. This form has been adapted to the needs of a basic science course from the American Association of Medical Colleges (AAMC) Medical Student Performance Evaluation (MSPE) advisory committee. It addresses timeliness, compliance, accountability, appearance, interactions, teamwork, motivation and respect.

The total number of professionalism points is listed in the table above. It is anticipated that students will demonstrate professional behavior at all times, and therefore, earn their full professionalism points, Should there be documented evidence of students failure to demonstrate expected professional behavior as assessed in the BIOL441 course, he/she may lose one or more professionalism points and/or the incident can be reported to the Dean of Students and may result in disciplinary action. The number of points deducted is at the discretion of the Course Director, which is not negotiable.

FORMATIVE ASSESSMENTS

Formative assessments are an essential component of the BIOL441 course. In addition to the formative character, some of the assessments may in addition have a small summative character (for points contributing to the final course grade). These assessments are delivered during every scheduled course session (see course components above). A student needs to submit/attend a minimum number of 80% of these assessments in each category in order to pass the course.

According to the Student Manual, participation in all scheduled activities is mandatory. Students are not entitled to miss any scheduled activities. The reduced participation

requirement provides for any unavoidable circumstances that may occur.

Failure to meet the minimum requirement of formative assessment submissions may result in an F grade for the BIOL441 course irrespective of the reason for non-submission. Medical and non-medical excuses are only accepted for summative assessments. Makeup sessions are not offered for the formative assessment components of the course.

STUDENT SUPPORT DISCUSSION FORUM

The major platform for all content related questions is the Discussion Forum on the course website. Students are encouraged to post their questions on the Discussion Forum and to respond to questions posted by others.

Students are expected to make use of the Discussion Forum rather than emailing questions to individual faculty. Many students have the same questions; therefore, posting on the Discussion Forum allows all students benefit from the posted questions and their timely responses. Course faculty will regularly monitor the Discussion Forum and participate, whenever appropriate.

When posting questions on the discussion forum, you must tag each post with the lecture number, the small group, IMCQ or Exam Soft quiz that the question is referring to. This will ensure that the relevant faculty members will be available to answer your questions.

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is not allowed. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post. Anonymous messages are considered unprofessional behavior and a violation of the student honor code.

ROUND TABLE MEETINGS

The Course Director may organize Round Table Meetings (either online, or with physical presence), where faculty members representing the different disciplines contributing to the course will be present. Students can come in and ask individual questions, which will be answered by the team of faculty.

OFFICE HOURS

Office hours will be provided by the teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **All appointment requests should be emailed to physiology441@sgu.edu . Students should not contact individual faculty members to make appointments (unless otherwise specified).**

SECTION B: SGU SOM POLICIES AND PROCEDURES

Policies applicable to the course are published in the following documents:

1. Course Syllabus
2. [Student Manual](#) (General and School of Medicine sections, including the Honor Code)

If there is a conflict between policies and procedures detailed in Section B of this syllabus and those detailed in the Student Manual, then the policies and procedures in the current Student Manual supersede.

For rules and regulations governing the Charter Foundation Program and the Preclinical (Premed) Program, please refer to the Student Manual:

<https://www.sgu.edu/studentmanual/school-of-medicine/charter-foundation-program/>

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-preclinical-program/>

Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

Policies applicable to the course are published in the following documents:

STUDENT RESPONSIBILITIES

- Attend classes regularly and on time
- Bring fully functional personal clicker to all scheduled sessions
- Respond to all clicker questions presented in class and participate in all formative assessments /assignments
- Check SGU email daily; this is the only official email account that is used to relay messages between University and students.

- Check course website daily for announcements and updates
- Submit online assessments and assignments on time
- Check posted results of assessments on time
- Actively participate in all class activities
- Report illness through the medical self-report system on [myCampus Secure Login \(Carenage\)](#) of the SGU website
- Voice commendations and concerns through class representatives
- Ask for help early if struggling
- Participate in course and instructor evaluations

ATTENDANCE POLICIES AND PROCEDURES

As stated in the Student Manual: “Students are expected to attend all classes and clinical rotations for which they have registered. A particular course may define additional policies regarding specific attendance or participation.”

RULES OF CLICKER USAGE

It is the responsibility of each student to bring their own (and only their own) individually assigned clicker for the Premedical Sciences- SOM program to every class session and respond to questions presented during that session. Students are responsible for ensuring that their clicker is registered before the start of classes and fully functional; they should request assistance in testing clicker functionality in case there is any doubt.

Factors that are essential for full clicker functionality include a fully charged battery and setting the correct channel for transmission of the signal. A student is responsible to check full functionality of their individual clicker regularly by monitoring the green LED response after successful response transmission.

Students actively or passively (either for their own, or for someone else’s benefit) involved in fraudulent attempts to manipulate examination or participation / submission records maybe dismissed for violation of the honor code.

A student caught in possession of multiple clickers inside a class venue may be dismissed for violation of the honor code.

MEDICAL EXCUSES

A student who is medically unfit to take an examination is advised to follow the procedures outlined in the student manual to obtain a valid medical excuse.

POLICIES AND PROCEDURES FOR SMALL GROUP, LECTURE, PRACTICAL AND IMCQ ASSESSMENTS

These assessments may be graded using an audience response system (clicker). Students are required to take their personal responders (clickers) to each of the SG sessions, lectures and IMCQ sessions. The proper functionality of the personal responder is the student's responsibility.

Students must attend only the sessions to which they are assigned. Participation and professional contributions are required and will be assessed.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

QUESTION REVIEW

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

In case the assessment score of a student is 69.5% or above, but the student does not meet the formative assessment criteria to pass the course, a failing score of 69.4% will replace the student's original percentage score. This constitutes the highest possible failing score, which will be reported to the Registrar's Office for recording of the student's grade.

GRADING SCALE

The current grading scale of St George's University School of Medicine is based on percentage scores as follows:

Letter grade	From	To
A+	100	100
A	90	99
B+	85	89
B	80	84
C+	75	79
C	70	74
D	65	69
F	<65	

PUBLICATION OF RESULTS

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

REPORTING OF ERRORS

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

For Online Assessments, where results are accessible upon submission, errors must be reported before the deadline.

Technical errors reported after the deadline will not be considered.

CHANGE OF PUBLISHED RESULTS

A published result can only be changed if the published score or grade is incorrect and errors have been reported in time.

Competency E1 (E1.1, 1.2, 1.3, 1.6, 1.7)

Apply quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

1.1. Demonstrate quantitative numeracy and facility with the language of mathematics.

Examples:

- Express and analyze natural phenomena in quantitative terms that include an understanding of the natural prevalence of logarithmic/ exponential relationships (e.g., rates of change, pH).
- Explain dimensional differences using numerical relationships, such as ratios and proportions.
- Use dimensional analysis and unit conversions to compare results expressed in different systems of units.
- Utilize the Internet to find relevant information, synthesize it, and make inferences from the data gathered.

1.2. Interpret data sets and communicate those interpretations using visual and other appropriate tools.

Examples:

- Create and interpret appropriate graphical representations of data, such as a frequency histogram, from discrete data.
- Identify functional relationships from visually represented data, such as a direct or inverse relationship between two variables.
- Use spatial reasoning to interpret multidimensional numerical and visual data (e.g., protein structure or geographic information).

1.3. Make statistical inferences from data sets. Examples:

- Describe and infer relationships between variables using visual or analytical tools (e.g., scatter plots, linear regression, network diagrams, maps).

1.6. Apply algorithmic approaches and principles of logic (including the distinction between

cause/effect and association) to problem solving.

Examples:

- Utilize tools and methods for making decisions that take into account multiple factors and their uncertainties (i.e., a decision tree).
- Distinguish correlation from causality.

1.7. Quantify and interpret changes in dynamical systems.

Examples:

- Explain homeostasis in terms of positive or negative feedback.

Competency E3 (E3.1, 3.2, 3.4, 3.6)

Demonstrate knowledge of basic physical principles and their applications to the understanding of living systems.

3.1. Demonstrate understanding of mechanics as applied to human and diagnostic systems.

Examples:

- Apply knowledge of mechanics to movement in biological systems at various scales, from the molecular to the organismal.

3.2. Demonstrate knowledge of the principles of electricity and magnetism (e.g., charge, current flow, resistance, capacitance, electrical potential, and magnetic fields).

Examples:

- Apply concepts of resistance and capacitance to the electrical properties of myelinated and unmyelinated axons and how those properties affect the travel speed of action potentials in those types of neurons.

3.4. Demonstrate knowledge of the principles of thermodynamics and fluid motion.

Examples:

- Explain the thermodynamics of simple diffusion through biological membranes.
- Explain how viscosity affects blood flow.

3.6. Demonstrate knowledge of principles of systems behavior, including input–output relationships and positive and negative feedback.

Examples:

- Use input–output relationships to understand the efficiency of converting food energy into muscular motion.
- Apply negative feedback principles to explain how temperature is regulated in buildings and in the human body.
- Apply positive feedback principles to explain action potentials.

Competency E4 (E4.3, 4.4, 4.5)

Demonstrate knowledge of basic principles of chemistry and some of their applications to the understanding of living systems.

4.3. Demonstrate knowledge of molecular interactions.

Examples:

- Distinguish between ionic interactions, van der Waals interactions, hydrogen bonding, and hydrophobic interactions.
- Apply this knowledge to understanding of the structures of macromolecules, liquids (especially water), and solids.
- Apply this knowledge to understanding of biological macromolecules and biological assemblies, such as membranes.

4.4. Demonstrate knowledge of thermodynamic criteria for spontaneity of physical processes and chemical reactions and the relationship of thermodynamics to chemical equilibrium.

Examples:

- Apply the concepts of acid-base equilibria.
- Apply the concepts of equilibrium electrochemistry and of concentration cells.
- Apply understanding of these concepts to biochemical processes, such as metabolism, photosynthesis, and electrochemical processes in cell membranes.

4.5. Demonstrate knowledge of principles of chemical reactivity to explain chemical kinetics and derive possible reaction mechanisms.

Examples:

- Explain how measurements of reaction rates lead to the determination of rate laws.
- Explain the temperature dependence of reaction rates.
- Apply understanding of these concepts to predict biochemical processes, such as enzyme catalysis.

Competency E5 (E5.1, 5.2)

Demonstrate knowledge of how biomolecules contribute to the structure and function of cells.

5.1. Demonstrate knowledge of the structure, biosynthesis, and degradation of biological macromolecules.

Examples:

- Identify the major macromolecules (proteins, nucleic acids, carbohydrates, and lipids) and explain the way in which their structure affects their properties.
- Explain how hydrophobicity and hydrophilicity drive molecular association and contribute to both specificity and affinity.
- Explain how protein, nucleic acid, carbohydrate, and lipid degradation and recycling are essential to normal cell function.

5.2. Demonstrate knowledge of the principles of chemical thermodynamics and kinetics that drive biological processes in the context of space (i.e., compartmentation) and time: enzyme-catalyzed reactions and metabolic pathways, regulation, integration, and the chemical logic of sequential reaction steps.

Examples:

- Distinguish different types of enzyme control, such as feedback, competitive and noncompetitive inhibition, and allosteric effects.
- Explain how membrane gradients and electron transport act to generate and store energy.
- Explain how glucose transport across epithelia depends on the sodium concentration gradient.
- Describe the role of the Na-K-ATPase in the maintenance of the resting membrane potential of cells.
- Explain how energy stored in ATP is transduced by motor proteins to produce movement.

Competency E6 (E6.1-6.4)

Apply understanding of principles of how molecular and cell assemblies, organs, and organisms develop structure and carry out function.

6.1. Employ knowledge of the general components of prokaryotic and eukaryotic cells, such as molecular, microscopic, macroscopic, and three-dimensional structure, to explain how different components contribute to cellular and organismal function.

Examples:

- Describe how the internal organization of a cell changes as it begins cell division.
- Describe how proteins are targeted to different compartments in eukaryotic cells.
- Describe the role of the cytoskeleton in amoeboid movement of cells.

6.2. Demonstrate knowledge of how cell–cell junctions and the extracellular matrix interact to form tissues with specialized function.

Examples:

- Describe the structure and explain how gap junctions and other forms of cell–cell interfaces facilitate communication between cells.
- Explain how myelinated axons accelerate the conduction of action potentials as compared to unmyelinated axons.
- Explain how variations in cell–cell junctions influence the permeability of epithelial tissues to solutes and water.

6.3. Demonstrate knowledge of the mechanisms governing cell division and development of embryos.

Examples:

- Explain why and how only maternal mitochondria are passed to the embryo.
- Explain how abnormal processes in meiosis gives rise to genetic anomalies, such as trisomy 21, Turner's (X) syndrome, and Klinefelter's (XXY) syndrome.
- Describe the chemical signaling that controls normal cell division and apoptosis.
- Explain the hormonal basis for the menstrual cycle in humans.

6.4. Demonstrate knowledge of the principles of biomechanics and explain structural and functional properties of tissues and organisms.

Examples:

- Apply understanding of force and torque to explain why small differences in muscle insertion make a significant difference in the speed and force created by limb movement.
- Explain the role of motor proteins in contraction and cellular movement.
- Explain the physics of how blood movement and pressure are affected by vessel diameter.

Competency E7 (E7.1-7.3)

Explain how organisms sense and control their internal environment and how they respond to external change.

7.1. Explain maintenance of homeostasis in living organisms by using principles of mass transport, heat transfer, energy balance, and feedback and control systems.

Examples:

- Explain the role of CO₂ in the maintenance of pH homeostasis.
- Explain the mechanisms by which cells maintain cell volume in the face of changing extracellular osmolarity.
- Explain an example of how pumps move substrates and fluids within the body, or between the internal and external environments.
- Explain how the competing needs to exchange gases and retain water are met in terrestrial organisms.

7.2. Explain physical and chemical mechanisms used for transduction and information processing in the sensing and integration of internal and environmental signals.

Examples:

- Explain how altering ion channel permeability contributes to electrical signaling within and

between cells.

- Describe how chemoreceptors sense and transduce various chemical signals from the internal and external environments.
- Explain how organisms sense and adapt to a change in environmental temperature.
- Explain the role of both the nervous system and endocrine system in maintaining blood glucose levels.

7.3. Explain how living organisms use internal and external defense and avoidance mechanisms to protect themselves from threats, spanning the spectrum from behavioral to structural and immunologic responses.

Examples:

- Describe how the immune system differentiates between self and non-self.
- Explain why the digestive tract has the largest amount of immune tissue.
- Explain how adrenal hormones affect behavior in fight-or-flight situations.

FOUR YEAR OUTCOME OBJECTIVES

The BIOL441 Human Physiology Course specifically addresses a number of four-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St George's University School of Medicine:

1. Medical Knowledge

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
 - i. The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules including embryology, growth and development
 - ii. The principles of normal homeostasis including molecular and cellular mechanisms.
 - iii. The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of

common and important diseases conditions.

- b. Incorporate the impact of factors including psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers.
- c. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
- d. Apply the theories and principles that govern ethical decision making in the management of patients.
- e. Evaluate and apply clinical and translational research to the care of patient populations.

2. Clinical Skills

- a. Communicate effectively with patients, their families and members of the health care team.
- b. Obtain a comprehensive and/or focused medical history on patients of all categories.
- c. Perform physical and mental status examinations on patients of all categories appropriate to the patient's condition.
- d. Document pertinent patient health information in a concise, complete and responsible way.
- e. Select appropriate investigations and interpret the results for common and important diseases and conditions.
- f. Recognize and communicate common and important abnormal clinical findings.
- g. Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
- h. Apply effective problem solving strategies to patient care.
- i. Perform routine and basic medical procedures.

- j. Provide patient education with respect to health problems and maintenance.
- k. Identify individuals at risk for disease and select appropriate preventive measures.
- l. Recognize life threatening emergencies and initiate appropriate primary intervention.
- m. Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.
- n. Continually reevaluate management plans based on the progress of the patient's condition and appraisal of current scientific evidence and medical information

3. Professional Attitude

- a. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
- b. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
- c. Be responsible in tasks dealing with patient care, faculty and colleagues including healthcare documentation.
- d. Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care.
- e. Demonstrate a commitment to high professional and ethical standards.
- f. React appropriately to difficult situations involving conflicts, nonadherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning including evaluating research in healthcare.
- h. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
- i. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.

BIOL 441 PHYSIOLOGY COURSE OBJECTIVES

Through consistent and proactive participation during the activities and exercises presented in this course, a student should be able to:

- Understand and describe the relationship between the structure and function of the molecules, cells, tissues, organs, and systems underlying normal human

physiology.

- Understand and describe the vital molecules, structures, and conditions necessary for normal physiological function and preservation of homeostasis.
- Understand and describe how vital molecules and energy are stored, transported and utilized in physiological processes.
- Understand and describe the mechanisms through which information is sensed, generated, transferred, and targeted to allow the human body to adapt changing conditions, regulate physiological function, and maintain homeostasis.
- Understand the principles of physiology underlying select clinical and diagnostic tests, interpret their results, and apply this information to analyze normal and abnormal physiologic states.
- Analyze and discuss the physiological elements, conditions, and mechanisms and that distinguish abnormal from normal (i.e. diseased vs healthy) physiological conditions, and apply this analysis to principles of medicine.
- Develop communication techniques to critically evaluate and discuss medical cases effectively.
- Cultivate essential interpersonal skills during collaborative activities.
- Demonstrate professional behavior appropriate for the setting, activity, and audience.

Block 1 – Cell and Tissue Physiology (CTP): Homeostasis, excitable tissues, Muscle & Intro to Nervous system

H O M E O S T A S I S

1. Explain the principles of positive feedback and feed forward control of hormone secretion.
2. Given the body weight and percent body fat,
 - a. total body water
 - b. lean body mass
 - c. extracellular fluid volume
 - d. intracellular fluid volume
 - e. blood volume
 - f. plasma volume.

Identify normal extracellular fluid (plasma) osmolarity and concentrations of Na⁺, K⁺, Cl⁻

, HCO₃⁻, proteins, creatinine, and urea, and contrast these values with those for intracellular fluids.

3. Using the volumes/compartments identified in Homeostasis Objective 2, contrast the movement between intracellular and extracellular compartments caused by increases or decreases in extracellular fluid osmolality

EXCITABLE TISSUES

1. Describe the ionic basis of each of the following local graded potentials: excitatory post synaptic potential (EPSP), inhibitory post synaptic potential (IPSP), end plate potential (EPP) and a receptor (generator) potential.
2. Contrast the generation and conduction of graded potentials (EPSP and IPSP) with those of action potentials.
3. On a diagram of a motor neuron, indicate where you would most likely find IPSP, EPSP, action potential trigger point, and release of neurotransmitter.
4. On a diagram of a sensory neuron, indicate where you would most likely find receptor potential or generator potential, action potential trigger point, and release of neurotransmitter.
5. Describe the cutaneous and proprioceptive mechanoreceptors and their function: Pacinian corpuscles, Meissner's corpuscles, Ruffini endings, Merkel cell, A-delta and C free nerve endings, Golgi tendon organ, muscle spindle.
6. Distinguish between an endplate potential and an action potential in skeletal muscle.

MUSCLE PHYSIOLOGY

FUNCTIONAL MUSCLE HISTOLOGY

1. Draw and label skeletal muscle at all anatomical levels, from the whole muscle to the molecular components of the sarcomere. At the sarcomere level, include at least two different stages of myofilament overlap.

NEUROMUSCULAR JUNCTION

2. Draw the structure of the neuromuscular junction.
3. List in sequence the steps involved in neuromuscular transmission in skeletal muscle and point out the location of each step on a diagram of the neuromuscular junction
4. Distinguish between an endplate potential and an action potential in skeletal muscle.

EXCITATION-CONTRACTION COUPLING

5. List the steps in excitation-contraction coupling in skeletal muscle, and describe the roles of the sarcolemma, transverse tubules, sarcoplasmic reticulum, thin filaments, and calcium ions

SLIDING FILAMENT AND CROSS BRIDGE

6. Diagram the chemical and mechanical steps in the cross-bridge cycle, and explain how the cross bridge cycle results in shortening of the muscle.
7. Explain the relationship of preload, afterload and total load in the time course of an isotonic contraction
8. Distinguish between an isometric and isotonic contraction.
9. Identify the multiple sources, localization, and roles of calcium in muscle contraction and relaxation.
10. Draw the length versus force diagram for muscle and label the three lines that represent passive (resting), active, and total force. Describe the molecular origin of these forces in the three muscle types.
11. Compare the structure and regulation of the contractile units found in smooth vs striated muscle.
12. Explain why smooth muscles can develop and maintain force with a much lower rate of ATP hydrolysis than skeletal muscle

NEUROPHYSIOLOGY

NEUROANATOMY

1. Describe the organization of the nervous system
2. List the general functions of the nervous system
3. Identify the different cell types in the nervous system
4. Define, and identify on a diagram of a motor neuron, the following regions: dendrite axon, axon hillock, soma, and an axodendritic synapse.
5. Describe the production, flow and absorption of CSF (CEREBROSPINAL FLUID)
6. Identify the spinal cord as part of CNS
7. Identify grey and white matter; dorsal, ventral and intermediate regions of the spinal cord and define the major function of each

BLOCK 2 – Systems 1: Neurophysiology, Autonomic Nervous, & Cardiovascular Systems

NEUROPHYSIOLOGY, FUNCTIONAL NEUROPHYSIOLOGY

SOMATOSENSORY SYSTEM

1. Describe the cutaneous and proprioceptive mechanoreceptors and their function: Pacinian corpuscles, Meissner's corpuscles, Ruffini endings, Merkel cell, A-delta and C free nerve endings, Golgi tendon organ, muscle spindle.
2. Define the terms receptor sensitivity, receptor specificity, and receptive field. Correlate these definitions with the types of receptors transmitting information to the Dorsal Column-Medial Lemniscus system and to the spino-thalamic system, respectively.
3. List the receptors and afferent nerve fibers that subserve vibration, discriminative touch, joint position sense, thermoreception and nociception.
4. Define rapidly and slowly adapting sensory reception and correlate these with the types of sensory receptors serving the Dorsal Column-Medial Lemniscus system and the spinothalamic system, respectively.
5. Describe the steps in sensory transduction and action potential generation at a mechanoreceptor and at a nociceptor.
6. Trace the borders of the dermatomes.
7. Define the concept of a somatosensory receptive field and explain how dermatomes and receptive fields are related.
8. Explain how the peripheral innervation density is related to receptive field size.
9. Define two-point discrimination and tell how it is related to peripheral innervation density and receptive field size.
10. Discuss what is meant by the Fine Touch System and be able to trace its connections to the cerebral cortex.
11. Discuss what is meant by the Pain/Temperature/Coarse Touch System and be able to trace its connections to the cerebral cortex.
12. Describe how afferent surround inhibition improves spatial two-point discrimination.

MOTOR

13. Identify motor cortex and motor association cortex and their roles in movement

and speech

14. Identify cerebellum as part of CNS and its roles in regulating movement
15. Describe the functions of the medial and lateral motor pathways. Describe their origins and terminations within the spinal cord.
16. Describe the effects of lesions in the medial and lateral descending motor pathway
17. Describe the various types of reflexes
18. Describe some disorders affecting movement.

AUTONOMIC NERVOUS SYSTEM

19. Define the sympathetic and parasympathetic systems.
20. Differentiate the components of the sympathetic and parasympathetic systems.
21. Contrast the functions of the sympathetic and parasympathetic systems.
22. Compare and contrast terms and concepts related to the sympathetic and parasympathetic systems, including: the central location of cell body of origin, number of synapses between CNS and effector organs, degree of myelination, and general effects on target tissues.
23. Describe the synaptic characteristics, receptors, and neurotransmitters for the parasympathetic and sympathetic division of the ANS.
24. Describe the ANS signaling mechanism and the effects of sympathetic and parasympathetic stimulation of lungs, heart, arteries, and veins; gastrointestinal function; renal function; and sexual function.
25. Understand the pharmacological action of Sympathetic and Parasympathetic drugs, giving examples of each.

AUDITORY AND VESTIBULAR SYSTEM

26. Describe the function of the outer, middle and inner ear, listing in order the mechanical structures over which sound energy is transmitted to auditory receptors
27. Explain how hair cells convert sound energy into an action potential
28. Explain the frequency analysis performed by the basilar membrane with reference to its physical structure
29. Explain how deformations of the basilar membrane relate to the intensity of sound perceived are converted to action potentials in auditory nerve fibers

30. Describe what is bone conduction
31. Explain how vestibular apparatus provides information about movement and position
32. Describe the pathways from ears to auditory cortex and cerebellum

VISION

33. Describe the refraction of light as it passes through the eye to the retina
34. Describe the pathways for vision
35. Describe the process of accommodation, contrasting the refraction of light by the lens in near and far vision
36. Describe the refractive deficits that account for myopia, hyperopia and their correction by glasses or contact lenses
37. Explain the differing light sensitivities of the fovea and optic disc
38. List and compare the functional properties of scotopic and photopic vision
39. Contrast the transduction process for rods and cones
40. Describe the functional properties of ON- and OFF- bipolar cells
41. Describe the functional properties of antagonistic center-surround receptive fields of retinal ganglion cells
42. Predict the visual field deficits resulting from the following lesions in the visual pathway:
43. optic nerve, optic chiasm, optic tract, LGN (in thalamus), primary visual cortex

CARDIOVASCULAR PHYSIOLOGY

CARDIAC CYCLE

1. Draw, in correct temporal relationship, the pressure, volume, heart sound, and ECG changes in the cardiac cycle. Identify the intervals of isovolumetric contraction, rapid ejection, reduced ejection, isovolumetric relaxation, rapid ventricle filling, reduced ventricular filling and atrial contraction.
2. Know the various phases of ventricular systole and ventricular diastole. Contrast the relationship between pressure and flow into and out of the left and right ventricles during each phase of the cardiac cycle.
3. Know the factors that contribute to the formation of turbulent flow.
4. Describe the timing and causes of the four heart sounds.

5. Define arterial systolic, diastolic, mean arterial, and pulse pressure and identify them on a Wigger's diagram

CARDIAC ELECTROPHYSIOLOGY

6. Sketch a typical action potential in a ventricular muscle and a pacemaker cell. Describe how ionic currents contribute to the four phases of the cardiac action potential. Use this information to explain differences in shapes of the action potentials of different cardiac cells.
7. Explain what accounts for the long duration of the cardiac action potential and the resultant long refractory period. What is the advantage of the long plateau of the cardiac action potential and the long refractory period?
8. Beginning in the SA node, diagram the normal sequence of cardiac activation (depolarization).
9. Explain why the AV node is the only normal electrical pathway between the atria and the ventricles, and explain the functional significance of the slow conduction through the AV node. Describe factors that influence conduction velocity through the AV node.
10. Name the parts of a typical bipolar (Lead II) ECG tracing and explain the relationship between each of the waves, intervals, and segments in relation to the electrical state of the heart.

VENTRICULAR FUNCTION

11. State the steps in excitation-contraction coupling in cardiac muscle. Outline the sequence of events that occurs between the initiation of an action potential in a cardiac muscle cell and the resulting contraction and then relaxation of that cell. Provide specific details about the special role of calcium in the control of contraction and relaxation of cardiac muscle.
12. Describe the role of Starling's Law of the Heart in keeping the output of the left and right ventricles equal.
13. Draw a ventricular pressure-volume loop and on it label the phases and events of the cardiac cycle (ECG, valve movement).
14. Define ejection fraction and be able to calculate it from end diastolic volume, end systolic volume, and/or stroke volume. Predict the change in ejection fraction that would result from a change in a) preload, b) afterload, and c)

contractility.

15. Construct a vascular function curve. Predict how changes in total peripheral resistance, blood volume, and venous compliance influence this curve.

PRESSURE REGULATION

16. List the anatomical components of the baroreceptor reflex.
17. Explain the sequence of events in the baroreflex that occur after an acute increase or decrease in arterial blood pressure.
18. Explain the sequence of events mediated by cardiopulmonary (volume) receptors that occur after an acute increase or decrease in arterial blood pressure and in central venous pressure.
19. Contrast the relative contribution of neural and renal mechanisms in blood pressure and blood volume regulation.
20. Describe the release, cardiovascular target organs, and mechanisms of cardiovascular effects for angiotensin, atrial natriuretic factor, bradykinin, and nitric oxide.

MICROCIRCULATION AND HEMODYNAMICS

21. Be able to differentiate between flow and velocity in terms of units and concept.
22. Understand the relationship between pressure, flow, and resistance in the vasculature and be able to calculate for one variable if the other two are known. Apply this relationship to the arteries, arterioles, capillaries, venules, and veins. Explain how blood flow to any organ is altered by changes in resistance to that organ.
23. Define autoregulation of blood flow. Distinguish between short-term and long-term autoregulatory responses and the mechanisms responsible for each.
24. Identify the role of PO₂, PCO₂, pH, adenosine, and K⁺ in the metabolic control of blood flow to specific tissues.
25. Understand the relationship between flow, velocity, and cross-sectional area and the influence vascular compliance has on these variables.
26. Differentiate the following terms: osmotic pressure, oncotic pressure, and hydrostatic pressure, as they pertain to movement across the endothelium of the capillaries.

27. Define the Starling equation and discuss how each component influences fluid movement across the capillary wall

SPECIAL CIRCULATIONS

28. Discuss the interaction of a) intrinsic (local), b) neural, and c) humoral control mechanisms and contrast their relative dominance in the CNS, coronary, splanchnic, renal, cutaneous, and skeletal muscle vascular beds.
29. Describe the phasic flow of blood to the ventricular myocardium through an entire cardiac cycle.
30. Contrast the local and neural control of the splanchnic circulation.
31. Contrast the local and neural control of cerebral blood flow. Discuss the relative importance of O₂, CO₂, and pH in regulating cerebral blood flow.

Block 3 – Systems 2: Pulmonary & Gastrointestinal

RESPIRATORY PHYSIOLOGY

THE BREATHING CYCLE

1. Diagram how pleural pressure, alveolar pressure, airflow, and lung volume change during a normal quiet breathing cycle or a deep breathing cycle with forced expiration. Identify on the figure the onset of inspiration, cessation of inspiration, and cessation of expiration. Describe how differences in pressure between the atmosphere and alveoli cause air to move in and out of the lungs.
2. Identify the forces that generate the negative intrapleural pressure when the lung is at functional residual capacity, and predict the direction that the lung and chest wall will move if air is introduced into the pleural cavity (pneumothorax).

MECHANICS

3. Draw a normal pulmonary pressure-volume (compliance) curve (starting from residual volume to total lung capacity and back to residual volume), labeling the inflation and deflation limbs. Explain the cause and significance of the hysteresis in the curves.
4. Define compliance and identify two common clinical conditions in which lung compliance is higher or lower than normal. Explain how compliance changes

- observed with an obstructive or restrictive disease alter the work of breathing.
5. Identify the forces that generate the negative intrapleural pressure when the lung is at functional residual capacity, and predict the direction that the lung and chest wall will move if air is introduced into the pleural cavity (pneumothorax).

MEASUREMENT OF LUNG VOLUMES AND CAPACITIES

6. Define the factors that determine total lung capacity, functional residual capacity, and residual volume. Describe the mechanisms responsible for the changes in those volumes that occur in patients with emphysema and pulmonary fibrosis.
7. Describe the effects of airway diameter and turbulent flow on airway resistance.
8. Draw a spirogram resulting from a maximal expiratory effort. Label the forced vital capacity (FVC), timed forced expiratory volumes (FEVs), and the maximal expiratory flow rate between 25-75% of FVC (FEF_{25-75%}). Describe the mechanical forces that contribute to these pulmonary function indexes (also RV, FRC and TLC) and how they change with obstructive or restrictive disease.
9. Differentiate between the two broad categories of restrictive and obstructive lung disease, including the spirometric abnormalities associated with each category.

VENTILATION AND GAS DIFFUSION

10. Define partial pressure and fractional concentration as they apply to gases in air. List the normal fractional concentrations and sea level partial pressures for O₂, CO₂ and N₂.
11. List the normal airway, alveolar, arterial, and mixed venous PO₂ and PCO₂ values. List the normal arterial and mixed venous values for O₂ saturation, [HCO₃⁻], and pH.
12. Describe in quantitative terms the effect of ventilation on PCO₂ according to the alveolar ventilation equation.
13. Name the factors that affect diffusive transport of a gas between alveolar gas and pulmonary capillary blood.

OXYGEN AND CARBON DIOXIDE TRANSPORT

14. Define oxygen partial pressure (tension), oxygen content, and percent hemoglobin saturation as they pertain to blood.
15. Draw an oxyhemoglobin dissociation curve (hemoglobin oxygen equilibrium curve) showing the relationships between oxygen partial pressure, hemoglobin saturation, and blood oxygen content. On the same axes, draw the relationship between PO₂ and dissolved plasma O₂ content (Henry's Law). Compare the relative amounts of O₂ carried bound to hemoglobin with that carried in the dissolved form.
16. Describe how the shape of the oxyhemoglobin dissociation curve influences the uptake and delivery of oxygen.
17. Define P₅₀.
18. Show how the oxyhemoglobin dissociation curve is affected by changes in blood temperature, pH, PCO₂, and 2,3-DPG, and describe a situation where such changes have important physiological consequences.

CONTROL OF BREATHING

19. Identify the regions in the central nervous system that play important roles in the generation and control of cyclic breathing.
20. List the anatomical locations of chemoreceptors sensitive to changes in arterial PO₂, PCO₂, and pH that participate in the control of ventilation. Identify the relative importance of each in sensing alterations in blood gases.
21. Describe how changes in arterial PO₂ and PCO₂ alter alveolar ventilation, including the synergistic effects when PO₂ and PCO₂ both change.
22. Describe the mechanisms for the shift in alveolar ventilation that occur immediately upon ascent to high altitude, after remaining at altitude for two weeks, and immediately upon return to sea level.

ENDOCRINE PHYSIOLOGY

GENERAL CONCEPTS

1. Define the endocrine system
2. Compare hormones to neurotransmitters and neurohormones
3. Compare and contrast the three major chemical classes of hormones in terms

of their a) storage and release; b) transport in blood; and c) action at the cell

4. Discuss how hormone release is controlled
5. Describe hormonal breakdown
6. Describe endocrine disorders

PITUITARY

7. List the hormones released from the Posterior Pituitary
8. Discuss the control of hormonal release
9. Discuss the actions of the hormones in the body
10. List the hormones released from the Anterior Pituitary
11. Discuss the control of hormonal release
12. Discuss the actions of the hormones in the body
13. Describe the hypothalamic pituitary axis

ADRENAL GLAND

14. List the regions of the adrenal gland and the hormones released
15. Discuss the stimulus for release, cellular actions, body actions and regulation of aldosterone, cortisol and the sex hormones
16. Describe the renin-angiotensin system

THYROID HORMONE

17. List the two thyroid hormones
18. Discuss thyroid hormone synthesis
19. Discuss the stimulus for release, cellular actions, body actions and regulation of the thyroid hormones

PARATHYROID HORMONE

20. Discuss the function of calcium in the body
21. Describe how PTH and Vitamin D3 maintain calcium homeostasis
22. Discuss the stimulus for release, cellular actions, body actions and regulation of PTH and Vitamin D3

ENDOCRINE PANCREAS

23. Discuss the importance of the anatomy of the pancreas to hormone release
24. Discuss the control of hormonal release

25. Discuss the cellular actions of the hormones
26. Discuss the actions of the hormones in the body
27. Describe the relationship between insulin and glucagon and glucose homeostasis
28. Describe the pathophysiology of Type 1 Diabetes mellitus

MALE REPRODUCTIVE

29. Describe spermatogenesis
30. Hormonal control of male reproductive physiology
31. Functions of testosterone
32. The role of the accessory organs

FEMALE REPRODUCTIVE

33. Changes in the follicle over the ovarian cycle
34. Changes in hormone levels throughout the ovarian cycle
35. The uterine cycle
36. Puberty and menopause
37. Birth

PARTURITION AND LACTATION

38. Understand how labor is initiated
39. Discuss the hormonal control of childbirth
40. Discuss the hormonal control of lactation

Block 4 – Systems 3: Renal & Endocrine Systems

RENAL PHYSIOLOGY

THE KIDNEY: STRUCTURE, FUNCTION, & REGULATION

1. List the basic functions of the kidneys
2. List and identify the structures of the nephron and associated vasculature
3. Discuss filtration and the factors that affect filtration
4. Discuss reabsorption, secretion and the different mechanisms involved in both processes giving examples
5. Discuss the tubuloglomerular feedback mechanism and the renin-angiotensin

II- aldosterone system

6. Discuss the various hormones involved in concentrating and diluting urine

ACID-BASE STATUS AND PH REGULATION

7. Define acidosis and alkalosis
8. Discuss how chemical buffers regulate pH
9. Discuss how the pulmonary system regulates pH
10. Discuss how the kidney regulates pH
11. Be able to diagnose an acid-base imbalance
12. Describe processes that lead to acid base disturbances and list common cause
13. Define base excess (or deficit) and anion gap
14. Explain what is meant by primary and secondary acid base disturbances using the concept of “compensation”
15. From blood values, identify simple and mixed metabolic and respiratory acid base disturbances

GASTROENTEROLOGY PHYSIOLOGY

FUNCTIONS AND REGULATION OF GI TRACT

1. Identify the sources and typical amounts of fluid and nutrients entering and leaving the gastrointestinal tract daily
2. For major classes of nutrients (carbohydrates, proteins, fats), differentiate the processes of ingestion, digestion, absorption, secretion, and excretion; include the location in the GI tract where each process occurs.
3. Describe the functions of splanchnic blood flow in sustaining intestinal viability and as a source/sink for material transported across the GI tract epithelium.
4. Know how afferent and efferent extrinsic nerves (sympathetic and parasympathetic) interact with the enteric nervous system and regulate the functions of the GI track.
5. Understand the neural circuitry driving major GI reflexes and the neural pathways and neurotransmitters that accomplish reflex control of GI functions.
6. Compare and contrast the regulation of gut function by nerves, hormones, and paracrine regulators.

SALIVARY GLANDS

7. Describe the volume and composition of salivary fluid coming from major salivary glands
8. Describe the physiological function of the components of saliva.
9. State the components of the saliva important in oral hygiene

ESOPHAGUS

10. Describe the afferent neuro-muscular pathways activated to initiate swallowing, the motor pathways and general targets for innervation that accomplish the swallowing reflex, and major nuclei of in the brain stem that integrate these afferent inputs.
11. Understand the differences in the neural and muscular composition and function in the upper versus lower esophagus. Explicitly consider the upper and lower esophageal sphincters.
12. Describe the dynamic pressure changes that occur in the regions of the esophagus after initiation of the swallowing reflex and how these pressure changes would propel a bolus of food from the mouth to the stomach.

STOMACH

13. Describe the storage, digestion, and motility roles of the stomach
14. Identify the proteins secreted into the gastric lumen by chief cells, parietal cells, and mucous cells. Contrast the functions and regulation of these secretions.
15. Identify the gastric cell types secreting gastrin, somatostatin, histamine, and gastrin releasing peptide. Describe the stimuli that promote and inhibit release of these peptides, and their cellular targets.
16. Describe the role of HCl in the gastric digestion of carbohydrates and protein, and how pepsinogen is activated
17. List the stomach cell types and secreted substances that contribute to regulation of gastric acid secretion via paracrine, hormonal, and neuroendocrine pathways. Understand the integrated feedback regulation of acid secretion via these pathways during a meal
18. List the mechanisms contributing to gastric mucosal defense and how they can be compromised by drugs or pathogens.

HEPATOBIILIARY

19. Describe the mechanisms whereby the gall bladder concentrates bile, and the endocrine mechanism stimulating gall bladder contraction and the secretion of bile through the sphincter of Oddi into the small intestine.
20. Describe the amphipathic structure of bile salts, and describe how this property assists the solubilization and digestion of fats.

SMALL INTESTINE

21. Describe the sequential digestion of ingested proteins by gastric pepsin, pancreatic enzymes, and enzymes at the intestinal apical membrane. Make sure to include the role of duodenal enteropeptidase.
22. Compare the membrane transport mechanisms responsible for uptake of sugars, aminoacids and di-peptides by intestinal epithelial cells.
23. Describe the mechanisms and molecules mediating the solubilization and digestion of lipids in the small intestine.
24. Describe the location and the mechanisms that mediate the intestinal trans-epithelial movement of water, the major electrolytes, iron and calcium.

LARGE INTESTINE

25. Describe the mechanisms, localization and regulation of colonic sodium absorption.
26. Describe the mechanisms mediating colonic bicarbonate and potassium transport.
27. Describe the role of dietary fiber in promoting colonic motility.

GASTROINTESTINAL MOTILITY AND ENTERIC NERVOUS SYSTEM

28. Describe the characteristics of the spontaneous and stimulated electrical activity of GI smooth muscles
(electrical slow waves, action potentials, and contraction).
29. Describe the anatomical locations and role of interstitial cells of Cajal as slow wave pacemakers and mediators of inputs from the enteric nervous system.
30. Describe major motor patterns in the GI tract and their functions during fasting (migrating motor complex or MMC) and during digestion
31. Describe the role of colonic motility in facilitating the recovery of water and electrolytes.

32. Describe the function of colonic motility, in mediating formation of haustra and haustral shuttling, mass movements through the transverse and distal colon, and defecation.
33. Describe the sequence of events in the colon and anal sphincters occurring during reflexive defecation, differentiating those movements under voluntary control and those under autonomic control.

SECTION C: APENDICES

	Inappropriate Too Little		Appropriate		Inappropriate Too Much
		D	D	D	D
TRUTHFULNESS					
Truthfulness	Displays poor position status; misuses resources; plagiarizes; obscures; lies D	D	Displays honestly, forthrightly, and truthfully D	D	Displays insensitively and tactlessness D
ADHERENCE TO ETHICAL PRINCIPLES					
Adherence to Ethical Principles	Engages in unethical behavior (e.g., accepts inappropriate gifts, violates professional boundaries, stows, engages in fraudulent behavior) overlooks inappropriate behavior in colleagues D	D	Models ethical behavior; reports inappropriate behavior in colleagues D	D	Appears self-righteous; displays intolerance; always finds fault; appears overly critical D
RESPONSIBILITY					
PUNCTUALITY					
Punctuality	Is late; misses deadlines D	D	Is punctual; meets deadlines D	D	Emphasizes timeliness at the expense of thoroughness D
COMPLIANCE					
Compliance	Ignores policies, procedures, rules, and regulations; misses required sections D	D	Follows policies, procedures, rules, and regulations; attends required sections D	D	Displays inflexibility; rigidly adheres to the "letter" of instructions D
ACCOUNTABILITY					
Accountability	Avoids responsibility and work D	D	Appropriately assumes responsibility; asks for help when necessary D	D	Assumes too much responsibility; displays inability/ unwillingness to delegate D
FEEDBACK					
Feedback	Makes excuses; displaces blame; resists feedback; appears defensive D	D	Admits errors; seeks; and incorporates feedback D	D	Appears afraid to act for fear of making errors; blames others inappropriately; requires constant reassurance and feedback D
APPEARANCE					
Appearance	Displays poor hygiene; wears dirty; sloppy clothes D	D	Maintains neat personal appearance D	D	Appears to dress to "stand out" although neat, clean, and appropriate for the occasion D
INTERACTIONS					
Interactions	Appears insecure and unable to act independently D	D	Respects authority and other professionals; appears appropriately confident D	D	Appears arrogant, overconfident, and demurring D

Advisory Committee : Professionalism Assessment Form

Teamwork	Does not participate		Works well with others		Appears dominant, authoritarian, uncooperative, and overbearing
ALTRUISM					
Concern for others	Concern for self appears to supercede concern for others; appears unwilling to extend		Shows appropriate concern for others; goes "the extra mile" without thought of reward		Appears selfless to point of taking needless risks; over- extends self to own detriment
EMPATHY					
Compassion	Exhibits little compassion for others; at times, appears cold, indifferent		Can put self "in others' shoes," but still maintains objectivity		Appears emotionally over-responsive and unduly empathic, resulting in an inability to be objective
COMMITMENT TO EXCELLENCE					
Goal-setting	Appears aimless and educationally adrift		Sets and achieves realistic goals		Sets unachievable goals
Motivation	Sets low standards of achievement; appears complacent		Seeks additional knowledge and skills; strives for		Appears overly competitive and perfectionistic
RESPECT FOR PATIENTS					
Relationships	Appears disrespectful and insensitive to patients (beliefs, opinions, gender, race, culture,		Demonstrates respect for, and sensitivity to, patients (beliefs, opinions, gender, race, culture, religion, sexual		Enables inappropriate/ unhealthy patient behavior
Confidentiality	Disregards patient confidentiality		Demonstrates and maintains sensitivity to confidential patient information		Inappropriately upholds patients* or others' right to confidentiality, putting them

* Requires written comment

For additional information, contact Robert F. Sabalis, PhD, rsabalis@aamc.org

REFERENCES

1. Medical School Objectives Project. *Report I Learning Objectives for Medical Student Education- Guidelines for Medical Schools*. Association of American Medical Colleges (AAMC), 1998.
2. Association of American Medical Colleges–Howard Hughes Medical Institute (AAMC–HHMI) *Scientific foundations for future physicians*. (AAMC–HHMI report). Association of American Medical Colleges (AAMC), 2009.
3. Robert G. Carroll, L. Gabriel Navar, & Mordecai P. Blaustein. *Medical Student Learning Objectives*. American Physiological Society (APS) and Association of Chairs of Departments of Physiology, 2012



St. George's University
School of Arts & Sciences
Department of Biology, Ecology & Conservation

BIOL460: Human Anatomy (4cr.)

FALL 2020

Course Syllabus

Table of Contents

1. Course Description	3
2. Faculty and Staff	3
3. Contact Information	4
4. My Courses-Sakai website	6
5. Attendance Policy	8
6. Course Materials	9
7. Components of the Course	10
8. Course Learning Objectives	13
9. Examinations & Grades	13
10. IT Issues	23
11. Student Responsibilities	23
12. SAS Biology Program Outcomes	26
13. Student Learning Outcomes	26
14. Appendix I: Course Learning Objectives	27

1. Course Description

BIOL460: Human Anatomy

BIOL460 is a four (4) credit course that presents a systematic approach to the study of the human body. The course has been developed to provide students from the biology, pre-allied health, pre-medicine and foundation to medicine (FTM) programs with a basic foundation in the anatomical sciences. The anatomical sciences include human gross anatomy, developmental anatomy, histology and cell biology. BIOL460 begins with an introduction to anatomical terminology and imaging, cellular organization and the basic tissues. The course continues with an extensive study of the eleven major systems of the human body: Integumentary System, Skeletal System, Muscular System, Cardiovascular System, Lymphatic System, Respiratory System, Digestive System, Urinary System, Male & Female Reproductive Systems, Nervous System and Endocrine System. The course is composed of lecture, laboratory, small group and online activities.

2. Faculty and Staff

Course Director:	Associate Course Director:	Associate Course Director:	Office Staff:
Ramesh Rao, MD	Elio Plevneshi, MD	Deon Forrester, MD	Ms. Maisha
Instructor	Instructor	Instructor	Administrat
Department of Anatomical Sciences	Department of Anatomical Sciences	Department of Anatomical Sciences	Department of Sciences
rrao@sgu.edu	eplevne1@sgu.edu	dforrester@sgu.edu	myarchibal

Faculty: All teaching faculty are from the Department of Anatomical Sciences.

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Vasavi Gorantla, MD vgorantl@sgu.edu	Feimatta Sowa, MD fsowa@sgu.edu	Elio Plevneshi, MD eplevne1@sgu.edu

3. Contact Information

Ms. Maisha Archibald

- Appointments
 - All appointments are arranged online via email through Ms. Archibald (myarchibald@sgu.edu)
- Notification of lecture or lab absence
- My Courses and Sonic Foundry issues
- Gradebook2 questions

Dr. Ramesh Rao, Dr. Elio Plevneshi

- Administrative issues

- Notification of exam or quiz absence
- Course performance
- Questions about lecture or laboratory material
- Emergency problems related to the course

Faculty Appointments:

All faculty appointments are to be made via email with Ms. Maisha Archibald.

Content Related Questions:

The most efficient way to address all content-related questions is during Lecture review sessions or the use of the general discussion forums on MyCourses. It is an ideal place to interact with peers and it is moderated by faculty.

Copyright

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make and retain electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The BIOL460 Human Anatomy course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to [myCampus Secure Login \(Carenage\)](#), type in your user ID and password, and click on

My Courses.

The MyCourses site contains multiple folders:

Announcements

Contains notifications and information about events relative to the course and should be checked on a regular basis.

Syllabus

This folder contains the course syllabus and learning objectives.

Resources

This folder contains the theoretical and administrative information about BIOL460

- **Course Information:** Schedules, protocols, exam and other course information.
- **Lab:** Lab image banks and structure lists.
- **Lecture:** Course lectures in .pdf format.
- **Panopto/Mediasite Catalog:** Pre-recorded Lecture and lab videos
- **Online Resource:** Supplemental material for histology tissue preparation and embryology lectures.
- **Zoom links:** Links for scheduled live sessions (Lab and buzz discussions, lecture and DLA review sessions)

Test and Quizzes

This folder contains the online assignments and virtual quizzes.

Gradebook2:

This folder contains all course assessment scores.

Required Electronic equipment

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date and equipped for the SGU wireless network at all times.

Clicker (on campus lectures only)

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in the dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any other student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and is further responsible to keep it in full working condition at all times during the course. Any problems with the device should be reported to the Course Director on the day the problem occurs and adequate steps should be taken to resolve the issue, e.g. battery replacement, or repair or replacement of device.

Students are required to bring their clicker to every scheduled teaching session.

Rules of Clicker usage

It is the responsibility of each student to bring their own (and only their own) individually assigned clicker for the Premedical Sciences-SOM program to every class session and respond

to questions presented during that session. Students are responsible for ensuring that their clicker is registered before the start of classes and fully functional; they should request assistance in testing clicker functionality in case there is any doubt.

Factors that are essential for full clicker functionality include a fully charged battery and setting the correct channel for transmission of the signal. A student is responsible to check full functionality of their individual clicker regularly by monitoring the green LED response after successful response transmission.

Students actively or passively (either for their own, or for someone else's benefit) involved in fraudulent attempts to manipulate examination or participation / submission records maybe dismissed for violation of the honor code.

A student caught in possession of multiple clickers inside a class venue may be dismissed for violation of the honor code.

Announcements:

Announcements regarding course activities such as exam/lab venues, program and schedules changes will be posted on MyCourses.

Your SGU e-mail account is the only official e-mail address the Department and the University will use to communicate with you.

4. Attendance Policy

Attendance records will be maintained for this class. Student attendance will be taken for live sessions using zoom participation data. Your attendance and active participation in live sessions is required as an essential component for your success.

Please review updated student manuals for more information

5. Course Materials

Textbook:

- **Principles of Human Anatomy, 13th Edition**

Tortora & Nielsen

ISBN-10:1118344995

ISBN-13: 978-1118344996

Lecture/DLA Handouts:**Supplemental Resources on MyCourses:**

- Embryology resources
- Laboratory image banks and structure lists
- Lab Videos

The text, lecture handouts, and supplemental resources serve as the primary resources for all required content and knowledge in this course. Successful students are those who become familiar with the textbook and: read and review required sections in order to have an adequate working knowledge of the course material.

6. Components of the Course

I. Lectures and DLA's

A large part of the course content will be presented in the form of lectures and DLA's. Each lecture is pre-recorded, will last 50 minutes and will be delivered online unless otherwise indicated. The lecture schedule is available on MyCourses. The objective of the lectures is to give an outline of what students are expected to know and explain difficult concepts. Previewing the text, lecture notes and objectives is highly recommended. **The lecture handouts in no way replace the need**

to read the textbook. It is an important learning exercise for the students to learn to read textbooks and glean out important information.

Lecture Etiquette: (for on campus live lectures)

The use of cell phones is not allowed. No pictures or recordings are allowed at any time in the lectures or labs.

II. Anatomy Laboratory Sessions

Laboratory sessions are held as live discussion sessions via zoom platform. Lab material consisting of videos and images will be provided for study /review and the content discussed with faculty in scheduled lab sessions.

Lab Material:

Images and videos representative of what will be reviewed during the lab sessions can be found in our sakai site on MyCourses. Students are encouraged to review them with the aid of the text book before each lab activity. Content from the labs will be evaluated in the virtual component of all exams. Students enrolled in BIOL460 will be assigned to predetermined lab groups which can be found on MyCourses. As a general rule, students may only attend the lab session to which they have been assigned. However if there is a conflict with the lab on a particular day, please inform the course director in advance.

Lab Quiz:

A five question lab practical quiz will take place at the end of every Anatomy laboratory session based on the specimen reviewed in the lab. Each quiz will contribute a maximum of **(3.8)** points towards the final grade (0.76 points per question) for a total of **thirty eight (38)** points for the lab component of the course. **There will be no remediation for missed lab quizzes.**

III. Buzz Group Sessions

Buzz (small) group sessions run simultaneously with the Anatomy laboratory activities. Buzz group sessions involve discussions of anatomically relevant details of clinical cases among the small groups of students. Students will be assigned to predetermined buzz groups.

Buzz Quiz:

A five question Turning Point clicker quiz will take place at the end of every buzz group session. Each quiz will contribute a maximum of **(0.66)** points towards the final grade (0.132 points per question) for a total of **six(6)** points for the buzz component of the course. **There will be no remediation for missed buzz quizzes.**

IV. Virtual Quiz

There are **six (6)** virtual quizzes posted on MyCourses. Each virtual quiz contains ten (10) multiple choice questions based on the laboratory component of the course and includes images from the laboratory image bank. All students are strongly advised to take the virtual quiz soon after they are made available and not to wait until the closing date. **Virtual quizzes will not be re-opened once closed.** Each virtual quiz counts for **one (1)** point (0.1 points per question) towards the final grade with a total of **six (6)** points for the virtual lab component of the course.

Instructions:

1. There is a time limit of 30 minutes to complete each quiz. The quiz will automatically submit after 30 minutes regardless of state of completion. Accesses to these quizzes are recorded.
2. After submission the score and answers are saved and can be reviewed until the closing date of the assignment.
3. Any problems encountered should be reported to the prior to the closing date of the assignment.

4. Each virtual quiz remains open for **seven (7) days**.
5. There are only **three (3)** opportunities to submit.
6. The highest score is recorded and it is each student's responsibility to ensure that his/her score is recorded by checking the feedback and milestones.

7. Course Learning Objectives

The course learning objectives are a list of detailed objectives covering all content to be reviewed throughout the course. This list can be found in **Appendix I** on page 27 of the syllabus and the MyCourses resources folder.

Medical Excuses

A student who is medically unfit to take an examination is advised to follow the procedures outlined in the student manual to obtain a valid medical excuse.

General Rules of electronic examination

All SOM examinations will be offered in computer-based format only. There will be no paper alternatives. Students must bring a computer with the appropriate specifications to these examinations.

Examinations are governed by the Examination Policies and Procedures of St George's University and the Electronic Examination Policies and Procedures (Student Manual and below). All students are responsible for knowing and complying with the University's Code of Conduct.

According to the Student Manual, "students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted."

In case of a suspicion indicating that the integrity of an examination might have been

compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate, when the last student will be allowed into the examination venue. After this time, no late-comers will be admitted.

Students who fail to appear in time for an examination without a validated and approved reason (medical, catastrophic event or emergency), as stipulated by the Student Manual, will receive a grade of zero ("0") for the examination.

All electronic examinations are sequestered and are not available subsequently for individual review.

To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an Examination Report, available through their Exam Soft account.

Electronic examination procedures and policies

The following examination policies and procedures have been submitted for implementation in the Student Manual and are the examination policies for the BIOL 441 course. Once published, the syllabus may simply refer to the Student Manual:

Policies and Procedures for Computer Based Examinations

The following policies and procedures supplement the general guidelines outlined in the University Examination Policies and Procedures in the SGU Student Manual. Each examinee is responsible for reviewing and adhering to these policies.

Prior to Examination Day:

1. Each student is required to have a laptop for the purpose of taking computer-based examinations at SGU. Examinees must ensure that their laptops meet the current system requirements, as published by Examination Services at the Office of Institutional Advancement (OIA).

Caveat: Some of the latest operating system updates may jeopardize the compatibility with electronic examinations. Examinees are encouraged to seek guidance from Examination Services at OIA, prior to installing updates.

2. Examinees have to ensure that they meet the requirements to access the university network at any time, and should confirm access prior to examinations.
3. Examinees must set the clock on their laptops to the correct local time and time zone (Grenada: Atlantic Standard Time AST = UTC-4; UK: Greenwich Mean Time GMT = UTC, or British Summer Time BST = UTC+1).
4. For examinations using ExamSoft, examinees are responsible for downloading and registering the required version of SofTest on their laptop prior to examination day.
5. Examinees are notified via the electronic course management system of all examination related information, including venue assignments, time sequence of examinations (including the download window, time when students enter the assigned venue, and when the doors are closed), and examination specifications (e.g. number of questions, duration etc.).
7. For examinations using Exam Soft, examinees are required to download the examination during the allocated time window (see time sequence in the examination notification above).
8. Examinees who are not eligible to take an examination (e.g. students who have withdrawn from course work, or students on an approved leave of absence) are not permitted to download the examination.
9. Examinees experiencing technical difficulties are encouraged to visit Examination Services at OIA for assistance prior to the examination day. An examinee who needs a loaner laptop must adhere to the loaner laptop policy provided by OIA.

On Examination Day: items 1-25 applies to exams administered on campus only.

1. Examinees are expected to assemble outside their assigned venue and ready to enter by the time stated in the examination announcement (see notification prior to examination day above).
2. Examinees must adhere to the instructions given by the Chief Proctor, or the proctors acting under his/her supervision.
3. Examinees are required to enter their assigned venue only (see notification prior to examination day above) and must take their assigned seat.
4. All examinees scheduled to sit a computer-based examination are required to bring their laptops and all necessary accessories (mouse, Ethernet cable and power cord/battery charger), for use on examination day.
5. All examinees who present themselves to sit a University examination are required to display a current SGU student identification card in order to access the examination venue. The SGU ID is the only acceptable form of ID. Any examinee who fails to present this ID will be required to complete a Missing/Lost Identification Form and to present a government-issued photo ID in order to access the examination venue.
6. Once seated, examinees have to place their ID clearly visible on the left side of the desk they are seated at.
7. Permitted items - only the following items are allowed in the examination venue:
 - Laptop and accessories
 - SGU ID
 - Completely clear (see-through) bottle of plain water, **which has to be placed outside the examination venue for all examinations**
 - Items explicitly permitted for a specific examination (see announcement), or approved by the
Dean of Students (DOS) office

8. Items that are explicitly NOT permitted inside the examination venues include:

- Cell phones
- iPods/ iPads
- Wrist watches
- Calculators
- Paging devices
- Recording/filming devices
- Reference materials (book, notes, papers)
- Backpacks, briefcases, or luggage
- Beverages or food of any type
- Coats, outer jackets, headwear

Please note: When choosing layers for warmth, students should avoid jackets with pockets or hooded items, as they may be considered outer jackets.

9. Examinees need to be prepared to turn their pockets inside out for inspection.

10. Any prohibited items found inside the examination venue will be confiscated.

11. Examinees are assigned a seat (either by posting of individual seat assignments outside the venue, on the website, or by the Chief Proctor or an authorized representative at the venue).

12. Examination conditions are in effect at all times inside the examination venue, from the time the first examinee has entered, until the last examinee has left the examination venue. During examination conditions, no communication of any kind is permitted between examinees. Access to any files or programs other than those explicitly specified by the Chief Proctor is not permitted.

13. No examinee is permitted to enter the examination venue after the doors have been

closed (in preparation of the password announcement; see notification prior to examination day above).

14. White boards, dry erase markers and erasers are provided. Examinees are not allowed to write on the white boards prior to starting the examination.
15. Examinees' eyes must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back.
16. An examinee who is experiencing problems should seek immediate attention from a proctor.
17. Some problems may be solved immediately and on site, but more severe problems may require relocation of an examinee or even termination of the examination.
18. A bathroom break is the only allowed break during an examination. Examinees may not eat, smoke or communicate with anyone other than an assigned proctor during a bathroom break. Examinees must get the attention of a proctor, get permission, sign out and back in and be accompanied by a proctor.
19. No bathroom breaks are permitted for 30 minutes after the assessment password has been provided and no examinee may leave the examination during this time period.
20. Once an examinee leaves the examination area without signing out and back in as stipulated, he/she is considered to have concluded the examination. He/she will not be allowed back into the examination venue to resume the examination.
21. To start the examination, the Chief Proctor will provide examinees with the assessment password and give the start signal "START NOW" (or "BEGIN NOW").
22. Once the start signal has been announced, examinees are required to proceed with their exam without delay.
23. Examinees are allowed to exit the examination venue when they have completed their examination and displayed the upload confirmation screen (in case of Exam Soft examinations), or whatever procedure has been specified by the Chief Proctor. During

the last 10 minutes of an examination, examinees may be instructed to remain seated until dismissed.

24. It is the responsibility of every examinee who downloaded an ExamSoft examination, but is unable to take the examination on examination day, to contact Examination Services at the OIA immediately, to facilitate the process of removal of the examination from their personal computer.

25. All examination activity is logged and any log file demonstrating irregular activity, such as attempting to disable or tamper with security features, is subject to academic disciplinary action.

After the Examination:

1. A student may not attempt to reproduce a test or a test item by any means, including but not limited to reconstruction through memorization and/or dissemination of examination materials by any means.
2. Communications about specific test items, cases, and/or answers with another examinee, potential examinee, or any other person at any time before, during, or after an examination, are strictly prohibited.
3. Every examinee is required to fully cooperate in investigations regarding any examination irregularities, whether committed or observed by themselves or others.

Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

I. Course Assessments and Percentage of Grade:

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies), or both.

Summative assessments include written (electronic) examinations, and the assessment of professionalism.

Formative assessments are essential component of each scheduled course session

Each exam consists of 50 questions from the block covered until the exam date. These questions can be in first order, second or third order questions. Each exam will have questions designed around clinical vignettes. Exams 2- 4 will contain questions on cumulative material from the contents covered in previous exams. This is geared towards preparation for PMSCE exams and long term memory.

Each question is allotted an approximate time of 82 seconds (one hour and 15 minutes per exam).

Electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

The final grade will include scores obtained from the 4 exams and points assigned to lab activities, virtual quizzes, Buzz groups and professionalism exhibited throughout the course.

Assessment	Points	%
Exam 1	50	20
Exam 2	50	20
Exam 3	50	20
Exam 4	50	20
Virtual Quizzes	6	2.4
Buzz Quizzes	6	2.4
Lab Quizzes	38	15.2
Total	250	100

II. Final Letter Grade:

Grades are awarded based on percentage scores (see scoring and grading policy below). The following table helps you determine your letter grade based on raw points earned in the course

Points	Letter Grade	%
223.75 - 250	A	89.5 - 100
211.25 – 223.50	B+	84.5 - 89.4
198.75 - 211	B	79.5 - 84.4
186.25 – 198.5	C+	74.5 - 79.4
173.75 – 186	C	69.5 - 74.4
161.25 – 173.5	D	64.5 - 69.4
≤ 161	F	≤ 64.4%

Final letter grades are based only on the final point total. Unfortunately, students can miss a higher letter grade by a tenth of a point. The course director cannot change that situation. Please do not send emails or seek appointments to discuss this issue. All assessment scores are confirmed for accuracy before the release of final letter grades. **There are no options for extra credit.**

III. Exam Question Review

- **All SGU examinations are sequestered and are not available for individual review.** Students having queries regarding examination questions should make an appointment to discuss them with the Course Director within seven days after the exam.
- **Question Review Procedure**

The scoring process for written examinations, include consideration of student question review requests and statistical item analysis. If a test item (question) in the exam is deleted for any reason from any examination, all responses to that question will be accepted as correct for all students.

IV. Release of Examination Grades

All assessment scores are posted on the My Courses Gradebook. Errors in posted scores must be reported to the course director for validation within a period of two weeks. **Any errors reported after the deadline will not be considered.**

V. Exam Content

Exam questions will be written based on the following resources:

- Textbook
- Lecture handouts
- Embryology supplements
- Lab

- Lab image bank
- Buzz
- Clinical case discussions

VI. Completion Exams

If a student misses a lecture exam or quiz due to a **medical excuse or excused absence**, they may be eligible for a completion or make-up exam. The format of the completion exam may differ from the previous exam or quiz format at the discretion of the course director. **Note: Completion exams may include a combination of multiple choice questions, essay questions and oral examination.**

10. IT Issues

Throughout the term, the internet, MyCourses or Sonic Foundry may occasionally be down. Please make an effort to submit online assignments ahead of the deadline and not at the last minute. For any internet, MyCourses or Sonic Foundry problems, please contact the IT department directly. The Department of Anatomical Sciences is not responsible for the maintenance of the internet, MyCourses or Sonic Foundry.

11. Student Responsibilities

- Attend/view lectures, laboratory and buzz sessions regularly and on time.
- Actively participate in lecture review, laboratory and buzz group activities.
- Check SGU email daily.
- Submit online assessments on time.
- Post in clinical case discussion forum.
- Respond to colleagues in the general forum.
- Confirm posted assessment scores.

- Notify course director of missed lecture exam or quiz due to medical excuse or other excused absence.
- Seek assistance if experiencing difficulties for any reason.
- Read the student handbook and adhere to the SGU policies.
- Provide course feedback via completion of Course Evaluation questionnaire at end of term.
- Participate in research leading to the development of learning activities at SGU.
- Treat faculty, staff and colleagues with professionalism and respect.

How to manage your studies:

- Practice good study habits.
- Practice good time management.
- Communicate effectively with peers and faculty.
- Form a review group with colleagues.
- Utilize the Department of Educational Services (DES).
- Seek advice from your course director, program director and student advisor.
- Respond promptly to all SGU correspondence.
- Preview lectures, laboratories and buzz groups – come prepared!
- Active participation in all lecture, lab and buzz group activities.
- Study material soon after lectures and review regularly.
- Ask and post questions on the general forum.
- Utilize all course resources and material.
- **Use course learning objectives to guide your study.**

Students with Disabilities and Special Challenges:

A student who has a disability or a special challenge, that requires some modification of the seating or other class requirements, must contact the course director so that appropriate arrangements can be made.

Plagiarism Policy

The St. George's University Student Manual states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Course and Instructor Evaluation

Students are expected to attend all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that

critiques are submitted within the allotted time frame.

The Importance of Evaluation

Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

12. School of Arts & Sciences Biology Program Outcomes

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
- 2. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organism levels.**
- 3. Apply knowledge of the structure and function of the human body to health issues.**
4. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.
5. Demonstrate effective communication of scientific knowledge.
6. Demonstrate problem solving and critical thinking skills.

13. Student Learning Outcomes

1. Develop a vocabulary of anatomical terminology.
2. Explain the interrelationships between cells, tissues, organs and systems.
3. Recognize anatomical structures and explain functions.
4. Recognize histological structures and explain functions.
5. Recognize the interrelationship between anatomy and physiology.
6. Explain the developmental processes associated with anatomical structures.
7. Discuss the interrelationships of anatomy and physiology with health and disease.

14. Appendix I: Course Learning Objectives

1. Anatomical Terminology & Imaging

- 1.1. Define anatomy and describe the sub disciplines of anatomy.
- 1.2. Describe the orientation of the human body in the anatomical position.
- 1.3. Describe the anatomical terms for the various regions of the human body.
- 1.4. Define the anatomical planes and sections.
- 1.5. Define the directional terms used to describe the human body.
- 1.6. Describe the major body cavities.
- 1.7. Name and describe the abdominopelvic regions and quadrants.
- 1.8. Describe the principles of common medical imaging procedures including: radiography/X-ray, magnetic resonance imaging (MRI), computed tomography (CT), ultrasound and endoscopy.
- 1.9. Recognize the different planes and sections used in imaging.
- 1.10. Recognize anatomical structures using medical imaging.

2. Cellular Organization

- 2.1. Name and describe the principal parts of a cell.
- 2.2. Describe the structure and function of the plasma membrane.
- 2.3. Explain the role of cell membrane as a selective barrier.
- 2.4. Describe the types of movement permissible across the cell membrane.
- 2.5. Explain the basic principles of diffusion and osmosis.
- 2.6. Explain active and passive membrane transport.
- 2.7. List the two major types of vesicular transport.
- 2.8. List and describe the three different mechanisms of endocytosis.
- 2.9. Describe the structure and function of the cytoplasm, cytosol and organelles.
- 2.10. List and describe the structure & function of the ribosomes, endoplasmic reticulum (rER & sER), Golgi apparatus, lysosome, peroxisome and mitochondria.
- 2.11. List the three major types of protein filaments that form the cytoskeleton.
- 2.12. Describe the structure and function of microvilli and stereocilia.
- 2.13. Describe the structure and function of the centrosome.
- 2.14. Describe the structure and function of the cilia and flagella.
- 2.15. Describe the structure and functions of the nucleus.
- 2.16. Identify the nucleus and nucleolus.
- 2.17. Describe the function of the nucleolus.
- 2.18. Describe the structure and function of the nuclear envelope.

- 2.19. Describe the structure and function of the nuclear pore complex.
- 2.20. Describe the organization of chromatin structure.
- 2.21. Distinguish euchromatin and heterochromatin in a nucleus.
- 2.22. Discuss the stages, events and significance of somatic cell division.
- 2.23. List and describe the sequence of events occurring in interphase.
- 2.24. List and describe the sequence of events occurring in mitosis.
- 2.25. Describe the function of the centromere.
- 2.26. Describe the function of the kinetochore.
- 2.27. Describe the function of the mitotic spindle.
- 2.28. Discuss the stages, events and significance of reproductive cell division.
- 2.29. Describe the sequence of events occurring in meiosis.
- 2.30. Describe the two events in meiosis that increase genetic diversity.
- 2.31. Define benign, malignant & metastasis.
- 2.32. Describe the classification of cancer cells including carcinoma & sarcoma.
- 2.33. Define proto-oncogene, oncogene and tumor-suppressor gene.

3. Epithelial Tissue

- 3.1. Describe the general features of epithelial tissue.
- 3.2. Describe the classification of epithelial tissues.
- 3.3. List the location, structure and function of each type of epithelial tissue.
- 3.4. Discuss relationship between epithelial tissue function and morphology
- 3.5. Compare endocrine and exocrine glands.
- 3.6. Describe the structural and functional classification of exocrine glands.
- 3.7. Describe the structure and functions of the five main types of cell junctions.
- 3.8. Describe the different apical modifications of epithelial cells and typical locations.
- 3.9. Describe the types of epithelial membranes.

4. Connective Tissue

- 4.1. Describe the general features of connective tissue.
- 4.2. Describe the structure, functions and locations of the types of connective tissue.
- 4.3. Identify and describe the function of the types of connective tissue cells.
- 4.4. Describe the major components of the extracellular matrix.
- 4.5. Describe the components and characteristics of the ground substance.
- 4.6. Describe the characteristics of the types of fibers found in the extracellular matrix.
- 4.7. Describe the classification of connective tissues.
- 4.8. Identify the different types of connective tissues.
- 4.9. Discuss Marfan syndrome, scurvy, Ehlers-Danlos syndrome and keloids.

5. Integumentary System

- 5.1. Describe the components of the integumentary system.
- 5.2. Identify the two layers of the skin.
- 5.3. Identify and describe the layers of the epidermis.
- 5.4. Describe the location and functions of the principal cell types of the epidermis.
- 5.5. Describe the functional role of cell junctions in the epidermis including desmosomes and hemidesmosomes.
- 5.6. Identify and describe the layers of the dermis.
- 5.7. Discuss the basis of skin color.
- 5.8. Identify and describe the structure, functions and locations of hair.
- 5.9. Identify and describe the structure, functions and locations of the glands of the skin.
- 5.10. Identify and describe the structure, functions and location of nails.
- 5.11. Compare the structural and functional characteristics of thick and thin skin.
- 5.12. Describe the functions of the skin.
- 5.13. Discuss basal cell carcinoma, squamous cell carcinoma, melanoma, burns, albinism, vitiligo and acne.

6. Cartilage & Bone

- 6.1. Describe the general features of cartilage.
- 6.2. Identify and describe the structure, functions and locations of the types of cartilage.
- 6.3. Describe the types of growth, repair and maintenance of cartilage.
- 6.4. Describe the general features of bone.
- 6.5. Describe the classification of bones and list examples.
- 6.6. Describe the parts of a long bone.
- 6.7. Identify and describe the principal surface markings of bones.
- 6.8. Define the following terms: fissure, foramen, fossa, sulcus, meatus, condyle, facet, head, crest, epicondyle, spinous process, trochanter, tubercle and tuberosity.
- 6.9. Identify and describe the structure and functions of compact bone.
- 6.10. Identify and describe the components of an osteon or haversian system.
- 6.11. Identify and describe the structure and functions of spongy bone.
- 6.12. Describe the histological features of bone.
- 6.13. Compare the microscopic structure and function of compact and spongy bone.
- 6.14. Identify and describe the functions of the cells found in bone.
- 6.15. Describe the types of fibers found in bone.
- 6.16. Describe the extracellular matrix of bone.
- 6.17. Describe the blood and nerve supply of bone.

- 6.18. Describe the types of growth, repair and maintenance of bone.
- 6.19. Discuss the common types of fractures.
- 6.20. Describe the process involved in the repair of bone fractures.
- 6.21. Discuss rickets, osteomalacia, osteoporosis and treatments for fractures.

7. Skeletal System

- 7.1. Describe how the skeleton is organized into axial and appendicular divisions.
- 7.2. Identify and describe the features of the cranial bones and facial bones of the skull.
- 7.3. Identify and describe the features of the skull including: sutures, paranasal sinuses, fissures, foramen, meatuses and processes.
- 7.4. Identify the regions and curvatures of the vertebral column.
- 7.5. Describe the structural and functional features of the vertebrae of each region of the vertebral column.
- 7.6. Describe the parts of a typical vertebra.
- 7.7. Identify and describe the features of the sternum & ribs.
- 7.8. Identify and describe the features of the bones of the upper limb.
- 7.9. Identify and describe the features of the bones of the lower limb.
- 7.10. Compare & contrast the characteristic features of male and female pelvis.

8. Joints

- 8.1. Describe the structural and functional classification of joints.
- 8.2. Explain the functional importance of ligaments at joints.
- 8.3. Describes the structure and functions of fibrous joints.
- 8.4. Describes the structure and functions of cartilaginous joints.
- 8.5. Describe the structure of synovial joints.
- 8.6. Describe the six types of synovial joints.
- 8.7. Discuss the major joints of the upper limb (glenohumeral, acromio-clavicular, elbow and wrist) with emphasis on classification, articulating surfaces, movements, and clinical correlates.
- 8.8. Discuss the major joints of the lower limb (hip, knee and ankle) with emphasis on: classification, articulating surfaces, movements, clinical correlates.
- 8.9. Describe the structure and functions of the major joints of the axial skeleton (atlanto-axial, atlanto-occipital, intervertebral, costovertebral, costochondral, temporomandibular) with emphasis on classification, articulating surfaces, movements, and clinical correlates.

9. Muscular Tissue

- 9.1. Compare the three types of muscle tissue based structure, function, location and special features.
- 9.2. Describe the organization of skeletal muscle and its connective tissue coverings.
- 9.3. Explain the relationship between muscle fascicles, muscle fibers, myofibrils and myofilaments.
- 9.4. Describe the histology of skeletal muscle.
- 9.5. Describe the functions of skeletal muscle proteins.
- 9.6. Discuss the process of skeletal muscle stimulation, contraction and relaxation at molecular, cellular and tissue levels.
- 9.7. Compare the three types of skeletal muscle fibers.
- 9.8. Describe the histology of cardiac muscle.
- 9.9. Describe the histology of smooth muscle.

10. Muscular System

- 10.1. Describe the relationship between bones and skeletal muscles in producing body movement.
- 10.2. Explain the characteristics used to name skeletal muscles.
- 10.3. Describe the action and innervation of the muscles of facial expression.
- 10.4. Describe the action and innervation of the muscles that move the mandible and assist in mastication & speech.
- 10.5. Describe the action and innervation of the muscles that move the head.
- 10.6. Describe the action and innervation of the muscles that move the vertebral column.
- 10.7. Describe the action and innervation of the muscles that protect the abdominal viscera and move the vertebral column.
- 10.8. Describe the action and innervation of the muscles of the thorax that assist in breathing.
- 10.9. Describe the action and innervation of the muscles of the thorax that move the pectoral girdle.
- 10.10. Describe the action and innervation of the muscles of the thorax and shoulder that move the humerus.
- 10.11. Describe the action and innervation of the muscles of the arm that move the radius and ulna.
- 10.12. Describe the action and innervation of the muscles of the forearm that move the wrist, hand and digits.
- 10.13. Describe the action and innervation of the intrinsic muscles of the hand.
- 10.14. Categorize the muscles of the upper limb into functional compartments and identify the nerve that supplies each unit.

- 10.15. Describe the action and innervation of the muscles of the gluteal region that move the femur.
- 10.16. Describe the action and innervation of the muscles of the thigh that move the femur, tibia and fibula.
- 10.17. Describe the action and innervation of the muscles of the leg that move the foot and toes.
- 10.18. Describe the action and innervation of the intrinsic muscles of the foot that move the toes.
- 10.19. Categorize the muscles of the lower limb into functional compartments and identify the nerves that supply each unit.
- 10.20. Identify and predict the signs characteristic of loss of muscle function in basic clinical situations.

11. Early Embryology

- 11.1. Differentiate between embryological development and fetal development.
- 11.2. Describe the major events that occur during the first week of development.
- 11.3. Describe the events occurring during fertilization.
- 11.4. Describe the events occurring during cleavage.
- 11.5. Describe the events occurring during blastocyst formation.
- 11.6. Identify the inner cell mass and trophoblast cell populations.
- 11.7. Describe the events occurring during implantation.
- 11.8. Describe stem cell research and therapeutic cloning.
- 11.9. Define totipotent, pluripotent and multipotent stem cells.
- 11.10. Describe ectopic pregnancy.
- 11.11. Describe the major events that occur during the second week of development.
- 11.12. Identify syncytiotrophoblast and cytotrophoblast cells and describe their functions.
- 11.13. Describe the development of the bilaminar disc.
- 11.14. Describe the development and function of the amnion.
- 11.15. Describe the development and function of the yolk sac and extraembryonic coelom.
- 11.16. Describe the development and function of the chorion.
- 11.17. Describe the major events that occur during the third week of development.
- 11.18. Describe gastrulation and the formation of the three primary germ layers.
- 11.19. List the three primary germ layers and structures or tissues produced by the each.
- 11.20. Describe the notochord and its function.
- 11.21. Describe the process of neurulation.
- 11.22. Describe the development and function of somites.
- 11.23. Describe the development of the intraembryonic coelom.

- 11.24. Describe the development of the chorionic villi, placenta and umbilical cord.
- 11.25. Describe the structure and functions of the placenta.
- 11.26. Describe the structure and functions of the umbilical cord.
- 11.27. Describe the major events that occur during the fourth week of development.
- 11.28. Define the term organogenesis.
- 11.29. Describe the head and tail folding of the embryo.
- 11.30. Describe the lateral folding of the embryo.
- 11.31. Discuss development of the embryo from the fifth week through eighth week.
- 11.32. Describe the major events of the fetal period.

12. Embryology of the Musculoskeletal System

- 12.1. Describe the development and differentiation of somites.
- 12.2. Describe the musculoskeletal derivatives of the dermatome, myotome and sclerotome.
- 12.3. Describe the development of cartilage.
- 12.4. Describe intramembranous ossification.
- 12.5. Describe endochondral ossification.
- 12.6. Describe the role of the epiphyseal plate in bone growth.
- 12.7. Identify the four zones of the epiphyseal plate.
- 12.8. Describe the development of the vertebral column, ribs and sternum.
- 12.9. Describe the development of the cranium.
- 12.10. Describe the stages of limb development.
- 12.11. Describe the role of the apical ectodermal ridge (AER) in limb development.
- 12.12. Describe the development of skeletal muscle.

13. Cardiovascular System

13.1. Blood

- 13.1.1. Describe the functions of blood.
- 13.1.2. Describe physical characteristics of blood.
- 13.1.3. Describe the principal components of blood.
- 13.1.4. List the components of plasma and their functions.
- 13.1.5. List the components of formed elements.
- 13.1.6. Define hematocrit and list the normal values for adult men and women.
- 13.1.7. Discuss the procedure and common sites for venipuncture.
- 13.1.8. Describe the origin and development of blood cells.

- 13.1.9. Describe the process of hemopoiesis (hematopoiesis).
- 13.1.10. Describe the hormones associated with the regulation of hematopoiesis.
- 13.1.11. Describe the structure and functions of red blood cells (RBCs).
- 13.1.12. Describe the structure and function of hemoglobin.
- 13.1.13. Describe the life cycle of the RBCs.
- 13.1.14. Describe erythropoiesis.
- 13.1.15. Describe the main stimulus and regulation of erythropoiesis.
- 13.1.16. Describe the basis for ABO and Rh blood groups.
- 13.1.17. Define hypoxia and list possible causes.
- 13.1.18. Define & discuss the possible causes and different types of anemia.
- 13.1.19. Define & discuss the possible causes of polycythemia.
- 13.1.20. Discuss sickle cell disease.
- 13.1.21. Discuss hemolytic disease of the newborn.
- 13.1.22. Describe the structure and function of white blood cells (WBCs).
- 13.1.23. List and identify the three types of granular leukocytes.
- 13.1.24. List and identify the two types of agranular leukocytes.
- 13.1.25. Define a differential white blood cells count, list the normal percentages for WBCs and discuss the significance of high or low cell counts.
- 13.1.26. Define and discuss the possible causes of leukocytosis.
- 13.1.27. Define and discuss the possible causes of leukopenia.
- 13.1.28. Define and discuss the four types of leukemia.
- 13.1.29. Describe the structure, functions, origin and hormonal regulation of platelets.
- 13.1.30. Discuss stem cell transplants.

13.2. Heart

- 13.2.1. Describe the location and position of the heart.
- 13.2.2. Describe the structure of the pericardium.
- 13.2.3. Describe the layers of the heart wall.
- 13.2.4. Describe the histology of cardiac muscle and the heart.
- 13.2.5. Describe the anatomy of the heart chambers and their interrelationships.
- 13.2.6. Describe the location, structure and functions of the heart valves.
- 13.2.7. Describe the auscultation sites of the heart valves.
- 13.2.8. Describe the flow of blood through the chambers of the heart.
- 13.2.9. Describe systemic and pulmonary circulation.
- 13.2.10. Describe the coronary circulation.
- 13.2.11. Describe the structure and functions of the cardiac conduction system.
- 13.2.12. Describe the innervation of the heart.

- 13.2.13. Describe the phases of the cardiac cycle.
- 13.2.14. Describe how heart sounds are produced.
- 13.2.15. Discuss coronary artery disease, myocardial ischemia and myocardial infarction.

13.3. Blood Vessels

- 13.3.1. Describe the basic structure of a blood vessel.
- 13.3.2. Compare & contrast the structure and functions of arteries, arterioles, capillaries, venules and veins.
- 13.3.3. Compare & contrast elastic and muscular arteries.
- 13.3.4. Describe the location, structure and functions of the three types of capillaries.
- 13.3.5. Describe the structural and functional differences between arteries and veins.
- 13.3.6. Describe systemic & pulmonary circulation.
- 13.3.7. Describe coronary, cerebral and hepatic portal circulation.
- 13.3.8. Identify the four divisions of the aorta.
- 13.3.9. Identify the major arteries arising from the ascending aorta.
- 13.3.10. Identify the major arteries arising from the aortic arch.
- 13.3.11. Identify the major arteries that supply the head, neck and upper limb.
- 13.3.12. Identify the major arteries arising from the thoracic aorta.
- 13.3.13. Identify the major arteries arising from the abdominal aorta.
- 13.3.14. Identify the major arteries that supply the head, neck and upper limb.
- 13.3.15. Identify the major arteries that supply the pelvis and lower limb.
- 13.3.16. Identify the three veins that return deoxygenated blood to the heart.
- 13.3.17. Identify the major veins that drain the head, neck and upper limb.
- 13.3.18. Identify the components of the azygous system of veins.
- 13.3.19. Identify the major veins that drain the abdomen and pelvis.
- 13.3.20. Identify the major veins that drain the lower limb.
- 13.3.21. Identify the major veins of the hepatic portal circulation.
- 13.3.22. Discuss varicose veins, hypertension, aneurysms, hemorrhoids, stroke and thrombosis.

13.4. Embryology of the Cardiovascular System

- 13.4.1. Describe major events that take place in the development of the heart from the cardiogenic mesoderm to the formation of the four chambered heart.
- 13.4.2. Describe the subdivisions of the tubular heart and their adult derivatives.
- 13.4.3. Describe partitioning of the heart into four chambers.
- 13.4.4. Describe the formation of the atrioventricular canal.
- 13.4.5. Describe the major events in the partitioning and development of the atria.

- 13.4.6. Discuss atrial septal defects.
- 13.4.7. Describe the changes in the sinus venosus.
- 13.4.8. Describe the major events in the partitioning and development of the ventricles.
- 13.4.9. Describe the major events in the partitioning of the bulbus cordis and truncus arteriosus.
- 13.4.10. Describe the development of the valves of the heart.
- 13.4.11. Describe fetal circulation and the changes at birth.
- 13.4.12. Describe the development of lymphatic tissues and vessels.

14. Lymphatic System

- 14.1. Describe the components and major functions of the lymphatic system
- 14.2. Describe the formation and flow of lymph.
- 14.3. Describe the organization of lymphatic vessels and circulation.
- 14.4. Describe the routes for the drainage of lymph into the right lymphatic duct and a return to the venous system.
- 14.5. Describe the routes for the drainage of lymph into the thoracic duct and a return to the venous system.
- 14.6. Describe primary and secondary lymphatic organs.
- 14.7. Describe the structure and functions of the thymus.
- 14.8. Describe the structure and functions of lymph nodes.
- 14.9. Describe the structure and functions of the spleen.
- 14.10. Describe the flow of lymph through a lymph node.
- 14.11. Describe the structure, location and functions of lymphatic nodules.
- 14.12. Describe the five tonsils that form the tonsillar (Waldeyer's) ring.
- 14.13. Identify the principal lymph nodes of the thorax.
- 14.14. Identify the principal lymph nodes of the upper limb.
- 14.15. Discuss the flow of lymph from the breast.
- 14.16. Identify the principal lymph nodes of the lower limb.
- 14.17. Discuss edema, lymphedema, tonsillitis, splenomegaly, lymphoma, lymphadenitis.

15. Respiratory System

15.1. Anatomy

- 15.1.1. Describe the functional and structural components of the respiratory system.
- 15.1.2. Describe the structure and functions of the nose and nasal cavity.
- 15.1.3. Describe the paranasal sinuses and their drainage.

- 15.1.4. Describe the structure and functions of the pharynx.
- 15.1.5. Describe the structures and functions of the larynx.
- 15.1.6. Describe the structures involved in voice production.
- 15.1.7. Identify and describe the actions of the muscles of the larynx.
- 15.1.8. Identify and describe the actions of the muscles of respiration.
- 15.1.9. Describe the structure and function of the trachea.
- 15.1.10. Describe the branching of the bronchial tree.
- 15.1.11. Describe the relationship of the pleural membranes to the lungs.
- 15.1.12. Describe the surface anatomy of the lungs.
- 15.1.13. Describe the lobes, lobules and bronchopulmonary segments of the lungs.
- 15.1.14. Describe the microscopic airways of the lungs.
- 15.1.15. Compare & contrast the microscopic structures of the trachea, bronchi, bronchioles and alveoli.
- 15.1.16. Describe the components of an alveolus and the respiratory membrane.
- 15.1.17. Describe the mechanics of breathing.
- 15.1.18. Describe the muscles of inhalation and exhalation.
- 15.1.19. Discuss asthma, pleuritis, emphysema, pneumothorax, hemothorax, laryngitis.

15.2. Embryology

- 15.2.1. Describe the major events in the development of the respiratory system.
- 15.2.2. List the germ layers which contribute to the formation of the respiratory tract.
- 15.2.3. Describe the structural components of the pharyngeal apparatus (arch, cleft and pouch).
- 15.2.4. Describe the formation of the respiratory diverticulum and lung buds.
- 15.2.5. Describe the development of bronchi.
- 15.2.6. Describe the formation of the pleural and pericardial cavities.
- 15.2.7. Describe the stages of lung development.
- 15.2.8. Discuss respiratory distress syndrome.

16. Digestive System

16.1. Anatomy

- 16.1.1. Name and describe the abdominopelvic regions.
- 16.1.2. Identify the organs of the digestive system.
- 16.1.3. Describe the basic processes performed by the digestive system.

- 16.1.4. Describe the structure and function of the layers that form the wall of the gastrointestinal (GI) tract.
- 16.1.5. Describe the innervation of the GI tract and the plexuses that form the enteric nervous system.
- 16.1.6. Describe the peritoneum and peritoneal folds.
- 16.1.7. Describe the arrangement of visceral and parietal peritoneum.
- 16.1.8. Describe and identify retroperitoneal vs. intraperitoneal organs.
- 16.1.9. Describe the location, structure, function and secretion of the salivary glands.
- 16.1.10. Describe the structure and functions of the tongue.
- 16.1.11. Describe the structure and function of the lingual papillae.
- 16.1.12. Describe the structure and function of the taste buds.
- 16.1.13. Describe the structure and function of the pharynx.
- 16.1.14. Describe the anatomy, histology and functions of the esophagus.
- 16.1.15. Describe the anatomy, histology and functions of the stomach.
- 16.1.16. Describe the anatomy, histology and functions of the small intestine.
- 16.1.17. Describe the anatomy, histology and functions of the large intestine.
- 16.1.18. Describe the anatomy and histology of the rectum and anal canal.
- 16.1.19. Compare the internal and external anal sphincters.
- 16.1.20. Describe the anatomy, histology and functions of the liver.
- 16.1.21. Describe the path of blood flow through the liver.
- 16.1.22. Describe the anatomy, histology and functions of the gallbladder.
- 16.1.23. Describe the anatomy of the biliary tree.
- 16.1.24. Discuss gallstones, the potential sites where gallstones can be lodged and explain the effects on the bile flow.
- 16.1.25. Describe the anatomy, histology and functions of the pancreas.
- 16.1.26. Describe the location of the spleen and its relationship to surrounding structures.
- 16.1.27. Describe the blood supply of the foregut and spleen.
- 16.1.28. Describe the blood supply of the midgut.
- 16.1.29. Describe the blood supply of the hindgut.
- 16.1.30. Describe the hepatic portal system and major veins of the digestive system.
- 16.1.31. Discuss Barrett's esophagus, GERD, gallstones, hemorrhoids, intestinal obstruction, peptic ulcer, appendicitis, pancreatitis, hepatitis and colorectal cancer.

16.2. Embryology

- 16.2.1. Describe the major events in the development of the digestive system
- 16.2.2. List the tissues and germ layers which contribute to the formation of the GI tract and glands.
- 16.2.3. Describe the embryological concept of the foregut, midgut and hindgut & list the parts of the digestive tract arising from these embryological structures.
- 16.2.4. Describe the general scheme of the blood supply of the foregut, midgut and the hindgut.
- 16.2.5. Describe an ileal (Meckel) diverticulum.
- 16.2.6. Describe the embryological origin and development of the liver, gallbladder and pancreas.
- 16.2.7. Compare and contrast the embryologic origin of the anal canal above and below the pectinate line.

17. Urinary System

- 17.1. Describe and identify the major structures and functions of the urinary system.
- 17.2. Describe the location of the kidneys and their relationship with surrounding organs/structures.
- 17.3. Describe the anatomy, histology and functions of the kidneys.
- 17.4. Describe the types of nephrons.
- 17.5. Describe the components of a nephron.
- 17.6. Describe the histology of a renal corpuscle.
- 17.7. Describe the juxtaglomerular apparatus.
- 17.8. Describe the functions of nephrons and the components of the filtration membrane.
- 17.9. Describe the path of blood flow through the kidneys.
- 17.10. Describe the flow of fluid through a nephron.
- 17.11. Describe the path of urine from the renal papilla to the external urethral orifice.
- 17.12. Describe the course and relationships of the ureters.
- 17.13. Describe the location of the suprarenal glands.
- 17.14. Discuss kidney stones, the potential sites where kidney stones can be lodged and the effects on urine flow.
- 17.15. Describe the relationship of the bladder to other organs.
- 17.16. Describe the anatomy and histology of the urinary bladder.
- 17.17. Compare the innervation of the internal and external urethral sphincters.
- 17.18. Identify the divisions of the male urethra.
- 17.19. Compare and contrast the male versus female urethra.
- 17.20. Explain why lower urinary tract infections are more common to females than in males.

17.21. Discuss kidney stones, kidney transplant, renal failure, dialysis and incontinence.

18. Reproductive System

18.1. Overview

- 18.1.1. Identify and describe the anatomical location of the male and female reproductive organs.
- 18.1.2. Describe the perineum including the urogenital and anal triangles.
- 18.1.3. Identify the supporting muscles of the male and female perineum.
- 18.1.4. Describe what is meant by true and false pelvis.
- 18.1.5. Review the differences between the male and female bony pelvis.
- 18.1.6. Discuss vasectomy, benign prostatic hyperplasia, prostatic cancer, erectile dysfunction, ectopic pregnancy, tubal ligation, uterine prolapse, breast cancer, ovarian cancer, cervical cancer, sexually transmitted infections and birth control.

18.2. Male

- 18.2.1. List the major components of the male reproductive system and the general functions.
- 18.2.2. Describe the structure and functions of the scrotum.
- 18.2.3. Describe the anatomy, histology and functions of the testes.
- 18.2.4. Describe the histology and functions of the seminiferous tubules.
- 18.2.5. Describe meiosis and the process of spermatogenesis.
- 18.2.6. Identify Sertoli cells and Leydig cells and describe their functions.
- 18.2.7. Describe the blood-testis barrier.
- 18.2.8. Describe the intra- and extra- testicular duct system.
- 18.2.9. Describe histology and functions of the efferent ducts.
- 18.2.10. Describe the anatomy, histology and functions of the epididymis.
- 18.2.11. Describe the anatomy, histology and functions of the ductus deferens.
- 18.2.12. Describe the pathway followed by the sperm from the seminiferous tubules to external urethral orifice.
- 18.2.13. Describe the structures that comprise the spermatic cord & the passage through the inguinal canal.
- 18.2.14. Describe the anatomy, histology and functions of the seminal vesicles.
- 18.2.15. Describe the anatomy, histology and functions of the prostate gland.
- 18.2.16. Describe the anatomy, histology and functions of the bulbourethral glands.
- 18.2.17. Describe the characteristics and functions of semen.
- 18.2.18. Describe the parts of the male urethra.

- 18.2.19. Describe the anatomy and functions of the penis.
- 18.2.20. Describe the processes of erection and ejaculation.

18.3. Female

- 18.3.1. Identify the structures in the female pelvis and describe the relations with each other.
- 18.3.2. Describe the peritoneal reflections over the organs in the female pelvis.
- 18.3.3. Describe the rectouterine pouch (of Douglas) and its clinical significance.
- 18.3.4. Describe the components female external genitalia.
- 18.3.5. Describe the anatomy of the female urethra and its clinical significance.
- 18.3.6. Describe the anatomy, histology and functions of the ovaries.
- 18.3.7. Describe meiosis, the process of oogenesis & follicular development.
- 18.3.8. Identify primordial, primary, secondary and mature follicles.
- 18.3.9. Describe the female reproductive cycle including the ovarian and uterine cycles.
- 18.3.10. Describe the hormonal regulation of the reproductive cycle.
- 18.3.11. Describe the anatomy, histology and functions of the uterine tubes.
- 18.3.12. Describe the anatomy, histology and functions of the uterus.
- 18.3.13. Identify the layers of the uterus.
- 18.3.14. Describe the anatomical position of the uterus and its relations with the bladder and the rectum.
- 18.3.15. Identify the uterosacral, cardinal, ovarian, round, suspensory and broad ligaments.
- 18.3.16. Identify the layers of the endometrium.
- 18.3.17. Compare the structure and functions of the endometrium in different phases of the uterine cycle.
- 18.3.18. Describe the anatomy, histology and functions of the vagina.
- 18.3.19. Describe the anatomy of the breast & the histology and function mammary glands.
- 18.3.20. Describe the lymphatic drainage of the breast and its clinical significance.
- 18.3.21. Describe the pathway followed by the sperm in the female genital tract after sexual intercourse.
- 18.3.22. Describe the clinical importance of the relationship of vagina with the cervix and peritoneum.

18.4. Embryology of the Genitourinary Systems

- 18.4.1. Describe the major events in the development of the urinary system.
- 18.4.2. List the tissues and germ layers which contribute to the formation of the urinary system.
- 18.4.3. Describe the development of kidneys, ureters, urinary bladder, and the urethra.
- 18.4.4. Describe the ascent and rotation of the kidneys.
- 18.4.5. Describe the major events in the development of the male and female reproductive systems.
- 18.4.6. List the tissues and germ layers which contribute to the formation of the reproductive system.
- 18.4.7. Describe the development of testes & ovaries.
- 18.4.8. Describe the embryological process of descent of testes through the anterior abdominal wall.
- 18.4.9. Describe the development of the external genitalia.
- 18.4.10. List the adult derivatives and vestigial remnants of embryonic urogenital structures.
- 18.4.11. Discuss hypospadias, cryptorchidism, horse-shoe kidney, renal agenesis.

19. Nervous System

19.1. Introduction

- 19.1.1. Describe the anatomical and functional organization of the nervous system.
- 19.1.2. Describe the components of the central nervous system (CNS).
- 19.1.3. Describe the components of the peripheral nervous system (PNS).
- 19.1.4. Describe the somatic nervous system.
- 19.1.5. Describe the autonomic nervous system including the sympathetic and parasympathetic divisions.
- 19.1.6. Describe the enteric nervous system.
- 19.1.7. Describe the three basic functions of the nervous system.
- 19.1.8. Describe the histology and functions of neurons.
- 19.1.9. Describe the classification of neurons.
- 19.1.10. Describe the types of synapses.
- 19.1.11. Describe the neuromuscular junction.
- 19.1.12. Compare electrical and chemical synapses.
- 19.1.13. Describe signal transmission at a chemical synapse.
- 19.1.14. Describe the classification of neurons.
- 19.1.15. Describe the histology and functions of neuroglia.
- 19.1.16. Describe the types of neuroglia in the CNS and their functions.
- 19.1.17. Discuss the components and function of the blood-brain barrier.

- 19.1.18. Describe the types of neuroglia in the PNS and their functions.
- 19.1.19. Describe myelination.
- 19.1.20. Compare nuclei, ganglia, nerves and tracts.
- 19.1.21. Describe gray and white matter.
- 19.1.22. Describe the arrangement of gray and white matter in the CNS.

19.2. Embryology

- 19.2.1. Describe the major events in the development of the nervous system.
- 19.2.2. List the tissues and germ layers which contribute to the formation of the nervous system.
- 19.2.3. Describe the process of neurulation and the adult derivatives.
- 19.2.4. Describe the formation of neural crest cells and their derivatives.
- 19.2.5. Discuss neural tube defects including spina bifida and anencephaly.
- 19.2.6. Describe development of the brain.
- 19.2.7. Describe the formation of the primary brain vesicles.
- 19.2.8. Describe the formation of the secondary brain vesicles and the adult derivatives.

19.3. Brain

- 19.3.1. List and identify the major parts of the brain.
- 19.3.2. Describe the protective coverings of the brain.
- 19.3.3. Identify the three layers of the meninges that surround the brain.
- 19.3.4. Describe arterial supply and venous drainage of the brain.
- 19.3.5. Discuss the components and function of the blood-brain barrier.
- 19.3.6. Explain the formation and circulation of cerebrospinal fluid (CSF).
- 19.3.7. List the functions the CSF performs to protect the central nervous system.
- 19.3.8. List and identify the ventricles of the brain.
- 19.3.9. Describe hydrocephalus.
- 19.3.10. List and identify the three structures of the brainstem.
- 19.3.11. Describe the anatomy and function of the medulla oblongata.
- 19.3.12. List the five pairs of cranial nerves associated with the medulla oblongata.
- 19.3.13. Describe the anatomy and function of the pons.
- 19.3.14. List the four pairs of cranial nerves associated with the pons.
- 19.3.15. Describe the anatomy and function of the midbrain.
- 19.3.16. List the two pairs of cranial nerves associated with the midbrain.
- 19.3.17. Describe the anatomy and function of the reticular formation.
- 19.3.18. Identify and describe the anatomy and functions of the cerebellum.

- 19.3.19. Discuss ataxia.
- 19.3.20. List and identify the three components of the diencephalon.
- 19.3.21. Describe the anatomy and function of the thalamus.
- 19.3.22. Describe the anatomy and function of the hypothalamus.
- 19.3.23. Describe the anatomy and function of the epithalamus.
- 19.3.24. Identify and describe the function of the pineal gland.
- 19.3.25. Describe the cortex, gyri, fissures and sulci of the cerebrum.
- 19.3.26. List and identify the lobes of the cerebrum.
- 19.3.27. Describe the three types of cerebral white matter tracts.
- 19.3.28. Identify and describe the function of the corpus callosum.
- 19.3.29. Describe the function of the basal ganglia.
- 19.3.30. Describe the anatomy and function of the limbic system.
- 19.3.31. Discuss the signs, symptoms and causes of concussion.
- 19.3.32. List, identify and describe the anatomy and function of the sensory, association and motor areas of the cerebral cortex.
- 19.3.33. Describe aphasia including the areas affected in fluent and non-fluent aphasia.
- 19.3.34. Discuss the functional asymmetry of the brain.
- 19.3.35. Describe the structure and importance of the blood brain barrier
- 19.3.36. Outline the somatic sensory & motor pathways.
- 19.3.37. Discuss subdural hematoma, epidural hematoma, subarachnoid bleed and cerebrovascular accident.

19.4. Spinal Cord & Spinal Nerves

- 19.4.1. Describe the protective structures of the spinal cord.
- 19.4.2. Describe the spinal tap procedure.
- 19.4.3. Describe the external anatomy of the spinal cord and spinal nerves.
- 19.4.4. Describe the internal anatomy of the spinal cord.
- 19.4.5. Outline the blood supply to the spinal cord.
- 19.4.6. Describe the organization of gray and white matter in the spinal cord.
- 19.4.7. Describe the components, connective tissue coverings and branching of a spinal nerve.
- 19.4.8. Describe the loss of function following traumatic injury to different regions of the spinal cord.
- 19.4.9. Compare the cross section of spinal cord at different vertebral regions.
- 19.4.10. Outline the general components of a reflex arc.
- 19.4.11. Describe the formation of the spinal nerves.

- 19.4.12. Describe a nerve plexus and list the principal plexuses.
- 19.4.13. Describe the origin and distribution of the cervical plexus.
- 19.4.14. Identify the ansa cervicalis, transverse cervical, phrenic, lesser occipital and greater auricular nerves.
- 19.4.15. Describe the origin and distribution of the brachial plexus.
- 19.4.16. Identify the long thoracic, axillary, musculocutaneous, radial, median and ulnar nerves.
- 19.4.17. Describe the effect of brachial plexus injury including the long thoracic, radial, median, and ulnar nerves.
- 19.4.18. Describe the origin and distribution of the lumbar plexus.
- 19.4.19. Identify the iliohypogastric, ilioinguinal, lateral cutaneous nerve of thigh, genitofemoral, femoral and obturator nerves.
- 19.4.20. Describe the origin and distribution of the sacral and coccygeal plexuses.
- 19.4.21. Identify the posterior cutaneous nerve of thigh, sciatic, tibial, medial plantar, lateral plantar, common fibular, deep fibular and superficial fibular nerves.
- 19.4.22. Describe the distribution and significance of dermatomes.
- 19.4.23. Identify spinal nerve injuries in basic clinical cases.
- 19.4.24. Discuss shingles.

19.5. Cranial Nerves

- 19.5.1. Identify the cranial nerves by name, number and type.
- 19.5.2. Identify the olfactory nerve and describe its anatomy and function.
- 19.5.3. Define anosmia.
- 19.5.4. Identify the optic nerve and describe its anatomy and function.
- 19.5.5. Define anopia.
- 19.5.6. Identify the oculomotor nerve and describe its anatomy and function.
- 19.5.7. Identify the trochlear nerve and describe its anatomy and function.
- 19.5.8. Identify the abducens nerve and describe its anatomy and function.
- 19.5.9. Define strabismus, ptosis and diplopia.
- 19.5.10. Identify the trigeminal nerve and describe the anatomy and function of each branch.
- 19.5.11. Identify the facial nerve and describe its anatomy and function.
- 19.5.12. Describe Bell's palsy.
- 19.5.13. Identify the vestibulocochlear nerve and describe its anatomy and function.

- 19.5.14. Define vertigo and tinnitus.
- 19.5.15. Identify the glossopharyngeal nerve and describe its anatomy and function.
- 19.5.16. Define dysphagia.
- 19.5.17. Identify the vagus nerve and describe its anatomy and function.
- 19.5.18. Identify the accessory nerve and describe its anatomy and function.
- 19.5.19. Identify the hypoglossal nerve and describe its anatomy and function.
- 19.5.20. Identify the muscles supplied by somatic motor nerves III, IV, V, VI, VII, VIII, IX, X, XI and XII.
- 19.5.21. Describe the sensory supply of somatic sensory nerves V, VII, IX and X.
- 19.5.22. Discuss the parasympathetic supply of visceral motor nerves III, VII, IX and X.
- 19.5.23. Describe the afferent and efferent limbs involved in cranial nerve reflexes (startle, blink, corneal, gag, cough, pupillary).
- 19.5.24. Describe the anatomical origin of each of the cranial nerves and their exit from the skull.
- 19.5.25. Identify cranial nerve injuries in basic clinical cases.

19.6. Autonomics

- 19.6.1. Compare the structures and functions of the somatic and autonomic nervous system (ANS).
- 19.6.2. Describe the motor neuron pathways in the somatic and autonomic nervous systems.
- 19.6.3. Compare the anatomy of the sympathetic and parasympathetic divisions.
- 19.6.4. Compare preganglionic and postganglionic neurons of the ANS.
- 19.6.5. Describe the anatomy of the autonomic ganglia and plexuses.
- 19.6.6. Describe the anatomy of sympathetic and parasympathetic preganglionic neurons.
- 19.6.7. Describe the locations of the sympathetic and parasympathetic ganglia.
- 19.6.8. Describe the anatomy of sympathetic and parasympathetic postganglionic neurons.
- 19.6.9. Describe the autonomic plexuses in the thorax, abdomen and pelvis.
- 19.6.10. Describe the pathway of preganglionic sympathetic neurons from the spinal cord to the sympathetic trunk ganglia.
- 19.6.11. Describe white rami communicantes.
- 19.6.12. Describe the pathways from sympathetic trunk ganglia to visceral effectors.
- 19.6.13. Describe gray rami communicantes.
- 19.6.14. Describe splanchnic nerves.

- 19.6.15. Describe the cranial parasympathetic outflow.
- 19.6.16. List the four pairs of cranial nerves associated with the cranial parasympathetic outflow.
- 19.6.17. List the four pairs of ganglia associated with the cranial parasympathetic outflow.
- 19.6.18. Describe the sacral parasympathetic outflow.
- 19.6.19. Describe pelvic splanchnic nerves.
- 19.6.20. Describe the major responses of the body to stimulation by the sympathetic division.
- 19.6.21. Describe the major responses of the body to stimulation by the parasympathetic division.
- 19.6.22. Describe the basic components of an autonomic reflex arc.
- 19.6.23. Discuss the relationship of the hypothalamus to the autonomic nervous system.
- 19.6.24. Describe the course of visceral sensory fibers traveling with sympathetic nerves, and the location of their cell bodies.
- 19.6.25. Discuss the mechanism of referred pain.

19.7. Special Senses

19.7.1. Eye

- 19.7.1.1. Describe the wavelengths of the electromagnetic spectrum that correspond to visible light.
- 19.7.1.2. Describe the anatomy and function of the accessory structures of the eye.
- 19.7.1.3. Identify the lacrimal gland and describe the flow of tears.
- 19.7.1.4. Identify the extrinsic eye muscles.
- 19.7.1.5. Describe the function and innervation of the extrinsic eye muscles.
- 19.7.1.6. Describe the anatomy and histology of the eyeball.
- 19.7.1.7. Describe the anatomy and function of the fibrous tunic.
- 19.7.1.8. Identify the sclera and cornea.
- 19.7.1.9. Describe the anatomy and function of the vascular tunic.
- 19.7.1.10. Identify the choroid, ciliary body, ciliary muscle, zonular fibers, iris and pupil.
- 19.7.1.11. Describe the innervation and action of the ciliary muscle, sphincter pupillae and dilator pupillae.
- 19.7.1.12. Describe the anatomy and function of the retina.

- 19.7.1.13. Describe the microscopic structure and histology of the retina.
- 19.7.1.14. Identify the two types of photoreceptor cells and describe their function.
- 19.7.1.15. Identify and describe the optic disc.
- 19.7.1.16. Discuss the path of light and direction of nerve impulses through the retina.
- 19.7.1.17. Identify and describe the structure of the macula lutea.
- 19.7.1.18. Identify the lens and describe its structure and function.
- 19.7.1.19. Describe the anatomy of the interior of the eye.
- 19.7.1.20. Describe the production and flow of aqueous humor.
- 19.7.1.21. Discuss age related macular disease and its effect on vision.
- 19.7.1.22. Describe the refraction of light through the eye.
- 19.7.1.23. Describe the sequence of events that occur during accommodation for near vision.
- 19.7.1.24. Describe constriction of the pupil.
- 19.7.1.25. Describe presbyopia.
- 19.7.1.26. Describe refraction abnormalities including myopia and hyperopia.
- 19.7.1.27. Describe convergence.
- 19.7.1.28. Outline the visual pathway.

19.7.2. Ear

- 19.7.2.1. Describe the anatomy and function of the external ear.
- 19.7.2.2. Identify the auricle, external auditory canal and tympanic membrane.
- 19.7.2.3. Describe the anatomy and function of the middle ear.
- 19.7.2.4. Identify the malleus, incus, stapes, oval window, round window and auditory tube.
- 19.7.2.5. Describe the anatomy and function of the inner ear.
- 19.7.2.6. Describe the bony labyrinth and perilymph.
- 19.7.2.7. Describe the membranous labyrinth and endolymph.
- 19.7.2.8. Describe the anatomy and function of the cochlea including the spiral organ of Corti.
- 19.7.2.9. Describe the nature of sound waves including the audible range of frequencies for humans.
- 19.7.2.10. Identify the vestibule, semicircular canals and cochlea.
- 19.7.2.11. Explain the basic events involved in hearing.
- 19.7.2.12. Outline the auditory pathway.
- 19.7.2.13. Describe the structures associated with static equilibrium.
- 19.7.2.14. Describe the structures associated with dynamic equilibrium.

19.7.2.15. Outline the equilibrium pathway.

20. Endocrine System

- 20.1. Distinguish between an endocrine gland and an exocrine gland.
- 20.2. Describe how hormones interact with receptor cells.
- 20.3. Distinguish between circulating and local hormones.
- 20.4. Describe the anatomical and functional relationship between the hypothalamus and pituitary gland.
- 20.5. Describe the hypophyseal portal system.
- 20.6. Describe the location and histology of the pituitary gland.
- 20.7. List the seven major hormones secreted by the anterior pituitary gland and the five types of cells that secrete them.
- 20.8. Describe the principal actions of the anterior pituitary hormones.
- 20.9. Describe the regulation of the anterior pituitary hormone secretion.
- 20.10. Discuss the function and regulation of human growth hormone and insulin-like growth factors.
- 20.11. List hormones released by the posterior pituitary gland.
- 20.12. Describe the regulation and actions of the hormones released by the posterior pituitary gland.
- 20.13. Describe the location and histology of the thyroid gland.
- 20.14. Describe the regulation and actions of thyroid hormones.
- 20.15. Discuss the regulation and action of calcitonin.
- 20.16. Describe the location and histology of the parathyroid glands.
- 20.17. Discuss the regulation and action of parathyroid hormone.
- 20.18. Describe the location and histology of the adrenal glands.
- 20.19. List the three zones of the adrenal cortex and the hormones secreted by each zone.
- 20.20. Describe the regulation and actions of the hormones secreted by the adrenal cortex.
- 20.21. Discuss the functions of aldosterone and its regulation by the renin-angiotensin pathway.
- 20.22. Describe the regulation and effects of the glucocorticoids.
- 20.23. Describe the actions of dehydroepiandrosterone (DHEA).
- 20.24. Describe the regulation and actions of the two major hormones secreted by the adrenal medulla.
- 20.25. Describe the anatomy and histology of the pancreas.
- 20.26. List the cell types of the pancreatic islets and the hormones produced.
- 20.27. Discuss the regulation and action of glucagon and insulin.

- 20.28. List the hormones produced by the gonads and describe their actions.
- 20.29. Describe the location, histology, hormones, and functions of the pineal gland.
- 20.30. Discuss the role of melatonin in seasonal affective disorder and jet lag.
- 20.31. Describe the role of the thymus gland and its hormones in immunity.
- 20.32. Discuss anterior pituitary gland disorders including pituitary dwarfism, gigantism and acromegaly.
- 20.33. Discuss posterior pituitary gland disorders including diabetes insipidus.
- 20.34. Discuss thyroid gland disorders including Graves' disease and goiter.
- 20.35. Discuss parathyroid gland disorders including hypo- and hyperparathyroidism.
- 20.36. Discuss adrenal gland disorders including Cushing's syndrome, Addison's disease and pheochromocytoma.
- 20.37. Discuss pancreatic disorders including diabetes mellitus, Type 1 and Type 2 diabetes.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: Busi 204, Principles of Marketing
Number of Credits: 3
Days and Times: Tuesday and Thursday 11:30-12:45am
Semester and Year: Fall, 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Naline Ramdeen-Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: njoseph@sgu.edu 444 4175 Cell 4038661
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon., Wed., 9:00-10:00 am & 1:00-3:00pm,
Tues., Thurs., 9:00-11:00 am
Fri. by appointment only

Click or tap here to enter text.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C and Remote
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelestine@sgu.edu Ext:3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course embraces the fundamental marketing concepts reflecting the key knowledge and skills required by today's business professionals and marketing managers. It is designed to expose students to the theoretical framework, principles and practical application of marketing practices/tools and platforms in management decision making process. The course also examines the marketing mix and promotional strategies as well as the factors influencing the micro and

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macro environment. It will also discuss and the importance data collection in understanding consumer behaviors and building consumer and societal relationships.

Course Objectives:

1. Explain the role of marketing and why it is important as a strategy for the success of a business in relation to planning, image building, positioning branding and creating a competitive advantage
2. Explain the key concepts in marketing e.g. marketing strategy, marketing objectives and the marketing plan
3. Discuss the marketplace/ environment- internal and external, local, and international and how these impacts the business environment
4. Assess the importance of marketing information/data (primary and secondary) to gain customer insights
5. Explain the marketing research process
6. Analyze the marketing mix the 4P's and the promotional/communication mix strategy and their role in building awareness and increasing sales
7. Discuss the role of web marketing and social marketing platforms in marketing
8. Explain the importance of ethics and social responsibility in marketing

Student Learning Outcomes:

By the end of this course students will be able to:

1. **Discuss the role of marketing as a business strategy especially in planning, positioning, branding, and differentiation**
2. **Describe the micro and macroeconomic factors impacting the consumer and business buyer behavior**
3. **Apply the appropriate communication mix/promotional tools a project proposal for business or organization**
4. **Describe and apply technological and social marketing tools utilized in a marketing and business environment**
5. **Use marketing information (data quantitative and qualitative data) to make sound marketing decisions**
6. **Create and orally present a marketing plan for a new or existing business venture utilizing the 4's P**
7. **Explain the importance of ethics and social responsibility in the field pf marketing**

Program Outcomes Met By This Course:

1. M-PO - 2 Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations

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2. M-PO-3 Demonstrate written, oral and presentation skills necessary for effective business and management communication.

3. M-PO- 6 Demonstrate knowledge and skills related to ethical and global issues and the influence of social, economic, legal, regulatory, environmental, and technological issues as well as the impact of demographic diversity on organizations.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Principles of Marketing -An applied Orientation, Philip Kotler, Gary Armstrong 2006 (17th Edition) Pearson

Supplementary Readings/Resources:

Text: Marketing Management, Analysis, Planning, Implementation & Control 13th Edition – Philip Kotler

Text: Guerrilla Marketing 3rd Edition – Jay Conrad Levinson

Various websites – Links to be given by the Lecturer throughout the course

Where necessary additional reference materials will be provided during lectures. In addition to reading the materials distributed, students are expected to utilize the recommended texts. In addition, guest lecturers will also be invited to share their expertise in specific areas.

Course Grading Requirement:

There will be continuous assessment throughout the semester. There will be four quizzes and a final group project. Additionally, students in groups or individually will be required to work on assignments: **essays, case studies and presentations** throughout the semester. Exams and quizzes will be composed of multiple choice, true and false and short answer questions, or essays. Questions will cover materials from the texts, lectures, and class discussions. Since students will also be graded on class attendance and participation you are expected to arrive on time and actively participate in class discussions and activities. Assignments done during the course will also contribute towards the final grade.

A Final Group Project will be given in place of a formal exam. **This should be handed in to the secretary no later than November 26th, 2020.**

Please note that Project Outlines must be presented to Lecturer for approval by October 26th, 2020, to ensure that you are on target. You can submit earlier if you wish.

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Final Exam Project:

Assigned Groups are required to:

1. Develop an **original souvenir product/service** of your choice from that is made from the agricultural industry, that has the potential to become a successful business venture that can be offered also to the Tourism Industry. You are required to show evidence of sound market research (feasibility study), create a concept and prototype for testing and develop a marketing plan for the product/service. (Please note that you are required to include all the elements of a marketing plan inclusive of the 4'Ps. **Emphasis must be placed on the promotional mix section.** In addition, each group must create/design/include the following tools which must be included under the promotional mix strategy and be **included in the final paper and in the power point presentation.**

a) A 60-sec. radio and television advertisement for the product or service to be launched. Students must include the following in the project: a) a concept and storyboard b) tagline and logo with all possible call- to- actions. Timing of the script and appropriate images are crucial. **Please note that no electronic/computer voice over is allowed.**

ITEM	WEIGHT	NOTES
Quizzes – (4)	40	(Individual work including Midterm Quiz and Final Quiz)
Case Studies, Essays and Class Presentations- Individual or Group	25	Group work: 2. Essays (1 essay will be peer marked)
Final Project-Group	30 (20 written and 10 oral presentation)	Group work 1. Witten Project 20 marks 2. Oral Presentation of Project – 10 marks
Attendance & Class Participation	2.5	
APA Test and Exercises	2.5	
TOTAL	100	

Course Requirements:

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Assigned chapters must be read in advance and assignments completed to meet stated deadlines

Course Schedule:

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Week	TOPIC and CONTENT and Review Questions	RECOMMENDED READING AND ESSAYS
1	<p>Introduction: Review of Course Syllabus and Expectations</p> <p>Marketing: Creating and Capturing Customer Value</p> <p><u>Question:</u> Why is marketing important in creating and capturing customer value and how can it impact the bottom- line of a business?</p> <ul style="list-style-type: none"> ▪ Define marketing and outline the steps in the marketing process. ▪ Explain the importance of understanding customers and the marketplace. ▪ Discuss customer relationship management and identify strategies for creating value for customers and capturing value from customers in return. 	<p>Chapter 1 Principles of Marketing</p> <p>(Guest Speaker) Topic: The importance of marketing to one's career.</p>

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**Company and Marketing Strategy:
Partnering to Build Customer Relationships**

Question: How can marketing work with its partners and implement strategies to create and deliver customer value?

- Explain companywide strategic planning and its four steps.
- Discuss how to design business portfolios and develop growth strategies.
- Explain marketing's role under strategic planning and how marketing works with its partners to create and deliver customer value.
- Describe the elements of a customer-driven marketing strategy and mix, and the forces that influence it.
- List the marketing management functions, including the elements of a marketing plan, and discuss the importance of measuring and managing return on marketing investment.

Analyzing the Marketing Environment

Question: How can the internal and external forces present in the firm's environment impacts its ability to serve its customers?

- Describe the environmental forces that affect the company's ability to serve its customers. (Micro and Macro environment)
- Discuss how companies can react to the marketing environment.

1st CLASS QUIZ (Chapters 1-3)

Chapter 2&3

Group work

Essay Questions

1. Briefly explain the various components of a marketing plan for a business or service giving one example of each component.

2. Utilizing any company in Grenada as an example pretend you are the company's CEO and categorize the products into logical groupings that will become your strategic business units (SBUs). Using your best judgment, allocate resources, using percentages, not dollar amounts, to each SBU (make sure the total comes to 100 percent). Give a rationale for your groupings. **(To be done by all groups for grading and deadline will be given by lecturer)**

4	<p>Managing Marketing Information to Gain Customer Insights</p> <p>Question: Why is data gathering an important process for a firm to undertake as part of its strategic approach for gaining and retaining customers?</p> <ul style="list-style-type: none"> ▪ Explain the importance of information in gaining insights about the marketplace and customers. ▪ Define the marketing information system and discuss its parts. ▪ Outline the steps in the marketing research process. ▪ Explain how companies analyze and use marketing information. <p>Discuss the special issues some marketing researchers face, including public policy and ethics issues.</p>	Chapter 4
5	<p>Consumer Markets and Consumer Buyer Behavior</p> <p>Question: Why is it important for a company to understand the dynamics of both the individual and business buying behavior?</p> <ul style="list-style-type: none"> ▪ Define the consumer market and construct a simple model of consumer buyer behavior. ▪ Name the four major factors that influence consumer buyer behavior. ▪ List and define the major types of buying decision behavior and stages in the buyer decision process. ▪ Describe the adoption and diffusion process for new products. <p>Business Markets and Business Buyer Behavior</p> <ul style="list-style-type: none"> ▪ Define the business market and explain how business markets differ from consumer markets. ▪ Identify the major factors that influence business buyer behavior. ▪ List and define the steps in the business buying decision process. ▪ Compare the institutional and government markets and explain how 	Chapter 5 & 6

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	<p>institutional and government buyers make their buying decisions.</p>	
7	<p>Customer-Driven Marketing Strategy: Creating Value for Target Customers</p> <p>Question: Why is it important for a company/entity to understand the concept of segmentation in relation to marketing?</p> <ul style="list-style-type: none"> ▪ Define the four major steps in designing a customer-driven marketing strategy: market segmentation, market targeting, differentiation, and positioning. ▪ List and discuss the major bases for segmenting consumer and business markets. ▪ Explain how companies identify attractive market segments and choose a market targeting strategy. ▪ Discuss how companies differentiate and position their products for maximum competitive advantage. <p>2nd CLASS QUIZ (Chapters 4-6 or 7)</p>	
3	<p>Mid – Term Exam Week</p>	
9	<p>Question: What is branding and why is knowledge of branding important to a business and why can that influence customers?</p> <p>Products, Services, and Brands: Building Customer Value</p> <ul style="list-style-type: none"> ▪ Describe the decisions companies make regarding their individual products and services, product lines, and product mixes. ▪ Identify the four characteristics that affect the marketing of a service and the additional marketing considerations that services require. ▪ Discuss branding strategy—the decisions companies make in building and managing their brands. <p>Question: Why is the process of new product development and life cycle important to a business?</p>	<p>Chapters 8&9</p> <p><u>Essay or case study on branding to be given by the lecturer.</u></p> <p>(To be done by all groups for grading and deadline given by lecturer)</p>

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	<p>New Product Development and Product life Cycle Strategies</p> <ul style="list-style-type: none"> ▪ Explain how companies find and develop new-product ideas. ▪ List and define the steps in the new-product development process and the major considerations in managing this process. ▪ Describe the stages of the product life cycle and how marketing strategies change during the product life cycle. ▪ Discuss two additional product issues: socially responsible product decisions and international product and services marketing. 	
10.	<p><u>Questions:</u> How can pricing strategies impact the customer buying behavior?</p> <p>Pricing: Understanding and Capturing Customer Value</p> <ul style="list-style-type: none"> ▪ Explain “what is price?” and discuss the importance of pricing in today’s fast changing environment. ▪ Identify the three major pricing strategies and discuss the importance of understanding customer-value perceptions, company costs, and competitor strategies when setting prices. ▪ Identify and define the other important external and internal factors affecting a firm’s pricing decisions. <p>3 rd. CLASS QUIZ (Chapters 8-11)</p>	Chapter 10 & 11

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1	<p>Marketing Channels: Delivering Customer Value</p> <hr/> <p>Questions: Why do companies use marketing channels to get good from one place to the next when they can order their good directly?</p> <ul style="list-style-type: none"> ▪ Explain why companies use marketing channels and discuss the functions these channels perform. ▪ Discuss how channel members interact and how they organize to perform the work of the channel. ▪ Identify the major channel alternatives open to a company. ▪ Explain how companies select, motivate, and evaluate channel members. ▪ Question: Discuss the nature and importance of marketing logistics and integrated supply chain management. <p>Retailing & Wholesaling</p> <ul style="list-style-type: none"> ▪ Explain the role of retailers in the distribution channel and describe the major types of retailers. ▪ Describe the major retailer marketing decisions. ▪ Discuss the future of retailing. ▪ Explain the major types of wholesalers and their marketing objectives. 	Chapter 12 & 13
12 & 13	<p>Communicating Customer Value: Integrated Marketing Communications Strategy</p> <p>Question: Why do firms implement the integrated marketing communication strategy when they can invest in capital and other goods and be successful?</p> <p>Explain Advertising and Public Relations, Personal Selling and Sales Promotion Discuss when a company can implement each strategy to reap maximum benefits</p>	<p>Chapters 14-16</p> <p>Essay Q: Describe each of the elements in the marketing communications mix and explain when it is best for a company to use each one. (To be done by all Groups for grading deadline given by lecturer)</p>

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14

Direct, Online, Social Media, and Mobile Marketing

Question: Are there any advantages in using on-line marketing to increase customer value and can it impact the firm’s profitability?

- Direct marketing and its benefits to customers and companies
- The major forms of direct marketing
- How companies responded to the Internet and other powerful new technologies with online marketing strategies and how companies conduct online marketing to profitably deliver more value to customers

Creating a competitive Advantage

Question: How can a firm create a competitive advantage over another? Are there benefits in trying to achieve this?

- Discuss the need to understand competitors as well as customers through competitor analysis.
- Explain the fundamentals of competitive marketing strategies based on creating value for customers.
- Illustrate the need for balancing customer and competitor orientations in becoming a truly market-centered organization.

FINAL QUIZ (Chapters to be included in quiz will be given by Lecturer)

The Global Marketplace

- Discuss how the international trade system and economic, political-legal, and cultural environments affect a company’s international marketing decisions.
- Describe three key approaches to entering international markets.
- Explain how companies adapt their marketing strategies and mixes for international markets.
- Identify the three major forms of international marketing organization.

Chapter 17 & 18&19

15

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<p>Sustainable Marketing: Social Responsibility and Ethics</p> <ul style="list-style-type: none">▪ Define <i>sustainable marketing</i> and discuss its importance.▪ Describe the principles of socially responsible marketing and the role of ethics <p><u>Project Presentations- (Final Exam Week)</u></p>	
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POLICY INFORMATION

Plagiarism policy: Academic Integrity

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“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Late submissions will not be accepted unless previous permission has been given. This is at the discretion of the lecturer.

Classroom/Online Etiquette Procedure:

1. Cell Phones and Pagers:

Students must turn off all cell phones, beepers and pagers prior to the entering class.

2. Disruptive Behavior:

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Students who are disruptive in class may be subject to disciplinary action by the Dean of Students (as stated in the Student Manual). All students deserve a classroom environment that is free from disruption from inconsiderate behavior. Students are required to treat their instructor and their classmates with respect.

3. Food and Beverage:

No food is permitted in class. Water is the only beverage permitted in the classroom. Water bottles should be clear containers.

4. Miss an Exam

If you miss an exam you need a medical certificate before you can get a make-up exam.

5. Resources

Use all the resources available to you – the University, the instructor, and your fellow classmates!

6. Academic Integrity

It is expected that all presentations, papers and coursework are the original work of the students, with proper credits given to the sources of all referenced material.

7. Participation

Students are required to:

Come to class prepared to learn

Participate in classroom discussions

Act in ways that would be considered appropriate for an academic learning environment

8. Presentations

As a business student personal appearance is an extension of you, your chosen profession and that of St. George's University. Therefore, a dress code will be enforced for any class presentation which is Business Attire and the following will not be allowed: short, clingy-fitting clothing or jeans. Non-compliance with the dress code may result in mark deductions and subsequent failure of this course.

9. Keys to Success

- Be punctual**
- Read the PowerPoint and chapters in advance**
- Do all/Contribute to all assignments where applicable. Failure to do so will result in a zero**
- When in doubt attend DES sessions or speak/visit your lecturer**
- Read over all assignments and double check your writing**

NB: Be prepared to participate!! You only get out of it what you put into it!! ENJOY YOUR CLASSES!! ENJOY LEARNING!!

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 205 Principles of Management
Number of Credits: 3
Days and Times: 11:00 – 12:15 PM – Tuesday and Thursday
Semester and Year: Fall 2020
Classroom Location: TBA
Pre-requisite(s): BUSI 205

Course Lecturer Name(s): Helen Bhola-Paul
Course Director Name: N/A

Course Lecturer(s) Contact Information: hbhola@sgu.edu (473) 444 4175 Ext 3748
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Appointment via Zoom Mon, Wed, Fri 9-10am & 12-1pm;
Tues, Thurs 9:30-11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Building C
Course Director Office Location: N/A

Course Support: Mary Celestine- MCElesti@sgu.edu Ext 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to give students an understanding of the key functions of management which include Planning, Organizing, Leading and Controlling. Students will learn about the functions and roles of a manager, the strategic management process, various business approaches to planning, organizational design elements, leadership styles, systems of communication, various controls within an organization and how to manage the organization for quality and productivity.

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Course Objectives:

- Develop an appreciation for the field of management
- Describe the importance of Planning for Managers
- Describe how organizing allows managers to be effective through the organizational design elements
- Describe why decision making is critical for managers in their functions of planning, organizing, leading and controlling
- Develop a strategic plan for an online business and assess its success at the completion of a business simulation
- Explain why controlling is a necessary process for management in assessing the quality and the productivity of the organization

Student Learning Outcomes:

On completion of this course, students will be able to:

- Use Case studies and written assessments to identify the manager's functions of planning, organizing, leading and controlling within any organization
- Use any of the six design elements and arrange personnel into organizational groupings
- Use a business simulation to implement a strategic plan and a financial plan and assess its effectiveness using a balance score card method of total customer satisfaction, cups sold and revenue.
- Use a business simulation to identify and assess communication problems within organizations and determine solutions
- Apply the knowledge of rationale decision making to management problems in a business simulation
- Improve skills in written and oral communication

Program Outcomes Met By This Course:

MPO-1 Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.

M-PO-2 Ability to propose business solutions through the use of theories, research and analytical skills.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Mary Coulter & Stephen P. Robbins , Management (12th Ed.). Upper Saddle River, NJ: Pearson Publishing.

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Supplementary Readings/Resources: Where appropriate additional reference materials will be placed in the “Library Resources” in Sakai as well as during lectures.

Course Grading Requirement:

Quiz #1 (Before Midterm)	25%
Plagiarism Test	10%
Quiz #2 (After Midterm)	25%
Business Simulation Written Paper	25%
Business Simulation Presentation	15%
Total	100%

Course Requirements:

Students are required to:

1. Complete a Plagiarism Certificate with the Indiana University. As part of this course you are asked to go to this site for Indiana University to complete the plagiarism test and submit your certificate via Sakai drop box. Website’s URL https://plagiarism.iu.edu/plagiarism_test.htm
2. Complete two (2) Quizzes - One quiz will be before midterm and the other quiz before final exams. They will be online quizzes. The content will reflect the textbook material and any other supporting materials provided during class.
3. Be a part of an online business called: “Biz Café”
 - a) Students will be placed into groups. They will be assigned access codes and will develop their business using guidelines from “Biz café”. This is a computer simulation where you will have the opportunity to make decisions every week as a management team of the Coffee Shop.

Course Schedule:

Week #1 and Week #2

Chapter 1- Managers and you in the workplace

Chapter 7- Constraints on Manager

Students are put into groups to work on assignments and operate their online business

Week #3 and Week #4

Chapter 3- Global Management

Chapter 5- Social Responsibility and Ethics

Plagiarism Certificate due via Sakai Drop Box on Thursday Week #4

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Week #5, Week#6

Chapter 9- Managing Strategy

Week #6 Thursday- Quiz #1 (Chapters 1,7.3.5 and 9)

Week #7

Online Business Simulation practice for one week during Week #7 then the real simulation begins during Week #9

Week# 8

Midterm Exam Week- There will be no Midterm Exams for this course

Week #9 , #10

Chapter 10- Fostering Entrepreneurship

Chapter 11- Foundations of Organizational Design

Chapter 2- Decision Making

Week #11, #12, #13

Chapter 16- Communications

Chapter 17- Leadership

Week #14

Chapter 10 Foundations of Control

Quiz #2 (Chapter 10, 11, 2, 16 and 17)

Week #15

Simulation Written due at 10am via Sakai on Tuesday of Week #15 and Oral Presentation made by groups during Tuesday and Thursday classes of Week #15

Week #16

Final Exams Week- There will be no Final Exam for this course

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Assignment Submission Procedure:

LATE SUBMISSIONS

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score.

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Classroom/Online Etiquette Procedure:

Students are required to
Come to class prepared to learn
Participate in classroom discussions
Act in ways that would be considered appropriate for an academic learning environment

Policy/Procedure Related to the Department:

Attendance: Students are expected to attend class and arrive on time
1. Cell Phones and Pagers: Students must turn off all cell phones, beepers and pagers prior to the entering class.
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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: Busi 206, Quality Customer Service
Number of Credits: 3
Days and Times: Mon.,Wed., 11:30-12:45am
Semester and Year: Fall, 2020
Classroom Location: **Online**
Pre-requisite(s): None

Course Lecturer Name(s): Naline Ramdeen-Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: njoseph@sgu.edu 444 4175 Cell 4038661
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: (Online hours) Mon., Wed., 9:00:10:00 am & 1:00-3:00pm,
Tues., Thurs., 1:00-3:00 am
Fri.by appointment only

Click or tap here to enter text.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C/Remote
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelestine@sgu.edu Ext:3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course explains the crucial role that excellent quality customer service plays in the success and survival of businesses and organizations. The achievement of high standards of customer services is generally recognized as an essential element in achieving a competitive advantage. The importance of delivering quality customer service as a business strategy will be analyzed and emphasized. Techniques designed to meet and exceed customer expectation and retain their loyalty will also be discussed. The role of the service provider as a customer service champion and the importance of

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proper management and leadership, emotional intelligence, good communication, teamwork, sound ethics and morals, professionalism and positive attitudes will also be explored. The course will make reference to various models utilized by organizations and to local and international companies that use quality customer services to excel.

Course Objectives:

The objectives of this course are to:

1. Discuss the importance of quality customer service for the retention of internal and external customers
2. Explain the importance of quality customer service as a business strategy for success
3. Analyze quality customer service techniques and models
4. Develop attitudes to quality and value in respect of people, management and customer care
5. Demonstrate the skills required in dealing with difficult customers and solving problems
6. Analyze the importance of communication skills (verbal and non-verbal) and listening to the customer
7. Analyze practical applications and relevant case studies

Student Learning Outcomes:

The objectives of this course are to:

1. Use customer service techniques, motivational theories and skills in an effort to meet and exceed the needs of internal and external customers
2. Develop customers service plans and models to be utilized as strategies for success in businesses and organizations
3. Analyze service philosophy, service culture and empowerment strategies employed by organizations
4. Use and Apply effective oral and written communication skills used by organizations and businesses
5. Apply management and leadership skills to retain, increase and build customer relationships
6. Use teambuilding exercises and professionalism, emotional intelligence and attitudinal skills to improve internal customer service

Program Outcomes Met By This Course:

1.M-PO-2 Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations

2.M-PO-3 Demonstrate written, oral and presentation skills necessary for effective business and management communication.

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3.M-PO-5 Demonstrate knowledge and skills related to teamwork, diversity and cross-cultural awareness

SAS Grading Scale: Grades will be assigned as follows:

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- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Main Text: Customer Service - A Practical Approach, 6th Ed. Elaine K. Harris, 2013. Pearson Prentice Hall

Final Paper Text: "That's not how we do things here- John Kotter and Holger Rothgeber (Soft copy uploaded on Sakai)

Supplementary Readings/Resources:

Text: Quality Customer Care for the Caribbean: Ben Henry

Serving Internal and External Customers: Swartzlander

Websites:

1. Customer Service Issues-
<http://www.thewritemarket.com/marketing/index.php?marketing=customer&title=Customer%20Services%20Issues>
2. Telephone Doctor- Customer services – www.telephonedoctor.com
3. Customer Service Problems and Trends-
http://www.associatedcontent.com/article/36075/customer_service_problems_and_trends.html?cat=3
4. Malcolm Baldrige National Quality Award
http://www.nist.gov/public_affairs/factsheet/mbnqa.htm
5. Walt Disney Customer Service Model
<http://winthecustomer.com/disneys-magical-service-experiences/>

In addition to the assigned text, the lecturer will distribute, and upload reading materials to generate discussion and stimulate research. Students are also expected to access the links, websites and read the case studies added at the end of each chapter. These resources support the principles and ideas presented in the chapters. Additionally, Guest Speakers will be invited to share their expertise in specific areas as outlined in the course content.

Course Grading Requirement:

There will be an individual essay (in lieu of final classroom exam), and a group paper and presentation as part of the midterm exam. Throughout the semester students will be required to work
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individually or as a group on assignments such as essays, case studies, modules, presentations and lead the discussions on certain topics inclusive of customer service trends.

NB: Mid Term Exam:

(Group Work) In your assigned groups, using the information gleaned about customer service models and any other relevant concepts covered thus far, develop a customer service model for execution in an organization or business of your choice (existing or new). Ensure that the model clearly depicts all the major areas that will effectively enhance the delivery of customer service in that business.

Midterm Presentations are as follows:

Monday September 28 -groups 1&2

Wednesday September 30th Groups 3&4

Friday October 2nd Groups 5&6

NB: Final Exam Paper

((Individual essay) You are required to read the text: “That’s not how we do things here” by John Kotter and Holger Rothgeber). You must select a major theme discussed in the book and relate it to specific module discussed in the class. You are also required to demonstrate how this theme was developed and demonstrated/displayed by characters in the book.

Your essay must contain the following: Introduction, Content and Development of your Themes, Points and Arguments, a Conclusion and a Reference page will be required.

- **Paper outlines must be presented to the Lecturer for approval by October 23rd, 2020.**
- **Students are required to present their final paper on November 25th, 2020.**

ITEM	WEIGHT%	COURSE OBJECTIVES
Final Research Paper (Individual)	30	Objectives 1,4-6
Mid- Term Exam (Group)	40 (20 marks for PowerPoint presentation and 20 for written paper)	Objectives 1-7
Case Study/ Essays/Class Presentations/ Forum (Essays can be assigned from presentations made from)	25	Objectives1-7

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guest lecturers) Individual or Group		
Attendance & Class Participation	5	Objectives 4-6
TOTAL	100	

Course Requirements:

Click or tap here to enter text.

Course Schedule:

WEEK	TOPICS	REQUIRED READING/SPEAKERS
Week 1	<p>Introduction and Review of Course Syllabus</p> <ul style="list-style-type: none"> ▪ Course outline review <p>OVERVIEW OF CUSTOMER SERVICE – Topic# 1</p> <ul style="list-style-type: none"> ▪ Introduction ▪ What is customer service ▪ Importance of Excellent Quality Customer Service to a business and provider ▪ Who are Internal and External customers? ▪ Cost of losing a customer ▪ Characteristics of Service <p><u>Video Presentation on Service Mentality</u></p>	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Chapter 1</p> <p>Guest Lecturer Topic: The importance of quality customer service to the success of a business</p>
Week 2	<p>PROFESSIONALISM & CREATING FIRST IMPRESSIONS Topic #2A</p> <p><u>Question:</u> Why is the acquisition of professional qualities by the internal customers given top priority by fortune 5 companies as a requirement for their success?</p> <ul style="list-style-type: none"> • How to create positive first impressions • Professionalism Defined • Importance of Professionalism in the workplace • Tips on becoming professional <p>BUSINESS GROOMING AND ATTIRE (DRESSING FOR SUCCESS)- Topic# 2B</p> <p><u>Question:</u> Why is it important for a business to ensure that its employees have knowledge of Business Dress and Grooming?</p>	

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	<ul style="list-style-type: none"> • Comprehend why business attire is important • Understand what appropriate Business Attire is • Understand the use of colors and its effects • Comprehend basic guidelines for garment length • Analyze the importance of Body Language 	
Week 3	<p>TEAMWORK – Topic# 3 Question: Why is teamwork a necessary ingredient for the success of an organization?</p> <ul style="list-style-type: none"> • -Define the word “Team” • -The advantages of Teamwork • -What destroys Teamwork • -What happens when teamwork does not work • -Qualities of a Professional Team player 	
Week 4	<p>PROMOTING CUSTOMER SERVICE AS A BUSINESS STRATEGY FOR CUSTOMER EXCELLENCE – Topic# 4 Question: Why are firms investing in the creation of customer service models as standards of excellence to govern their organization?</p> <ul style="list-style-type: none"> • Customer Service - A business strategy for success <p>HOSPITALITY ASSURED MODEL:</p> <ul style="list-style-type: none"> • Customer Research • The Customer Promise • Business Planning • Operational Planning • Standards of Performance • Resources- People, equipment, facilities <p>SANDALS MODEL</p> <ul style="list-style-type: none"> The Service strategy System People 	<p>Groups are required to develop a model for execution in an organization or business of their choice</p> <p>Notes on topic to be provided by Lecturer</p>
Week 5	Presentation of Modules	
Week 6	<p>LEADERSHIP IN CUSTOMER SERVICE- Topic #5 Question: Whose responsibility it is to take leadership for implementing customer service strategies in the workplace environment?</p> <ul style="list-style-type: none"> ▪ Leadership <ul style="list-style-type: none"> ▪ Formal leaders ▪ Informal leaders ▪ Characteristics of Excellent leaders ▪ Leadership without position 	
Week 7	<p>ATTITUDE- Topic #6 Question: Why is having the right attitude important to the service provider and employees? How can it impact the business positively or negatively?</p> <ul style="list-style-type: none"> • -Define the word “Attitude” • -Define the word “Habit” • -Distinguish between positive and negative attitudes 	

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	<ul style="list-style-type: none"> -Demonstrate the behavior patterns associated with a positive disposition -Demonstrate the behavior patterns associated with a negative disposition -Discuss the advantages of a good attitude to: Customer, business, and service provider <p><u>Video Presentation on Attitude</u></p>	
Week 8	Mid Term	
Week 9	<p>MOTIVATION- Topic #7 Question: Are motivational programmes important in the workplace?</p> <ul style="list-style-type: none"> ▪ Motivation ▪ Self-concept ▪ Ten tips for improving self-concept ▪ Ways to say thank you and to motivate others <p>▪ Group Presentation on Motivational Theories</p>	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Chapter 8 Group presentation on motivational theories</p>
Week 10	<p>Presentation on Motivational theories cont'd COPING WITH CHALLENGING CUSTOMERS -Topic #8 Question: Is it important for a business to understand and implement strategies to cope with challenging customers? What are the benefits to the organization?</p> <ul style="list-style-type: none"> ▪ Challenging customers ▪ Respect ▪ Types of difficult customers-Symptoms and solutions ▪ What to do when you are wrong ▪ Six Super ways to cope with challenging customer 	
Week 11	<p>PROBLEM RESOLUTION AND CUSTOMER SERVICE RECOVERY -Topic #9 Question: Do you think that a strategy for service recovery should be implemented in a business?</p> <ul style="list-style-type: none"> ▪ Customer complaint behavior ▪ Customer problem and resolution systems ▪ customer problem resolution and recovery procedures <p><u>Video Presentation: Service Recovery</u></p>	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Chapter 7</p>
Week 11 cont'd	<p>EXCELLENCE IN CUSTOMER SERVICE AND CUSTOMER SERVICE AWARDS-Topic #10 Question: Why is it important for companies to strive to obtain international Customer Service Awards like the AAA or Malcolm Balridge Award?</p> <ul style="list-style-type: none"> ▪ Rewards of providing excellent customer service ▪ Quality Service Affiliation organizations- AAA, Diamond, Michelin Star ▪ Malcolm Baldrige Award Program 	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Chapter 12</p>

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Week 12	<p>Communication-Topic #11 Question: Why is communicating well and sending the right communication signals important to the bottom line of a business?</p> <ul style="list-style-type: none"> • Verbal communication- spoken, sounds Telephone skills • Non-verbal communication- body language • Barriers to communication Listening versus hearing 	Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Chapter 6
Week 12 cont'd	<p>SOCIAL MEDIA AND ITS IMPORTANCE TO CUSTOMER SERVICE Topic #12 (Group/Class Discussion) Question: How can social media and other emerging technological platforms impact customers and organizations today?</p> <ul style="list-style-type: none"> • Types of social media platforms 	Guest Lecturer and Class/Group Discussion
Week 13	<p>EMPOWERMENT-Topic #13 Question: Is empowering an employee to make the right decisions at the right time important for the success of a business?</p> <ul style="list-style-type: none"> • Cause of Customer problems • Empowerment versus job satisfaction • Factors contributing to employee satisfaction • Importance of mission and purpose statement • Steps to empowering customer service providers • Coproduction and empowerment • Guidelines for a system design 	Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Chapter 5
Week 13 Cont'd	<p>EMOTIONAL INTELLIGENCE- Topic #14 Question: How is a knowledge of emotional intelligence important to internal and external customers</p> <ul style="list-style-type: none"> • Define emotional intelligence • Components of emotional intelligence 	Notes to be provided by Lecturer
Week 14	<p>DEVELOPING A SERVICE CULTURE -Topic #15 Question: How can an organization go about implementing a service culture and why is that important?</p> <ul style="list-style-type: none"> • What does Organization Culture mean? • Dimensions of an organization's culture • Five ways to develop a service culture • Positive outcomes of a service culture 	Guest Speaker:
Week 14 Cont'd	<p>BRANDING-Topic # 16 Question: How can branding impact the service culture of an organization?</p> <ul style="list-style-type: none"> ▪ What is Branding ▪ Protecting your brand ▪ Threats to your brand ▪ Key elements affecting your brand perception 	
Week 15	<p>DINING ETIQUETTE- Topic # 17 Question: How is knowledge of proper dining etiquette important in the business environment?</p>	Notes to be provided by Lecturer

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- | | | |
|--|--|--|
| | <ul style="list-style-type: none"> -Table manners -Use of tableware (cutlery, glassware, and chinaware) -The order of service -Food accompaniments -Do's and Don'ts when dining | |
|--|--|--|

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Late submissions will not be accepted unless previous permission has been given. This is at the discretion of the lecturer.

Classroom/Online Etiquette Procedure:

1. Cell Phones and Pagers:

Students must turn off all cell phones, beepers, and pagers prior to the entering class.

2. Disruptive Behavior:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Students who are disruptive in class may be subject to disciplinary action by the Dean of Students (as stated in the Student Manual). All students deserve a classroom environment that is free from disruption from inconsiderate behavior. Students are required to treat their instructor and their classmates with respect.

3. Food and Beverage:

No food is permitted in class. Water is the only beverage permitted in the classroom. Water bottles should be clear containers.

4. Miss an Exam

If you miss an exam you need a medical certificate before you can get a make-up exam.

5. Resources

Use all the resources available to you – the University, the instructor, and your fellow classmates!

6. Academic Integrity

It is expected that all presentations, papers and coursework are the original work of the students, with proper credits given to the sources of all referenced material.

7. Participation

Students are required to:

Come to class prepared to learn

Participate in classroom discussions

Act in ways that would be considered appropriate for an academic learning environment

8. Presentations

As a business student personal appearance is an extension of you, your chosen profession and that of St. George's University. Therefore, a dress code will be enforced for any class presentation which is Business Attire and the following will not be allowed: short, clingy-fitting clothing or jeans. Non-compliance with the dress code may result in mark deductions and subsequent failure of this course.

9. Keys to Success

- **Be punctual**
- **Read the PowerPoint and chapters in advance**
- **Do all/Contribute to all assignments where applicable. Failure to do so will result in a zero**
- **When in doubt attend DES sessions or speak/visit your lecturer**
- **Read over all assignments and double check your writing**

NB: Be prepared to participate!! You only get out of it what you put into it!! ENJOY YOUR CLASSES!! ENJOY LEARNING!!

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



**St George's University
School of Arts and Sciences**

Department of Business and Management Studies

Course Code, Title and Number of Credits: BUSI 210 Business Law – 3 credits

Days and Times: Tuesday & Thursday: 2:30pm – 3:45pm

Semester and Year: Fall 2020

Pre-requisite(s): n/a

Classroom Location: Online

Course Director Name: Claudette Joseph

Course Lecturer Name(s): Claudette Joseph

Course Director Contact Information: cjoseph6@sgu.edu

Course Lecturer(s) Contact Information: cjoseph6@sgu.edu

Course Director Office Hours: Tuesday 12:15 - 2:15 noon & Thursday: 12:15 - 2:15 pm

Course Lecturer(s) Office Hours: Tuesday: 12:15 - 2:15pm & Thursday: 12:15 - 2:15 pm

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description:

This course is designed to provide students with a general introduction to the legal environment that affects individuals, business transactions and business decisions. It is designed to assist students in identifying and minimizing potential areas of legal liability and risk. Students will be introduced to an overview of the Commonwealth Caribbean legal system, the laws and court decisions (case law) which may serve as external constraints on the business transactions/decisions. The course will focus on key legal principles and concepts as they relate to contract, agency and forms of business organizations. Students will also consider, in general terms, the policy concerns which inform the interpretation and development of the law.

Course Objectives:

The goal of this course is to enable students to: (i) Identify the general legal principles which may have legal implications for individuals, business transactions and decisions; (ii) describe basic legal terminology and concepts as they relate to business; (iii) identify and assess any potential legal issues which may materialize either before or during business transactions, and which have the potential to become very costly in terms of seeking legal advice; (iv) describe the legal services and advice which may be required of legal experts, as part of the business decision making

process; (v) explain the various legal relationships which may exist in the business environment and; (vi) identify and explain the legal principles which govern contract, the types of business organization and employment.

Student Learning Outcomes:

- (i) On completion of this course, students will be able to: identify and evaluate legal issues and risks in the context of business transactions;
- (ii) identify and analyze the legal principles applicable to any legal situation involving the focused areas listed;
- (iii) apply legal reasoning to legal business situations and reason independently, the actual and potential outcome of legal problems;
- (iv) apply the basic principles of business law to analyzing business decisions, as part of an effective business strategy;
- (v) formulate legal arguments based on facts and principles;
- (vi) express relevant facts, legal principles and arguments in writing and oral presentations.

Program Outcomes met by this Course:

1. Apply the knowledge, skills and attitudes to compete in a global business environment
2. Ability to propose business solutions through the use of theories, research and, analytical skills.
3. Demonstrate knowledge and skills related to global issues in a social, economic, legal and environmental context.

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Course Materials:

[Click or tap here to enter text.](#)

Text: Sarah Riches and Vida Allen Keenan and Riches' Business Law, 2013 Eleventh (11th) Edition Pearson Longman

Supplementary Readings/Resources: Where appropriate, additional reference materials will be placed in the library – or provided during lectures or tutorials. Students will be advised accordingly.

Course Requirements and Percentage of Grade:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;

- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) listen carefully to instructions given by if you do not understand, ask the instructor and;
- (v) students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George’s University Student Manual (2019/2020, page 28) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Teaching Methodology:

The course will be delivered by a combination of lectures, individual presentations and tutorials. Throughout, students will be directed to the relevant case law.

Percent of Grade breakdown:

<u>Course Component</u>	<u>Percentage (%) allocated</u>
Class Participation (attendance and contribution)	10
In-class assignments/quizzes	20
Mid-Semester Exam	20
Group Assignment and Presentation	25
Final Exam	<u>25</u>
TOTAL	100

Participation Policy:

Students may be expected to complete the required readings (including the law cases) to discuss these during class, and can be called at random to answer questions, express opinions and make

general comments. Students are also encouraged to comment on and critique the work of fellow students – as well as instructor's comments. This makes for a more interesting session.

In doing so, students are reminded that each must recognize and respect the right of other students to express their opinions freely. Class discussions must also not be an opportunity to discuss personal legal problems.

Any student who is unprepared when called upon to contribute to class discussions, will have one (1) point deducted from his/her class participation mark.

Your participation will be graded according to active participation – in terms of speaking in class, the substance of your answers to questions asked by me in class, questions of substance asked of others in class, participation in class discussion, and evidence of reading based on reference to relevant literature, cases and legal principles.

Please note that points for class participation can be deducted for behavior which is disruptive and counterproductive to class discussions.

Attendance Policy:

- All students are expected to attend all classes.
- Students must report to class on time. Punctuality, attendance and participation are not only required of you, but expected of you as a university student. Marks will be deducted for failure to be punctual (especially more than ten minutes after the start of the class) and unexcused absence from class. Students with poor punctuality and/or attendance records will be reported to the Dean of Student Affairs and the Committee for Academic Progress Standards.
- Students are urged to refrain from signing on for the class but not actually remaining in the class. Pauses will be taken during lectures to allow for active participation. Students who are logged in but not at their computer to participate in the interactive sessions, will be marked as absent and their final grade accordingly affected.

Assignment Submission Policy:

Assignments are the responsibility of each student and must be turned in on the specified date and time. If TURNITIN is being used, the deadline will be 11:59 pm on the due date. Otherwise, the time will be indicated, usually 4p.m. on the due date.

- Students are expected to provide their assignments and other papers in type written form, using size 12 font, Arial with one and half (1 ½) spacing (except between paragraphs, when double spacing is acceptable). One (1) inch margin left and right, top and bottom. All work must be paginated.
- Assignments submitted via direct email or facsimile will NOT be accepted unless specifically permitted. Assignments must be submitted via the relevant tool in Sakai

- Note the dates/times of submission. If your assignment is not submitted by the specified date/time, it will count as a late submission. Late submissions will be penalized and result in 5 points being deducted for each late 24 hour period. The first 24 hour period begins as soon as the set deadline expires.
- All assignments must be completed in order to obtain for a pass grade in the course.
- It is recommended that you make a backup copy of all assignments for your own record. Should you experience loss, you will be required to provide proof that you completed the work should questions arise. If for any reason, your paper is lost, you will be asked to submit a copy of the original work, should the instructor so request.

Classroom Etiquette:

Students with Disability and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the Course Director so that appropriate arrangements can be made.

Cell Phones and Pagers

Before entering the class, students are required to turn off all cell phones, beepers and other similar forms of technology. Do NOT wear headphones, text or use your iPod during lectures. Lectures may not be recorded. For online classes, maintain your microphone on mute unless you are speaking.

Disruptive Behavior

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Food and Drink Policy

No food is allowed in class. Water is the only drink that will be allowed in class. Water bottles should be clear containers.

Re-sit Examinations

There will be no re-sit examinations administered for any quiz, mid-term or final examination.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Schedule:

Week (s)	Topic (s)	Chapter (s)
1	Nature and Sources of Law	1 & 2 pages 3-40
2-3	The Formation of a Contract a) Offer & Acceptance	8: pages 234-244
*4	b) Intention to create legal relations	pages 256-258
5	c) Certainty of terms	pages 266-268
*6-7	d) Consideration, Promissory Estoppel, Privity of Contract	pages 244-254
MIDTERM EXAM (Oct. 5 - 9 – week 8)		
9	Terms of a Contract a) Express and Implied Terms	9: Pages 262 -266
*10	b) Exclusion Clauses	Pages 266-274
11	Vitiating Factors a) Mistake	10: Pages 278-283
*12-13	b) Misrepresentation	Pages 283-288
14 - 15	Types of Business Organisations a) Unincorporated business structure - Sole Traders & Partnerships	17: Pages 483-393 Pages 521-528

	b) Incorporated business structures - Limited Liability Companies, External Companies & Non-profit Companies	
FINAL EXAM (Nov. 30 - Dec. 04 week 16)		

* Assessment: individual and group assignments, tests & quizzes.



St George's University
School of Arts and Sciences
Fall 2020

Department of Business and Management Studies
BUSI 220 – Business Mathematics

Credit Hours: 3

Meeting Days

Mon, Wed, & Fri.

Time

10:30 – 11:20

Pre-requisite(s)

Math 120

Lecture

Mr. David Shaw, MBA

Email: dshaw@sgu.edu

Contact

Telephone: 473-444-4175

ext. 3746

Office hours

TBD

Course Management tool

To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description

Business Mathematics is a course that focuses on the mathematical tools that a student will use both in their professional and personal lives. The course will introduce the concepts of the time value of money, retail evaluations, and mortgage and credit calculations.

[Type here]

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Course Objectives

On completion of this course, the student should be able to satisfy the following:

- Understand the functional activities that occur in financial institutions.
- Understand and be acquainted with various types of business transactions and activities.
- Perform Simple Interest Computations.
- Be aware of the concepts of compound interest and present value and perform computations as required.
- Understand the concept of annuities and its applications in investment decisions.
- Understand the concept of sinking funds and perform the appropriate computations.
- Perform computations involving the granting of credit.
- Articulate different depreciation techniques.

Course Competencies / Learning Outcomes

At the conclusion of this course, a student will have a basic understanding of the mathematical and financial concepts needed to be successful in the more advanced financial, accounting, and marketing courses of study that they will encounter in their academic careers.

Program Outcomes Met By This Course

Apply financial management techniques to issues affecting decisions in investing, financing, operating, or analyzing the effects of basic tax rules on individuals, partnerships and corporations.

Teaching Methodology

- Handouts
- PowerPoint presentations (lectures)
- Assignments
- Individual class presentations

Requirements for course completion

- Participation in class discussions.
- Active participant in group.
- Completion of all assignments.
- Satisfactory completion of quizzes.
- Successful completion of both mid-term and final examination, individual / group.

[Type here]

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Grades

The final grade will be determined from the following plus an individual group evaluation that may affect all group examination grades.

Assignments / Participation / Quiz	10%
Group Mid-term exam	20% (Based on the 1st half of the course)
Group Final Exam	20% (Based on the 2nd half of the course)
Individual Mid-term	25% (Based on PV & FV calculations)
Individual Final	25% (Based on Annuities)

SAS Grading Scale:

A = 89.5% or better

B+ = 84.5 – 89.4%

B = 79.5 – 84.4%

C+ = 74.5 – 79.4%

C = 69.5 – 74.4%

D = 64.5 – 69.4%

Course Material

Business Math Brief – Tenth Edition

By: Cheryl Cleaves / Margie Hobbs / Jeffrey Noble

Course Outline

Chapter 4	Banking
Chapter 8	Trade and Cash Discounts
Chapter 9	Markup and Markdown.
Chapter 11	Simple Interest and Simple Discount
Chapter 12	Consumer Credit
Chapter 13	Compound Interest, Future Value, and Present Values

Mid-Term Exam – Group

[Type here]

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Chapter 14 Annuities and Sinking Funds

Mid-Term Exam – Individual / PV & FV

Chapter 12 Buying on Credit

Final Exam – Individual / Annuities & Sinking Funds

Mortgages.

Depreciation

Final Exam - Group

Additional Course Requirements

Attendance Policy

Students are expected to attend all classes to receive full marks for participation.

Plagiarism Policy

The St. George's University Student Manual (2016/2017, page 24) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone, else which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

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university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Classroom etiquette

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Eating and drinking are not allowed during lectures

Late Submission

Assignments are due on the submission date. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score.

Cell Phones

Note cell phones are to be turned off during class. Any calls, text messages, SMS made or received during class will result in your being noted as absent from class.

Re-sit Examinations

There will be no re-sit examinations administered for any quiz, mid-term or final examination.

Students with Disabilities and Special Challenges

[Type here]

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Disclaimer

It is your responsibility to read and understand the laws, rules, policies, and procedures, which while they could affect your grade for the course, have not been specifically outlined in this course syllabus. These are contained in the *St. George's University Student Manual*.

I reserve the right to change the content or requirements in any way as circumstances present themselves during the scheduled duration of this course.

[Type here]

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI- 300 Management Business Internship
Number of Credits: 3 Credits
Days and Times: N/A Fieldwork
Semester and Year: Fall 2020
Classroom Location: N/A Fieldwork
Pre-requisite(s): Junior Standing and GENL 400

Course Lecturer Name(s): Naline Joseph, Ronald A Peters and Troy Noel
Course Director Name: N/A

Course Lecturer(s) Contact Information: NJoseph@sgu.edu, RAPeters@sgu.edu, TNoel@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon., Wed., 10:20 & 1:00-3:00 pm, Tue., Thu., 9:00-11:00
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: BMS Office Building C (Upstairs and Downstairs)
Course Director Office Location: N/A

Course Support: Tracy Fortune, TFortune@sgu.edu 3373, Mary Celestine, MCElesti@sgu.edu, 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The Management Internship provides an opportunity for students to apply concepts learned in the classroom in a professional setting. The internship is an extension of classroom learning where the student is able to develop work competencies through experiential learning, explore career interest and potentially capitalize on career opportunities through networking. The student provided with an opportunity to a professional attitude in relation to how one should conduct themselves at a workplace, building and maintaining professional interpersonal relationships, time management and meeting the daily expectations and requirements of the job. Students are required to complete a total of 320 hours or an equivalent of a two month internship at a business or professional

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organization. In addition students must give an oral presentation and present a written internship report to complete the requirements of this course. The internship is supervised by the assigned faculty internship supervisor and an onsite workplace mentor/supervisor. The assigned faculty supervisor is responsible for providing general guidance and liaise with the students, and internship site. The workplace supervisor is expected to mentor and evaluate the student's performance over the eight week internship period

Course Objectives:

1. Apply theoretical knowledge from courses to a professional work setting.
2. To build students level of professionalism and work ethic.
3. Analyze information and apply critical thinking skills to help solve organizational problems
4. Develop and refine oral and written communication skills, in the context of effective organizational communication.
5. Demonstrate an understanding of and appreciate the importance of organizational behavior, structure and culture.

Student Learning Outcomes:

1. Demonstrate an understanding of the internship workplace dynamics and enhance their professionalism
2. Describe, analyze, evaluate and critique workplace processes and procedures using academic concepts
3. Apply concepts and build proficiency in a range of business or industry skills appropriate to the field of the internship placement, including quantitative analysis
4. Apply qualitative analysis through professional communication in the form of written, verbal, and non- verbal means.
5. Refine and clarify professional and career goals through critical analysis of the internship experience garnered.
6. Demonstrate critical thinking skills and organize ideas in an accurate, orderly and rational manner

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Program Outcomes Met By This Course:

- M-PO-1** Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2** Ability to propose business solutions through the use of theories, research and, analytical skills.
- M-PO-3** Ability to effectively apply knowledge of diversity and cross cultural issues to become socially responsible
- M-PO-4** Demonstrate knowledge and skills related to global issues in a social, economic, legal and environmental context.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Grading Scale

Pass/Fail

Course Materials:

Text: No text applicable, material will be supplied by internship instructors

Supplementary Readings/Resources: N/A

Course Grading Requirement:

ITEM	WEIGHT
Oral presentation ¹	25
Written report (inclusive of daily activity log) ²	25
Midterm supervisor assessment report- (completed after 3 weeks)	25
Final supervisor assessment report (completed at the end of the internship)	25
TOTAL	100%

¹ See appendix for grading rubric

² See appendix for grading rubric

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Course Requirements:

1. Complete 8 week (320 hour) internship at assigned organization
2. Submit midterm supervisor assessment report
3. Complete oral presentation
4. Submit written report (inclusive of daily log)
5. Submit final supervisor assessment report

Course Schedule:

	Before Internship	During Internship	After Internship
1	Attend Internship briefing and familiarize yourself with the Internship checklist	Student must ascertain who his /her SGU Faculty Internship Supervisor.	Upon completion of the internship, the student must collect a thank you letter for his/her internship organization from the department secretaries. This should be done within two weeks of completing their internship. Student is personally responsible for delivering these letters to the organization.
2	Secure Internship placement with resumes and application checked by the writing center or internship supervisors	There will be two supervisor’s/mentor’s evaluation during the internship period; one in the middle and one at the end of the internship.	Internship schedule will be sent out to all students by the secretaries and they must indicate the most convenient time for their presentation based on this schedule. Student is expected to make his/her presentations (2) weeks after mid-term.
3	Obtain internship package from Secretaries in the business department	Student is expected to complete his/her written report and PowerPoint presentation based on the established criteria of the Department of Business and Management Studies	
4	Return the signed learning agreement to the Business Department’s Secretaries		

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Internship Overview and Support:

The internship is a joint venture undertaken with employers at various Business organizations and the St. George's University. Prior to and during the internship students will have contact with the following:

1.SGU Support Staff:

Secretary Mary Celestine- mcelestine@sgu.edu

Secretary Tracy Fortune- tfortune@sgu.edu

Secretaries will provide an internship checklist, a list of suggested companies/organizations, internship report and presentation guidelines and an evaluation package to each student. They will also collect the necessary data about each intern for ease of reference, evaluation and record keeping.

2. Assigned Faculty Internship Supervisors

Naline Joseph- njoseph@sgu.edu

Ronald A Peters- RAPeters@sgu.edu

Troy Noel- Tnoel@sgu.edu

Reccia Charles- rcharles@sgu.edu

Internship Faculty supervisors will provide the necessary support and guidelines before, during and upon completion of the internship. They are required to liaise with both the employer/mentor and the student to ensure the internship experience is fulfilling its stated objectives for both parties. This liaison during the internship period will comprise of an initial contact with the organization supervisor and the intern by phone/conference call or email. The Faculty supervisor will be available to both the workplace mentor and the intern to handle any issues that may arise.

3. Workplace Mentor/Supervisor.

The internship organization will assign a supervisor/mentor to ensure that the work undertaken is of a substantial nature, the necessary support is provided, and the student evaluations are completed on time.

Course Requirement and Percent in Grade

This is an on the job-training experience design to gain practical experience in specific areas of study. Guidelines will be provided prior to students embarking on their internship. Students will also be required to deliver an oral presentation and a written assignment which will be graded by faculty in the Business and Management Department.

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Students will submit the written internship report via ExamSoft 24 hours after the oral presentation has been delivered

Classroom/Online Etiquette Procedure:

N/A

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Policy/Procedure Related to the Department:

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (Before Internship)

Students will receive and must respond promptly to an email from the secretaries inquiring about their intention to pursue their internship for the upcoming semester. A subsequent email will be sent out to all students advising them of a mandatory Internship Briefing meeting. The Briefing will be conducted once with two time slots, one in the morning and one in the afternoon. The Internship Briefing meeting will provide students with guidance, tips for interviews, also on how to conduct themselves in an ethical and professional manner.

Prior to internship students are required to collect an internship checklist which is available from the secretaries of the Department of Business and Management Studies

Students must have their Cover Letter (Application) and Resume reviewed by the Center of Academic Excellence (CAE) Writing Center and attend any relevant workshops provided by CAE.

Upon selection and acceptance at internship sites students are required to collect an internship package from secretaries.

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (During the Internship)

Any request made by the organization in respect to performing an audit of the organization's processes, making recommendations for improvements, as well as, tasks assigned outside of the day to day internship requirements must be discussed and approved by an internship supervisor.

During the internship there will be two (2) evaluations conducted. One after the first three weeks and one at the end of the internship. Students are required to collect both evaluations and carry them to the secretaries for tabulations and recording purposes.

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (After the Internship)

The written internship report is due one day after the oral presentation and must be submitted via ExamSoft. Late reports without a valid excuse will result in the student losing 5 marks per day up to a maximum of 25 marks.

Upon completion of the internship, students must collect a thank you letter for their internship organization from the department secretaries. This should be done within one week of completing the internship. Students are personally responsible for delivering these letters to the organization.

Attendance and Workplace Etiquette Policy

Students are advised that dishonesty (not starting or completing internship and claiming to have done so), abusing workplace resources, stealing and dishonesty may result in disciplinary action by the Dean of Students.

LATE SUBMISSIONS

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Students are expected to comply with the due dates for all reports, assignments and submissions. Each day that an assignment is late will result in 5 points being deducted from the assignment score.

Academic Integrity

It is expected that all presentations, papers and coursework are the original work of the students, with proper credits given to the sources of all referenced material.

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Appendix i

Written Internship Rubric					
Categories	Highly Competent 9-10	Competent 7-8	Satisfactory 5-6	Unsatisfactory 4 -1	Total
1.Overview of Internship Site, Mission, Services, Personnel	Student fully described the elements required.	Student partially described the elements required.	Student provided a minimal description of the elements required.	Student did not provide any information on the internship site.	/10
2.Internship activities, duties responsibilities	Student fully described what he/she worked on during the internship.	Student partially described what he/she worked on during the internship.	Student provided a minimal description of what he/she worked on during the internship.	Student did not provide any information on what he/she worked on during the internship.	/10
3.Self-Assessment of preparedness	Student fully described their preparedness with connections to courses and past experience.	Student partially described their preparedness with connections to courses and past experience.	Student did not described their preparedness with connections to courses and past experience.	Student did not provide any information on their preparedness with connections to courses and past experience.	/10
4.Lessons learnt and challenges experienced	Student fully described the lessons learnt and challenges experienced.	Student partially described the lessons learnt and challenges experienced.	Student did not described the lessons learnt and challenges experiences.	Student did not provide any information on the lessons learnt and challenges experienced.	/10
5.Successes Experienced and areas for professional development	Student fully described the successes experience and identified areas for professional development.	Student partially described the successes experienced and identified areas for professional development.	Student did not described the Successes experienced and identified areas for professional development.	Student did not provide any information on the successes experienced and identified area for professional development.	/10
6.What was learnt from the experience and the relevance of theories and concepts	Student fully described what he/she learnt from the experience, theories and concepts learnt.	Student partially described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	/10

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learnt					
7.Sketch of Future Plans (Career, Etc.)	Student Clearly articulated and described his/her future plans.	Students only provided a list of options.	Student was not able to articulate his/her future plans.	Student did not provide any information on his/her future plans.	/10
8.Student evaluation of the overall internship site	Student demonstrated a clear understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated moderate understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated minimal understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student did not demonstrated any understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	/10
9. Style & Grammar Follows APA writing style and basic rules of formal English grammar and written paper style	Well written with excellent communication and written skills.	Information is generally clear and reasonable development of ideas and competency demonstrated.	Information flow is fairly developed with average competency demonstrated.	Information was poorly developed with little understanding.	/10
10. Daily Activity Log	Student's activity log included all the required elements and was presented in a professional manner.	Student's activity log included all the required elements and was presented in a less professional manner.	Student's activity log included some of the required elements and was presented in a less professional manner.	Student's activity log very poorly presented and was incomplete.	/10
					Total: _____/100

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Appendix ii

Presentation Rubric					
CRITERIA	Highly Competent	Competent	Satisfactory	Unsatisfactory	Total
Points	5	4	3	2-1	
<p><u>Sequence</u> <u>(15 Points)</u> -Introduction Articulation and development of ideas -Conclusion</p>	Extremely well organized, introduces evidence in a clear and creative manner with a smooth transition to connect key points and ends with a conclusion	Generally, well organized, introduces evidence with a smooth transition to connect key points and ends with a conclusion	Somewhat organized, introduces evidence with a lack of a smooth transition between key points and ends with a conclusion	Non-existent organization, does not clearly introduce the evidence and with a lack of a smooth transition and ends abruptly without a conclusion	<hr/> 15
<p><u>Information and Content</u> <u>(20 Points)</u> -Adherence to Internship Report Guidelines -Depth of research on the company -Application of relevant theories and concepts learnt -Explanations using examples and illustrations</p>	The presentation provides an accurate and complete reflection on key theories and concepts related to selected evidence and to the internship experience, with the use of adequate examples and illustrations clearly articulated to the audience.	The presentation for the most part provides an accurate and complete reflection on key theories and concepts related to selected evidence and to the internship experience, with some use of examples and illustrations not clearly articulated to the audience	The presentation provides a somewhat accurate and an incomplete reflection on key theories and concepts related to selected evidence and to the internship experience, with little use of examples and illustrations	The presentation provides an inaccurate and incomplete reflection on key theories and concepts related to selected evidence and to the internship experience, with no use of examples and illustrations	<hr/> 20
<p><u>Presentation Skills</u> <u>(25 Points)</u> -Volume -Enunciation, -Eye contact -Posture -Appropriate dress</p>	The presenter displays excellent verbal skills and delivered a highly interesting coherent presentation; at a level to keep the audience attention, appropriately dressed and maintained eye contact	The presenter displays good verbal skills and delivered an interesting coherent presentation; at a level to keep the audience attention, appropriately dressed and maintained eye contact	The presenter displays fair verbal skills and delivered a fair but lacking in coherency; at a level not engaging for the audience, appropriately dressed and maintained little eye contact	The presenter displays poor verbal skills and delivered an uninteresting presentation; at a level that did not engage the audience, inappropriately dressed and with no eye contact	<hr/> 25

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<p><u>Grammar/Word Choice (15 Points)</u> -Punctuation -Spelling -Clarity of presentation using appropriate word choice</p>	<p>The presenter displays excellent written skills and had less than two (2) written errors and demonstrated exemplary APA knowledge with the correct/excellent word usage relevant to their discipline.</p>	<p>The presenter displays good written skills and had no more than four (4) written errors and demonstrated good APA knowledge with the correct word usage relevant to their discipline.</p>	<p>The presenter displays fair written skills and had no more than six (6) written errors and demonstrated no APA knowledge, with a lack of relevant word choices for their discipline.</p>	<p>The presenter displays poor written skills and exceeded six (6) written errors and demonstrated poor knowledge of APA citing and word choice for their discipline.</p>	<p style="text-align: right;"><u>15</u></p>
<p><u>Audience and Presenter Engagement (10 Points)</u></p>	<p>The presenter displays excellent, articulated responses to the questions asked by the audience and was greatly engaged with the audience.</p>	<p>The presenter displays good responses to the questions asked by the audience and generally engaged with the audience.</p>	<p>The presenter displays fair responses and was a bit uncertain in their responses to the questions asked by the audience and exhibited little engagement with the audience.</p>	<p>The presenter displays poor responses and lacked knowledge on the questions asked by the audience and with no engagement with the audience.</p>	<p style="text-align: right;"><u>10</u></p>
<p><u>Time Management (15 Points)</u></p>	<p>The presenter completed the presentation in the allocated 25 minutes with 5 minutes for questions and answers</p>	<p>The presenter did not complete the presentation in the allocated 25 minutes with 5 minutes for questions and answers and exceeded the allocated time by 0-1 minutes</p>	<p>The presenter did not complete the presentation in the allocated 25 minutes with 5 minutes for questions and answers and exceeded the allocated time by 2-3 minutes</p>	<p>The presenter did not complete the presentation in the allocated 25 minutes with 5 minutes for questions and answers and exceeded the allocated time by 4-5 minutes.</p>	<p style="text-align: right;"><u>15</u></p>
<p><u>Total</u></p>					<p style="text-align: right;"><u>/100</u></p>

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 301 Organizational Behavior
Number of Credits: 3
Days and Times: 10:30 – 11:20AM - Monday, Wednesday and Friday
Semester and Year: Fall 2020
Classroom Location: TBA
Pre-requisite(s): BUSI 205

Course Lecturer Name(s): Helen Bhola-Paul
Course Director Name: N/A

Course Lecturer(s) Contact Information: hbhola@sgu.edu (473) 444 4175 Ext 3748
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Appointment via Zoom Mon, Wed, Fri 9-10am & 12-1pm;
Tues, Thurs 9:30-11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Building C
Course Director Office Location: N/A

Course Support: Mary Celestine- MCElesti@sgu.edu Ext 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to give students an understanding of the character traits of members of an organization. Students would learn about individuals, groups and the organization as a system. This course will look closely at individuals' attitudes, personality, and their motivation. The characteristics and roles of groups and teams will be examined within an organization. In addition, an organization's system and how it fosters motivation, manages politics and power and how those impact individuals, groups and teams within the organization

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Course Objectives:

- Understand why the Employee's Attitude and Personality are important within an Organization,
- Describe how motivating employees affect the human resources development of an organization
- Describe why groups and teams are necessary for the process of managing productivity in the organization
- Discuss how Power, Politics and Conflict Negotiation impact the effective operation of an organization
- Discuss how factors such as stress and organization change affect employee's productivity on the job

Student Learning Outcomes:

On completion of this course, students will be able to:

- Interpret problems in various workplaces for attitudes, emotions and personalities
- Analyze various non-monetary and monetary motivational techniques to increase job satisfaction
- Understand the factors that causes politics in an organization
- Analyze stress reduction techniques to lower and manage organizational stress
- Improve skills in written and oral communication

Program Outcomes Met By This Course:

MPO-1 Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.

M-PO-2 Ability to propose business solutions through the use of theories, research and analytical skills.

M-PO-3 Ability to effectively apply knowledge of diversity and cross-cultural issues to become socially responsible.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Robbins, S. P., & Judge, T. A., (2015). Organizational behavior. (16th Ed.). Upper Saddle River, NJ: Pearson Publishing.

Supplementary Readings/Resources: Where appropriate additional reference materials will be placed in the "Library Resources" in Sakai as well as during lectures.

Course Grading Requirement:

Quiz #1 (Online)	25%
Group case presentations	15%
Group written case (submission via Sakai)	20%
Individual Forum Discussion	15%
Quiz #2 (Online)	25%
Total	100%

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Course Requirements:

Students are required to complete:

- 1. An Individual Forum Discussion-** Students will need to respond to a question posted in the Forums area on Sakai which will be graded. A Rubric will be posted along with the question so that persons can see the criteria for their grading.
- 2. A Group Case Study both a Written Submission and a Presentation-** Quality writing, proper citation, referencing and good research is a criterion for a quality paper. Please ensure that you follow the guidelines for your written assignments: On the date designated on the Course Outline the various group leaders will have the opportunity to present their group's case study during class and in addition submit a written copy via Sakai.
- 3. A Quiz #1 and a Quiz #2 –** Students will take their quizzes online at the same time during the class period. All students must be present and on time with their cameras on during the quiz.
- 4. A Personality Test- Before Week #4-** You will need to complete your personality type test using Myers Briggs Personality type indicator by going to this link and come prepared to discuss the learning experience gained from that activity in class.
<http://www.humanmetrics.com/cgi-win/JTypes1.htm>

Course Schedule:

Week #1 and Week #2

Chapter 1-What is Organization Behavior

Chapter 2- Diversity in Organizations

Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Friday Week #2

Week #3 and Week #4

Chapter 3 Attitudes and Job Satisfaction

Chapter 4 Personality and Values

Chapter 5 Perception and Individual Decision Making

Week #5,Week#6

Chapter 6 Motivation Concepts

Chapter 7 Motivation: From Concept to Applications

Quiz #1 online Friday of Week #6 (Chapters: 1,2,3,4,5 and 6)

Week #7

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Chapter 17 Human Resource Policies and Practices

Week# 8

Midterm Exam Week

Week #9

Chapter 8 Emotions and Moods

Chapter 9 Foundations of Group Behavior

Week #10 and #11

Chapter 10 Understanding Work Teams

Chapter 13 Power and Politics

Week #12 and Week#13

Chapter 14 Conflict and Negotiation

Quiz #2 online Friday of Week #13 (Chapters: 8.9.10.13 and14)

Week #14

Chapter 18 Organizational Change and Stress Management

Written Case submission via Sakai Friday of Week #14

Week #15

Group case presentations online during class of Week #15

Week #16

Final Exams Week- There will be no final exams for this course

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University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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Assignment Submission Procedure:

LATE SUBMISSIONS

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score.

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Classroom/Online Etiquette Procedure:

Students are required to
Come to class prepared to learn
Participate in classroom discussions
Act in ways that would be considered appropriate for a academic learning environment

Policy/Procedure Related to the Department:

Attendance: Students are expected to attend class and arrive on time
1. Cell Phones and Pagers: Students must turn off all cell phones, beepers and pagers prior to the entering class.
2. Disruptive Behavior: Students who are disruptive in class may be subject to disciplinary action by the Dean of Students (as stated in the Student Manual). All students deserve a classroom environment that is free from disruption from inconsiderate behavior. Students are required to treat their instructor and their classmates with respect.
3. Food and Beverage: No food is permitted in class. Water is the only beverage permitted in the classroom. Water bottles should be clear containers.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 303 Business Ethics
Number of Credits: 3 Credits
Days and Times: Monday, Wednesday & Friday 9:30 – 10:20am
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): Phil 107

Course Lecturer Name(s): Dr. Anthony Andall
Course Director Name: N/A

Course Lecturer(s) Contact Information: 444-4175 ext. 3723 email:aandall@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed 11-00- 12:00 pm, 2:15 pm – 3:30 pm, Tue & Thu 10:30 – 12:00, 2:30 – 4:00pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Business and Management Studies Office Building C
Course Director Office Location: N/A

Course Support: Tracy Fortune, tfortune@sgu.edu, 3373

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the concept of business ethics as it applies to global business. Business ethics examines the nature of morality and theories of normative ethics. The course identifies a variety of ethical issues and moral challenges involving consumers, the environment, the professions and the role of the corporation in our society.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

1. Recognize the ethical ramifications of business decisions
2. Demonstrate a working knowledge of ethical, managerial and regulatory principles to distinguish relationships between same, and to apply ethical principles jointly with other principles in making business decisions.
3. Identify major ethical issues facing business managers and the qualities, cost, and benefits of decision-making among ethical companies and morally acting managers.
4. Apply knowledge of ethics and morality to critique managerial decision-making.
5. Evaluate the of ethical and moral implications of business decisions.

Student Learning Outcomes:

1. Students will be able to apply ethical test to real-life scenarios in order make informed ethical judgments
2. Students will be able to compare and contrast between morality and ethical principles.
3. Students will be able to apply and utilize ethical theories to business decision-making.
4. Students will have the ability to justify and defend business decisions from an ethical perspective

Program Outcomes Met By This Course:

M-PO-1: Ability to apply ethical leadership (honesty, fairness, dignity and trust) , and critical thinking skills (objective analysis of facts to form a judgement) to address business and management issues in a sustainable manner.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Ethics and the Conduct of Business (6th Ed). John R. Boatright. Prentice Hall

Supplementary Readings/Resources: Business Ethics: The Moral Foundation of Effective Leadership, Management, and Entrepreneurship (2nd Ed). Frank J. Cavico & Bahaudin Mujtaba.

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Course Grading Requirement:

<u>Item</u>	
Midterm	25
Final	25
In class Quizzes	15
Term -project	15
Class participation and Discussion	05
Written assignments & Presentations	<u>15</u>
Total	100

Course Requirements:

Chapter quizzes:

Upon completion of each chapter a quiz will be administered. These quizzes will be administered online or in class as determined by the course instructor. Quizzes will account for 15% of the course grade.

Individual assignments:

At least two (2) individual assignments will be administered throughout the course. Combined, individual assignments will account for a total of 15% of the course grade.

Group paper:

A group assignment will be distributed in week nine (9) of the course. The size of the group is contingent on the size of the class and will be determined by the course instructor. The group paper will account for 15% of the course grade.

Midterm and Final Exams:

The midterm and final exam will occur in week 8 and week 16 respectively.

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Course Schedule:

Week	Topic
1. Aug 17th 2020	Introduction to Business Ethics
2	Ethics in the world of business
3	Welfare Rights and justice
4	Equality Liberty and Virtue
5	Whistle blowing
6	Trade secrets and conflicts of interest
7	Privacy
8. Oct 5th – 9th	MIDTERM
9	Discrimination and Affirmative Action
10	Employment Rights
11	Marketing Advertising and Product Safety
12	Ethics in Finance
13	Corporate Social Responsibility
14	Team Presentations
15	Team Presentations
16 Nov 30th – Dec 04th	FINALS

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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Assignment Submission Procedure:

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score. Assignments must be submitted electronically via Sakai.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual

Policy/Procedure Related to the Department:

N/A

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 306: Corporate Finance
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 11:30am-12:45pm
Semester and Year: Fall 2020
Classroom Location: Online (Zoom on Sakai)
Pre-requisite(s): ACCT 351, ECON 201, 202, BUSI 220

Course Lecturer Name(s): Zanifa Payne
Course Director Name: N/A

Course Lecturer(s) Contact Information: Phone:(473) 444-4175 (ext:3724) Email: zpayne@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 10am-12pm and 1pm to 4pm or by appointment via email.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House (next to CAE)
Course Director Office Location: N/A

Course Support: Tracy Fortune tfortune@sgu.edu (ext 3373) & Mary Celestine mcelesti@sgu.edu (ext 3863)

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

COURSE CURRICULUM INFORMATION

Course Description:

Emphasis is placed on valuation and on how financial decisions effect cash flows and profitability. The capital markets for stocks and bonds will be studied. This course will present the student with basic measures of business performance, methods for analyzing the value of business investments, an assessment of the importance of financial market conditions to the profitability of the firm, techniques of financial forecasting, and rules for making long term investment decisions. This course emphasizes the decisions financial managers must make as well as individuals with their investments. Finally, the course recognizes the relationship of finance to other business disciplines. Through extensive problem solving in an interactive group environment, students will have the opportunity to understand fundamental concepts and their application to business decision-making.

Course Objectives:

The principal objective of this course is to provide students with the analytical and quantitative skills needed to make sound financial decisions.

1. Identification of the relationship of finance to other business disciplines.
2. Demonstrate a working knowledge of the time value of money.
3. Explain and identify the concept of capital budgeting, both under conditions of certainty and risk.
4. Explain asset valuation, particularly as it pertains to bonds and common stock.
5. Demonstrate a working knowledge of the concept of cost of capital and capital structure.

Student Learning Outcomes:

1. Define finance, its major areas and opportunities available in this field, and the legal forms of business organization.
2. Describe the managerial finance function and its relationship to economics and accounting.
3. Describe the relationship of finance to other business disciplines.
4. Identify the primary activities of the financial manager.
5. Explain the goal of the firm, corporate governance, the role of ethics, and the agency issue.
6. Describe financial institutions and markets, and the role they play in business finance.
7. Discuss business taxes and their importance in financial decisions.

Program Outcomes Met By This Course:

Accounting & Finance Program Outcomes Met By This Course:

A-PO-1 Prepare, select, and analyse current or forecasted financial reports using appropriate financial and managerial accounting techniques, concepts, principles, standards, and processes.

A-PO-3 Assess the risk and assurances of financial and non-financial information and apply various control processes where necessary.

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Management Program Outcomes Met By This Course:

M-PO-1 Ability to apply ethical leadership and critical thinking skills, to address business and management issues in a sustainable manner.

M-PO-4 Ability to propose business solutions through the use of theories, research and analytical skills.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Principles of Managerial Finance 14th Edition by Lawrence Gitman (On ProQuest)

Supplementary Readings/Resources: Calculator: Basic Calculator on computer and BAI Plus by Texas Instruments

Software: Microsoft Excel

Course Grading Requirement:

1. This is a seminar course. Lectures are limited to that required to identify and explain concepts and terminology. Students must **keep up** with the reading in the text and **be prepared to discuss the material in class**. Read critically, evaluating in light of your own experience and knowledge. Use the calendar included as your guide to keep on track. Check Sakai often, as valuable information is posted time to time. Suggested problems will be identified from each chapter in the textbook. These should be done prior to all examinations to ensure the information is grasped. They are for your practice and will not be graded. Proof of their completion must be presented to gain access to the solutions during my office hours.
2. Attendance. Students are allowed two unexcused absences for the semester. All remaining unexcused absences **will affect the final grade**. Please email all excuses to zpayne@sgu.edu.
3. Participation: An essential obligation is to keep up with the assigned readings within the course study outline contained in this syllabus. Class attendance is essential, and participation will be evaluated on your responses to class activities like polls during sessions, and forum discussions each week.

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4. Quizzes. There will be four (4) announced quizzes, each lasting from ten (10) to twenty (20) minutes, throughout the semester. See the Course Calendar for dates. They are at the beginning of the class, so it is imperative to be on time.

The score of the lowest quiz of the four will be dropped. If you are absent the day of a quiz, you have up **ONE (1) week from the day it was assigned** to do a makeup quiz. Beyond this time the grade assigned will be a zero (0).

5. Midterm to be administered on ExamSOFT and MS Excel. More details will be given in class.
6. Assignments: Assignments must be your **own** work and submitted as advised by the instructor.
7. Comprehensive Final Exam to be administered on ExamSOFT and MS Excel. More details will be given in class.
8. Extra Credit. Opportunities for extra credit will arise during the semester. More details will be given by the instructor.

Course Requirements:

Course Grading Requirements	Percentage of Final Grade	Date
Attendance	10%	
Forum Discussions on Sakai	10%	
Participation in Class	5%	
Quizzes	15%	See Calendar
Midterm	15%	Midterm Week
Assignments	30%	See Calendar
Comprehensive Final	15%	Finals Week
TOTAL	100%	

Course Schedule:

Tentative Course Schedule: This schedule represents our expected class plan. However, as the term progresses, we may need to make changes if we spend more or less time than planned on any particular topic. The calendar of activities and quizzes dates will be distributed the first week.

Chapter 1 and 2: Introduction to Managerial Finance & The Financial Market Environment - To be read prior to the first day of class

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Chapter 3:	Financial Statements and Ratio Analysis – Two sessions
Chapter 4:	Cash Flow and Financial Planning – Three sessions
Chapter 5:	Time Value of Money – Four sessions
Chapter 6:	Interest Rates and Bond Valuation – Two sessions
Chapter 7:	Stock Valuation – Three sessions
Chapter 8:	Risk and Return – Three sessions
Chapter 9:	Cost of Capital – Read on your own
Chapter 10:	Capital Budgeting Techniques – Three sessions
Chapter 11:	Capital Budgeting Cash Flows – Four Sessions

POLICY INFORMATION

PLAGIARISM POLICY: ACADEMIC INTEGRITY

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(p. 48)

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submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director.” (p.46)

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Assignment Submission Procedure:

Assignments: Homework should be delivered in the Assignments area in MyCourses. All course work in full must be completed by the time assigned, to be included in the course grade. Each file submitted must be labelled as follows:

YOURFIRSTNAME_YOURLASTNAME_BUSI306_Assignment#.xlsx

For example: Zanifa_Payne_BUSI306_Assignment2.xlsx

(.xlsx may be docx or pptx, where necessary) One point will be deducted from score if this naming format is not adhered to.

APA Format: Most current APA format is required for all written assignments. Please refer to library for the current resources on this area.

Classroom/Online Etiquette Procedure:

An important goal of the class is for each person to experience a positive learning environment that facilitates their learning. Given the online nature of the program it is important for students to utilize the online tools in order to enhance participation and student engagement. Please adhere to the following guidelines:

- Each student is to sign-on to the ZOOM Classroom from MyCourses on Sakai at least 10 minutes prior to the starting of class to ensure any technical difficulties are resolved before class begins. Minimal class time may be used by the instructor to support technical difficulties and only at the instructor’s discretion.
- Each student is required to have video streaming capabilities during the class. This enhances the learning experience for everyone.
- Students must ensure that their online environment is quiet and free from outside/surrounding distractions. (All other computer or phone applications must be turned off).

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- Headsets (with microphones) are strongly recommended to be used in public spaces.
- In order to avoid talking over one another during the class, please use the hand raising/chat tools during the class.

TurnItIn: Where applicable, assignments must be submitted through MyCourses, where we have installed a software package that is called “TurnItIn” which will be activated by the instructor for the respective course. “TurnItIn” will examine every submitted assignment and compare it to all web-based research, including websites, essays, papers, etc. It provides an assessment of plagiarism for every assignment.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 310 Human Resource Management
Number of Credits: 3 Credits
Days and Times: Mon, Wed, Fri 4:30 – 5:20pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): BUSI 301 Organizational Behavior

Course Lecturer Name(s): Dr. Anthony Andall
Course Director Name: N/A

Course Lecturer(s) Contact Information: 444-4175 ext. 3723 or aandall@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed 11-00- 12:00 pm, 2:15 pm – 3:30 pm, Tue & Thu 10:30 – 12:00, 2:30 – 4:00pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Business and Management Studies Office Building C
Course Director Office Location: N/A

Course Support: Tracy Fortune, tfortune@sgu.edu, 3373

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to the human resource management (HRM) function and related elements and activities to examine the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and the rising cost of benefits are analyzed. Emphasis is placed on the modern-day importance of HRM at the corporate level as well as the view of HRM from the perception of both management and subordinate employees. (Source: Human Resource Management, Global Edition Sample Syllabus 2015 Pearson Education)

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

1. Define the roles and activities of a company's human resource management function.
2. Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.
3. Define the process of job analysis and discuss its importance as a foundation for human resource management practice.
4. Compare and contrast methods used for selection and placement of human resources.
5. Describe the steps required to analyze, develop, implement, and evaluate an employee training program.
6. Identify and explain the issues involved in establishing compensation systems.
7. Identify how new technology, such as social networking, is influencing human resource management.
8. Discuss what companies should do to compete in the global marketplace.

Student Learning Outcomes:

Upon successful completion, students will develop competencies and skills in the following areas:

1. Applying the main aspects of labour code laws to employment decisions and employer/ employee relations
2. Designing and developing tools to conduct job analysis
3. Developing and writing detailed job descriptions
4. Conducting and evaluating employment interviews
5. Applying various techniques for on the job training and rating of performance
6. Utilizing HR techniques in their organization to keep employees engaged in the job
7. Recognizing managing and avoiding ethical pitfalls that employees face in the workplace
8. Managing the HR process in small entrepreneurial firms

Program Outcomes Met By This Course:

M-PO-1: Ability to apply ethical leadership (honesty, fairness, dignity and trust) , and critical thinking skills (objective analysis of facts to form a judgement) to address business and management issues in a sustainable manner.

M-PO-2: Ability to propose business solutions through the use of theories, research and analytical skills.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Materials:

Text: Dessler, G., (2015). Human Resource Management. (Ed.14) Upper Saddle River, NJ: Pearson Education, Inc.

Supplementary Readings/Resources: Grenada Labour Code and other materials to be distributed by the instructor

Course Grading Requirement:

Midterm	25
Final	25
In class Quizzes	15
Term -project	15
Class participation and Discussion	5
Written assignments & Presentations	<u>15</u>
Total	100

Course Requirements:**Chapter quizzes:**

Upon completion of each chapter a quiz will be administered. These quizzes will be administered using both online and in person as determined by the course instructor. Quizzes will account for 15% of the course grade.

Individual assignments:

At least two (2) individual assignments will be administered throughout the course. Combined, individual assignments will account for a total of 15% of the course grade.

Group paper:

A group assignment will be distributed in week nine (9) of the course. The size of the group is contingent of the size of the class, and will be determined by the course instructor. The group paper will account for 15% of the course grade.

Midterm and Final Exams:

The midterm and final exam will occur in week 8 and week 16 respectively.

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Course Schedule:

Week	Topic	Chapter
1	Introduction to HRM	1
2	Equal Opportunity and the Law	2
3	HRM Strategy and Analysis	3
4	Job Analysis and Talent Management	4
5	Personnel Planning and Recruiting	5
6	Employee Testing and Selection	6
7	Interviewing Candidates	7
8	MIDTERM EXAM (Oct 5th – 9th)	
9	Training and Developing Employees	8
10	Performance Management and Appraisal	9
11	Employee Retention, Engagement and Careers	10
12	Ethics and Employee Right and Discipline	14
13	Labor Relations and Collective Bargaining	15
14	Employee Health and Safety	16
15	Managing HRM in Small Entrepreneurial Firms	18
16	FINAL EXAM (Nov 30th – Dec 04th)	

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score. Assignments must be submitted electronically via Sakai.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: Busi 312 Travel and Tourism
Number of Credits: 3
Days and Times: Tuesday and Thursday 10:00am -11:15am
Semester and Year: Fall, 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Naline Ramdeen-Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: njoseph@sgu.edu 444 4175 cell 4038661
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon., Wed., 9:00-10:00 am & 1:00-3:00pm,
Tues., Thurs., 9:00-10:00 am -1:00-2:00pm
Fri. by appointment only

Click or tap here to enter text.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C and online
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelestine@sgu.edu Ext:3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course focuses on the principles and modalities of the travel and tourism industry and their interrelationships. It provides an understanding of the various interacting and dynamic components of the industry with emphasis on its development, organization, private & public sector involvement, communication and transportation systems, attractions, accommodation, food and beverage, auxiliary services and economic, environmental, social and cultural impacts. Where

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feasible students will be exposed to practical applications through guest lectures, research and videos.

Course Objectives:

- 1.Explain the components of the travel and tourism industry and discuss their interrelationship.
- 2.Analyze the dynamics of the tourism product which is mainly intangible and largely service oriented
- 3.Analyse niche markets and emerging trends in the industry
- 4.Analyze the roles and functions of local, regional, and international organizations responsible for tourism development
- 5.Explain the benefits and challenges of the tourism industry
- 6.Discuss the components and elements of a tourism product/destination plan

Student Learning Outcomes:

By the end of this course students will be able to:

- 1.Identify the different components of the travel and tourism industry
- 2.Demonstrate knowledge of tourism niches and emerging global trends
- 3.Develop destination and tourism product/ service plans
- 4.Demonstrate knowledge of tourism planning through the application of management, financial, marketing skills and interpersonal skills.
- 5.Analyze the service requirements for tangible and intangible tourism products
- 6.Use effective oral and written communication skills

Program Outcomes Met By This Course:

1. TH-PO-1 Apply creativity and critical thinking skills to effectively lead, manage and function in the Tourism and Hospitality industry.
2. TH-PO-2 Apply theories of Human Resources, Tourism and Hospitality and Destination planning and development to the local, regional and international Tourism and Hospitality Industry
3. TH-PO-3 Demonstrate proficient written and oral communication skills
4. TH-PO-4 Apply interpersonal relationship skills necessary for effective customer service, cooperation and teamwork in the local, regional and international Tourism and Hospitality Industry
5. TH-PO-5 Demonstrate knowledge and global standards including sustainability and social and ethical responsibility in the Tourism and Hospitality industry

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%

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- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Lecturers will distribute reading materials and information relative to the course topics. In addition to reading the materials distributed students are expected to utilize the recommended texts. Guest lecturers will also be invited to share their expertise in specific areas. Field trips, case studies and practicum will be utilized.

Main Text

Tourism: The Business of Hospitality and Travel 6th Edition, by Roy A. Cook, Cathy H.C Hsu and Lorraine C. Taylor. In addition to the text, the lecturer will distribute reading materials to generate discussion.

Recommended Reading:

Tourism: Principles, Practices, Processes and Philosophies, Seventh Edition 1995. Robert McIntosh and Charles E. Goeldner (Publisher- **John Wiley & Sons, Inc.**)

Tourism Planning: An Integrated and Sustainable Development Approach, 1991. Edward Inskeep, Publisher (Wiley & Sons)

Tourism Marketing and Management in the Caribbean 1992. Edited by Dennis J. Gayle and Jonathan N. Goodrich

Last Resorts, The Cost of Tourism in the Caribbean, 1999. Pattullo, Polly - Monthly Review Press

Websites –

1. Caribbean Tourism Organization- www.onecaribbean.org
2. World Tourism Organization – www.world-tourism.org
3. World Travel and Tourism Council – www.wttc.org
4. Grenada Tourism Authority - www.puregrenada.com
5. St. Lucia Tourist Board- www.stlucia.org

Course Grading Requirement:

There will be continuous assessments in the form of individual essays/papers/quizzes/case studies throughout the semester. Additionally, students in pairs will undertake a project as part of their midterm exams and a group project as a final exam. Exams will cover materials from the textbook, handouts, lectures, research materials and group presentations. In relation to the Discussion and Class Participation Category, students will be asked to research a current topic of interest in the Tourism Industry and led the class discussion on same.

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ITEM	WEIGHT
Chapter Quizzes	25 (Three)
Mid Term Project	20
Final Exam (Group Project Written)	30
Class Assignments: Essays/Papers/Presentations	20
Attendance, Class Participation/Discussions	5
TOTAL	100

Course Requirements:

Mid Term Individual Paper:

Students are required to select a tourism destination in the Caribbean and undertake an analysis of its product offering and promotional strategies implemented. Paper must include a description, SWOT analysis and recommendations for improvements. Students will not be allowed to choose the same country so early selection is crucial. (Due 30th September, 2020)

Final Exam Group Project:

Students are required to pick a parish in Grenada and undertake an assessment of its tourism assets and potential and develop a tourism plan for implementation. This plan must include how the parish will be differentiated, positioned, and branded.

Students are required to present a project outline by November 15th, 2020 to receive final approval by the Lecturer. Final group projects are due on the 27th November 2020. Projects should be free of grammatical errors, thoroughly documented with the necessary citation and the inclusion of reference page.

Assigned chapters must be read in advance and assignments completed to meet stated deadlines

Course Schedule:

DATE	TOPIC	RECOMMENDED READING
Week 1	Introduction and Review of Course Syllabus <ul style="list-style-type: none"> Characteristics of the industry 	Lecturer
Week 1.	Tourism Overview- Introducing the World's Largest Industry Lead Question: Discuss your understanding of the Tourism and Travel Industry and their interrelationship?	Ch. 1 Main Text-Cook, Yale Marqua 5 Ch. 1 Tourism Principles, Practices Philosophies, Mc. Intosh, et al (pages 8-11) Websites:

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	<ul style="list-style-type: none"> ▪ Definitions ▪ Types of Tourism ▪ Niches ▪ Basic functional model and conceptual framework for understanding the integrated tourism system ▪ National/Regional and International Organizations in Tourism Development 	www.onecaribbean.org www.grenhota.com www.world-tourism.org www.puregrenada.com
Week 2	<p>The Tourism Industry in Grenada</p> <p>Lead Question: What is Grenada’s policy on tourism development and what are the various tourism products on the island?</p> <ul style="list-style-type: none"> ▪ Grenada’s Policy on Tourism ▪ Products- Natural, Cultural and Historic ▪ SWOT Analysis ▪ Marketing Strategies Employed by the GBT ▪ Budgets ▪ Source Markets and Market Performances 	www.grenadagrenadines.com (Grenada Tourism Master Plan, 1997.) Ministry of Tourism Research can be undertaken at the Grenada Tourism Authority
Week 2	<p>History of Travel & Tourism</p> <p>Lead Question: Discuss the different eras in the tourism industry?</p> <ul style="list-style-type: none"> ▪ Reasons for travel ▪ Historical Factors and their influences ▪ Tourism as a business; marketing, management, and financial concepts, ▪ Basic Approaches to the study of tourism 	Ch.1 Main Text, Cook, et al Ch. 1 Tourism Principles, Practices, Philosophies, Mc. Intosh, et al (pages 17-21)
Week 3	<p>Marketing to the Traveling Public</p> <ul style="list-style-type: none"> ▪ Tourist motivations and motivational theories ▪ Marketing concepts ▪ Segmentation 	Ch. 2 Main Text
Week 3	<p>Project Discussion and Review of Topics</p>	Lecturer Session
Week 4	<p>Marketing the Tourism Product</p> <p>Lead Question: What are the challenges of marketing a tourism destination?</p> <p>Promotional Mix- Advertising, Public Relations, Sales Promotion, Direct Selling, Merchandising</p>	Marketing in Travel & Tourism, Middleton, (pages 13-35,63-70,163-177,178-188 Ch. 10-13 Hospitality Marketing Management
Week 4	<p>Delivering Quality Tourism Services</p> <p>Lead Question: Who determines quality and what defines a quality tourism product/service?</p> <ul style="list-style-type: none"> ▪ Defining Quality ▪ Service Quality Model 	Ch. 3 Main Text (Guest Speaker)
Week 5	<p>Delivering Quality Tourism Services cont’d.</p> <ul style="list-style-type: none"> ▪ Human Resources- Key to quality service ▪ Service Mistakes, Solutions and Guarantees 	Ch. 3 Main Text
Week 5	<p>Bringing Travelers and Tourism Service Suppliers Together</p>	Ch. 4 Main Text (Guest Speaker)

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	<ul style="list-style-type: none"> ▪ Distribution Channels- Direct and Indirect 	
Week 6	Bringing Travelers and Tourism Service Suppliers Together cont'd. <ul style="list-style-type: none"> ▪ Tourism Information Sources and Services ▪ Making decisions based on Research and statistics 	Ch. 4 Min Text
Week 6	Transportation <ul style="list-style-type: none"> ▪ Sea 	Ch. 5 Main Text
Week 6	Transportation Cont'd. <ul style="list-style-type: none"> ▪ Land 	Ch. 5 Main
Week 7 Week 7	Transportation Cont'd. <ul style="list-style-type: none"> ▪ Air - Structure of the Industry 	Ch. 5 Main Text
Week 8	Mid – Term	
Week 8	Project Review	
Week 9	Accommodations- <ul style="list-style-type: none"> ▪ Types – International and Local ▪ Classifications and Ratings 	Ch. 6 Main Text
Week 9	Accommodations cont. <ul style="list-style-type: none"> ▪ Ownership ▪ Achieving Profitability 	Ch. 6 Main Text
Week 10	Food & Beverage <ul style="list-style-type: none"> ▪ Historical Perspective ▪ Types of Establishments, Menu and Service Offered 	Ch. 7 Main Text Lecturer handout
Week 10	Food & Beverage cont'd. <ul style="list-style-type: none"> ▪ Building a Profitable Operation ▪ Balancing Quality and Cost ▪ Basic Dining Room Etiquette 	Ch. 7 Main Text (Guest Speaker/ Field Trip)
Week 11	Attractions <ul style="list-style-type: none"> ▪ Types- Heritage, Commercial, Gaming, Shopping ▪ Ownership & Distribution 	Ch 8 Main Text
Week 11	Entertainment <ul style="list-style-type: none"> ▪ Live Entertainment ▪ Sporting activities ▪ Performing Arts 	Ch 8 Main Text (pages 263 - 273)
Week 12	Destinations <ul style="list-style-type: none"> ▪ Classification of Destinations ▪ Impact of Seasonality 	Ch 9 Main Text
Week 12	Destinations cont'd. <ul style="list-style-type: none"> ▪ Cruise Industry ▪ Structure of the Cruise Industry in Grenada and its Impact on the Economy ▪ Cruise Industry Outlook in the Caribbean 	Ch 9 Main Text Guest speaker Last Resorts, Pattullo (pages156-173)

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		Handout out
Week 13	Economic and Political Impacts of Tourism <ul style="list-style-type: none"> ▪ Economic benefits and costs of Tourism ▪ The Multiplier Concept ▪ Role of Government in Tourism ▪ Private/Public Sector Organizations 	Ch.10 Main Text Handout posted on Sakai
Week 13	<ul style="list-style-type: none"> ▪ Environmental and Social/Cultural Impacts of Tourism ▪ Tourism and the Environment ▪ Environmental and Social and Cultural Impacts ▪ Benefits and costs ▪ Mass Tourism vs. Eco Tourism ▪ Sustainable Tourism 	Students Presentation
Week 14	<ul style="list-style-type: none"> ▪ Environmental and Social/Cultural Impacts of Tourism cont'd ▪ Tourism and the Environment ▪ Environmental and Social and Cultural Impacts ▪ Benefits and costs ▪ Mass Tourism vs. Eco Tourism ▪ Sustainable Tourism 	Ch. 11 Main Text
Week 14	The Future of Tourism <ul style="list-style-type: none"> ▪ The Shape of Coming Tourism Markets ▪ Trends ▪ Technological advances ▪ Meeting Future Needs ▪ Emerging markets ▪ Safety and security 	Ch. 12 Main Text
Week 15	Final Exams	

POLICY INFORMATION

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Assignment Submission Procedure:

Late submissions will not be accepted unless previous permission has been given. This is at the discretion of the lecturer.

Classroom/Online Etiquette Procedure:

1. Cell Phones and Pagers:

Students must turn off all cell phones, beepers and pagers prior to the entering class.

2. Disruptive Behavior:

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Students who are disruptive in class may be subject to disciplinary action by the Dean of Students (as stated in the Student Manual). All students deserve a classroom environment that is free from disruption from inconsiderate behavior. Students are required to treat their instructor and their classmates with respect.

3. Food and Beverage:

No food is permitted in class. Water is the only beverage permitted in the classroom. Water bottles should be clear containers.

4. Miss an Exam

If you miss an exam you need a medical certificate before you can get a make-up exam.

5. Resources

Use all the resources available to you – the University, the instructor and your fellow classmates!

6. Academic Integrity

It is expected that all presentations, papers and coursework are the original work of the students, with proper credits given to the sources of all referenced material.

7. Participation

Students are required to:

Come to class prepared to learn

Participate in classroom discussions

Act in ways that would be considered appropriate for an academic learning environment

8. Presentations

As a business student personal appearance is an extension of you, your chosen profession and that of St. George's University. Therefore, a dress code will be enforced for any class presentation which is Business Attire and the following will not be allowed: short, clingy-fitting clothing or jeans. Non-compliance with the dress code may result in mark deductions and subsequent failure of this course.

9. Keys to Success

- **Be punctual**
- **Read the PowerPoint and chapters in advance**
- **Do all/Contribute to all assignments where applicable. Failure to do so will result in a zero**
- **When in doubt attend DES sessions or speak/visit your lecturer**
- **Read over all assignments and double check your writing**

NB: Be prepared to participate!! You only get out of it what you put into it!! ENJOY YOUR CLASSES!! ENJOY LEARNING!!

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 319
Number of Credits: 3 credits
Days and Times: Tues./Thurs (4:00 – 5:15)
Semester and Year: Fall 2020
Classroom Location: Zoom online
Pre-requisite(s): MATH 220

Course Lecturer Name(s): Mr. Curlan Gilchrist
Course Director Name: Mr. Curlan Gilchrist

Course Lecturer(s) Contact Information: cgilchrist@sgu.edu
Course Director Contact Information: cgilchrist@sgu.edu

Course Lecturer(s) Office Hours: Mon & Fri: 11:00am -12:00pm & 3:00pm - 4:00pm (Appointment)
Course Director Office Hours: Mon & Fri: 11:00am -12:00pm & 3:00pm - 4:00pm (Appointment)

Course Lecturer(s) Office Location: Ground Floor, Caribbean House
Course Director Office Location: Ground Floor, Caribbean House

Course Support: Mary Celestine, mcelestine@sgu.edu, ext.3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will provide an intensive study of descriptive, inferential statistical, and some selected selective quantitative techniques required for business decision making. Data analysis and interpretation would be emphasized. Topics in descriptive statistics would include construction, interpretation, and use of index numbers, and an in-depth analysis of Bayes' Theorem. Inferential statistics and quantitative techniques would include a detail study of decision making under certainty, hypothesis testing, and multiple regressions and forecasting. Inventory Control Models, and Transportation and Assignment Models.

Course Objectives:

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At the end of this course, students should be able to:

Apply the statistical and quantitative tools, methods, and techniques learned to understand, analyze, and solve business problems

- 1) To provide an understanding of the value and use of quantitative methods in problem solving and decision-making.
- 2) To be able to apply a variety of statistical and quantitative techniques to a wide range of business situations.
- 3) To recognize which statistical techniques and methods are applicable in problem solving for management decision making.

Student Learning Outcomes:

When you have completed this course you should be able to:

- 1) appreciate that statistical analysis of data improves business decisions and improves business competitiveness.
- 2) Select the correct statistical method for a given data analysis requirement.
- 3) Develop expertise in describing data, hypothesis testing and model interpretation.
- 4) Achieve a practical level of competence in applying quantitative methods to business applications.
- 5) Recognize the application of different techniques in time series analysis and forecasting.
- 6) Development competence in the use of Excel as a tool for data processing.

Program Outcomes Met By This Course:

Ability to propose business solutions through the use of theories, research and analytical skills.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: McClave Bension Sincich, “Statistics for Business and Economics”, Tenth or any later edition

Barry Render, Ralph M Stair Jr, Michael E Hanna; “Quantitative Analysis For Management” Eleventh Edition

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Evaluations:

- | | |
|----------------------------------|-----|
| 1) Quizzes - | 10% |
| 2) Assignment- | 15% |
| 3) Midterm Examination- | 30% |
| 4) Final examination- | 40% |
| 5) Attendance and participation- | 5% |

Course Requirements:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

To obtain the most from this course, students should attend every class meeting. If you miss class, it is your responsibility to obtain the information covered in your absence. Students should have total access to the required text. It is expected you would have read the assigned material before class and be prepared to seek clarification where necessary. You should go away from the lectures and think carefully about what you have heard and assimilate further material from the textbook while paying attention to business events and opportunities appearing in the news.

Course Schedule:

Methods of describing and presenting data sets

Index numbers and application

Simple index

Aggregate index

Laspeyres index

Paasche index

Probability Concepts and Applications

Introduction

Fundamental Concepts

Types of Probability

Mutually Exclusive and Collectively Exhaustive Events

Adding Mutually Exclusive Events

Law of Addition for Events That Are Not Mutually Exclusive

Statistically Independent Events

Statistically Dependent Events

Revising Probabilities with Bayes' Theorem

General Form of Bayes' Theorem

Further Probability Revisions

Random Variables

Probability Distributions

Probability Distribution of a Discrete Random Variable

Expected Value of a Discrete Probability Distribution

Variance of a Discrete Probability Distribution

Probability Distribution of a Continuous Random Variable

The Binomial Distribution

The Normal Distribution

The F Distribution

The Exponential Distribution

The Poisson Distribution

Decision Analysis

Introduction

The Six Steps in Decision Making

Types of Decision-Making Environments

Decision Making Under Uncertainty

Optimistic

Pessimistic

Criterion of Realism (Hurwicz Criterion)

Equally Likely (Laplace)

Minimax Regret

Decision Making Under Risk

Expected Monetary Value

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Expected Value of Perfect Information
Expected Opportunity Loss
Sensitivity Analysis
Using Excel QM to Solve Decision Theory Problems

Programme Evaluation and Review Technique(PERT) and the Critical Path Method(CPM)
The framework of PERT and CPM
Determining the Critical Path
Drawing the Network
Critical activities and the Critical Path

Regression Models
Introduction
Scatter Diagrams
Simple Linear Regression
Measuring the Fit of the Regression Model
Coefficient of Determination
Correlation Coefficient
Using Computer Software for Regression
Assumptions of the Regression Model
Estimating the Variance
Testing the Model for Significance
Triple A Construction Example
The Analysis of Variance (ANOVA) Table
Triple A Construction ANOVA Example
Multiple Regression Analysis
Evaluating the Multiple Regression Model

Forecasting
Introduction
Types of Forecasts
Time-Series Models
Causal Models
Qualitative Models
Scatter Diagrams and Time Series
Measures of Forecast Accuracy
Time-Series Forecasting Models
Components of a Time Series
Moving Averages
Exponential Smoothing
Using Excel QM for Trend-Adjusted Exponential Smoothing
Trend Projections
Seasonal Variations
Seasonal Variations with Trend
The Decomposition Method of Forecasting with Trend and Seasonal Components
Using Regression with Trend and Seasonal Components

Inventory Control Models
Introduction
Importance of Inventory Control
Decoupling Function

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Storing Resources
Irregular Supply and Demand
Quantity Discounts
Avoiding Stockouts and Shortages

Inventory Decisions

Economic Order Quantity: Determining How Much to Order

Inventory Costs in the EOQ Situation
Finding the EOQ
Purchase Cost of Inventory Items
Sensitivity Analysis with the EOQ Model

Reorder Point: Determining When to Order

EOQ Without the Instantaneous Receipt Assumption
Annual Carrying Cost for Production Run Model
Annual Setup Cost or Annual Ordering Cost
Determining the Optimal Production Quantity
Brown Manufacturing Example

Quantity Discount Models

Brass Department Store Example

Use of Safety Stock

Single-Period Inventory Models

Marginal Analysis with Discrete Distributions
Café du Donut Example
Marginal Analysis with the Normal Distribution
Newspaper Example

ABC Analysis

Dependent Demand: The Case for Material Requirements Planning

Material Structure Tree
Gross and Net Material Requirements Plan
Two or More End Products

Just-in-Time Inventory Control

Enterprise Resource Planning

Transportation and Assignment Models

Introduction

The Transportation Problem

A General LP Model for Transportation Problems

The Assignment Problem

Linear Program for Assignment Example

The Transshipment Problem

Linear Program for Transshipment Example

The Transportation Algorithm

Developing an Initial Solution: Northwest Corner Rule
Stepping-Stone Method: Finding a Least-Cost Solution

Special Situations with the Transportation Algorithm

Unbalanced Transportation Problems
Degeneracy in Transportation Problems
More Than One Optimal Solution
Maximization Transportation Problems
Unacceptable or Prohibited Routes
Other Transportation Methods

Facility Location Analysis

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Factory for Hardgrave Machine Company
The Assignment Algorithm
The Hungarian Method (Flood's Technique)
Making the Final Assignment
Special Situations with the Assignment Algorithm
Unbalanced Assignment Problems
Maximization Assignment Problems

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email.

As far as possible, follow the most current APA Style Manual when submitting your work:

Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,

A header must appear at the top of each page,

All pages must be numbered,

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

All pages must have one inch top/bottom, and left/right margins, and Papers must be double-spaced, with 12 point fonts.

All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.

Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.

Papers that do not adhere to these guidelines may not be reviewed.

Classroom/Online Etiquette Procedure:

Online Etiquette

A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Test For Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of "texting" writing.

Citations and Other Etiquette Sources

Many of the points made here were taken from The Core Rules of Netiquette excerpted from the book Netiquette, by Virginia Shea.

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Teaching Methodology

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Interactive lectures combined with frequent quizzes and assessments.

Interactive lectures combined with frequent quizzes and assessments.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

Department of Business

BUSI 320

INTERNATIONAL BUSINESS LAW

Course Code:	International Business Law
Semester:	Fall 2020
No. of Credits:	Three (3)
Pre-requisite (s):	BUSI 210
Classroom Location:	Online
Lecturer Name:	Claudette Joseph
Lecturer Contact Information:	cjoseph6@squ.edu
Lecturer's office hours:	Tuesdays & Thursdays (by appointment)
Content Delivery:	Tuesday & Thursday 10:00a.m to 11:15a.m

Course Description

This course is designed to introduce students to the fundamental legal issues, principles and institutions relating to international business transactions in a cross-border context, including within the Caribbean Community Single Market & Economy (CSME).

It examines the dynamic role of law in business, commercial, financial and trade transactions, especially in context of an increasingly interdependent global economy. The movement of goods, services, money and persons and the use of Intellectual Property across national boundaries has intensified. It is therefore essential that students understand the legal framework within which

commercial transactions and business relations between private parties, whether working individually or as a collective, are conducted. As potential entrepreneurs, managers and other business categories with an international orientation, students must become familiar with the legal framework which governs international businesses, including issues of the rights and potential liabilities of the parties and how the business transaction should be organized and conducted. Relevant political and ethical dimensions will also be discussed.

Topics will include an introduction to the principles of international law and the context of international business law (especially jurisdictional issues); international trade; international sales; transportation and logistics; foreign direct investment; trade payment and financing; international distribution; intellectual property rights and licensing, including franchising; state responsibility and environmental regulations and dispute settlement (including private international legal dispute options).

Learning Objectives

The objectives of this course are to enable students to:

- (i) Distinguish between public international law and private international law;
- (ii) Appreciate the role of international organizations in regulating international businesses (especially via treaties/conventions and other private agreements)
- (iii) Appreciate the policy differences which inform international business law across countries/regions;
- (iv) Understand more generally the legal issues and implications associated with certain business practices, for the operations and decision-making processes of international businesses.

Learning Outcomes

On completion of this course, students will be able to:

- (i) Identify and evaluate the legal (and political) environment which impacts international business transactions;
- (ii) Identify and analyse the laws and policies of relevant international organisations which may be of legal significance for any of the focused areas;
- (iii) Analyse substantive legal issues in major types of international transactions and assess the possible outcomes of the legal problems (actual and potential), as part of an effective business strategy;
- (iv) Formulate an argument based on facts and legal rules/principles;
- (v) Identify the various methods/options for resolving disputes, while assessing the relative merits of each and;
- (vi) Express facts, principles and arguments in writing and oral presentations.

Teaching Methodology

The course will be delivered by a combination of lectures, individual and group presentations, tutorials, guest speakers and site visits (where possible). Throughout, students will be directed to the relevant case law.

Course Assessment

Course Component	Percentage allocated
Class Participation (attendance and active contribution)	10
Individual assignment and presentation	15
In class assignments/quizzes	05
Mid-semester exam	20
Group Assignment and Presentation	25
Final Exam	25
TOTAL	<hr/> 100

The final grade will be assigned on the basis of an aggregate of the marks attained for each course component above.

Participation

Active participation is important for success in this class. It is more than simply attending class.

Active participation means that you must:

- (i) Demonstrate that you read and critically reviewed the required material and;
- (ii) Ask relevant questions and make contributions to class discussions

Course materials

Prescribed Text

Ray August et al
International Business Law: Text, Cases and Readings
Sixth Edition (2013)
Pearson/Prentice Hall

Where appropriate, additional reference materials will be provided during lectures or tutorials.
Students will be advised accordingly.

Useful Websites

World Trade Organization - www.wto.org
OECD - www.oecd.org
Vienna Convention (CISG) - www.cisg.law.pace.edu
UNCITRAL - www.uncitral.org
IMF - www.imf.org
CARICOM - www.caricom.org
Caribbean Court of Justice - www.ccj.org

Topics

- (i) International Business Law: Nature, meaning and Scope
- (ii) International trade: Trade measures and Customs
- (iii) Legal implications of the Caribbean Single Market & Economy
- (iv) International sales: International Sales Contracts
- (v) Transportation and Logistics: INCOTERMS
- (vi) Letters of Credit
- (vii) Multinational Enterprises and FDI: International law provisions
- (viii) Intellectual Property, Licensing and Franchising
- (ix) Dispute settlement

Grade Descriptions

A+	Excellent	94.5 – 100
A	Superior	89.5 – 94.4
B+	Very Good	84.5 – 89.4
B	Quite Good	79.5 – 84.4
C+	Strong Average	74.5 – 79.4
C	Average	69.5 – 74.4
D	Borderline Competence	64.5 – 69.4

Course Policies

Students are required to:

- (i) Be prepared for class by doing the necessary readings in advance;
- (ii) Contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) Conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) Listen carefully to instructions given and if you do not understand, ask the instructor and;
- (v) Students should bring the required reading material to class at all times.

It is also a requirement that students display an awareness of current issues in international business. It is therefore the student's responsibility to keep abreast of news which relate to international business – in the general newspapers, business magazines/newspapers and other media.

Participation

Students are expected to complete the required readings (including case law) in order to discuss these during class, and can be called at random to answer questions, express opinions and make general comments. Students are also encouraged to comment on and critique the work of fellow students – as well as instructor's comments. This makes for a more interesting session.

In doing so, students are reminded that each must recognize and respect the right of other students to express their opinions freely. Class discussions must also not be an opportunity to discuss personal legal problems.

Any student who is unprepared when called upon to contribute to class discussions, will have 1/2 point deducted from his/her class participation mark.

Your participation will be graded according to **active class participation**.

Active class participation includes: 1) asking questions about concepts from lectures or readings 2) sharing your point of view or experience with the class 3) building on or constructively challenging the points raised by others 4) demonstrating the ability to relate topics discussed and 5) demonstrating evidence of reading based on reference to relevant literature, cases and legal principles,

Please note that points for class participation can be deducted for behaviour which is disruptive and counterproductive to class discussions.

Attendance

- All students are expected to attend classes.
- Students must report to class on time. Punctuality, attendance and participation are not only required of you, but expected of you as a university student. Marks will be deducted for failure to be punctual (especially more than 10 minutes after the start of the class) and unexcused absence from class. Students with poor punctuality and/or attendance records will be reported to the Dean of Student Affairs and the Committee for Academic Progress and Standards.
- Students are urged to refrain from signing in for the class but not actually remaining in the class. Pauses will be taken during lectures to allow for active participation. Students who are logged in but not at their computer to participate in the interactive sessions, will be marked as absent and their final grade accordingly affected.

Assignments and Deadlines

- Assignments are the responsibility of each student and must be turned in on the specified date and time, no later than 4p.m. on their due date.
- Students are expected to provide their assignments and other papers in type written form, using 12 font, Times New Roman, one and a half (1 ½) spacing (except between paragraphs, when double spacing is acceptable), one (1) inch margin left and right, top and bottom. All work must be paginated.

- Assignments are the responsibility of each student and must be turned in on the specified date and time. If TURNITIN is being used, the deadline will be 11:59 p.m. on the due date. Otherwise, the time will be indicated, usually 4p.m. on the due date.
- Assignments submitted via e-mail or facsimile will NOT be accepted unless specifically permitted. Assignments must be submitted via the relevant tool in Sakai.
- Note the dates/times of submission. If your assignment is not submitted or turned in by the specific date/time, it will count as a late submission. Late submissions will be penalised, and result in 5 points being deducted for each late 24hour period. The first 24hour period begins as soon as the set deadline expires.
- All assignments must be completed in order to obtain for a pass grade in the course.
- It is recommended that you make a back up copy of all assignments for your own record. Should you experience loss, you will be required to provide proof that you completed the work should questions arise. If for any reason, your paper is lost, you will be asked to submit a copy of the original work, should the instructor so request.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2019/2020, page 28) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Food and Drink policy

No food is allowed in class. Water is the only drink that will be allowed in class. Water bottles should be clear containers.

Detailed information on Assignments

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures which, while they could affect your grade for course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the Course Directors so that appropriate arrangements can be made.

Cell Phones and Pagers

Before entering the class, students are required to turn off all cell phones, beepers and other similar forms of technology. Do NOT wear headphones, text or use iPod during lectures. For online classes, maintain your microphone on mute unless you are speaking.

Disruptive Behaviour

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behaviour is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behaviour are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.



St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 324 Consumer Behaviour
Number of Credits: 3 credits
Days and Times: Tuesday & Thursday 2:30 – 3:45pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): BUSI 204 Introduction to Marketing

Course Lecturer Name(s): Tornia Charles, MA
Course Director Name: Tornia Charles, MA

Course Lecturer(s) Contact Information: tcharl10@sgu.edu
Course Director Contact Information: tcharl10@sgu.edu

Course Lecturer(s) Office Hours: N/A
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: By Appointment
Course Director Office Location: By Appointment

Course Support: Mary Celestine, mcelesti@sgu.edu, ext 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is fundamental to an understanding of modern business marketing. It provides students with the conceptual frameworks, theories and models of Consumer Behavior which can be used as tools to analyze the actions and decision making processes of individuals and organizations involved in buying and selling of products and services. An important aspect of marketing management is the need to develop an effective marketing mix for the delivery of products and services to the consumers of the respective target market. A thorough knowledge and understanding of the consumers which comprise our target market is therefore important, as only by systematically examining the attitudes, beliefs, motives and decisions that comprise consumer behavior can marketers hope to have an accurate understanding of our targeted consumers. That information can help marketers anticipate possible reactions to the marketing mix adopted and/or determine whether certain products or services will be chosen and accepted by the consumer. Approached from the perspective of the consumer as a perpetual information processor of one type or another, the course will examine the motivational, perceptual and other complex processes which impact consumer decision-making

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and behavior. It will explore a range of issues and questions, including but not limited to what marketing stimuli do consumers notice and act upon; the factors that motivate consumer, including the personal, psychological, social and cultural aspects of the marketing environment; a determination of the appropriate marketing mix to persuade consumers to choose our products and services over other competitors; what influences consumers evaluation of what products and services are good, bad or preferable; what features are of importance to consumers and how they influence consumer decisions, among others.

Course Objectives:

Upon successful completion of this course, students will be able to:

- 1) assess the value of consumer behavior in determining successful marketing strategies;
- 2) identify differences between various consumer groups, including non-Grenadian and Grenadian;
- 3) identify and define the bases for consumer segmentation; the criteria for effective segmentation, targeting and positioning and; applying these to practical problems;
- 4) identify and assess the dynamics of consumer motivation and needs analysis;
- 5) evaluate theories of consumer and brand personality, including the elements of consumer perception and product/service positioning in response to consumer perception;
- 6) define how consumers learn about products and services;
- 7) define and explain how consumer attitudes form and change and be able to apply the knowledge to practical situations;
- 8) identify and explain the communication process between marketer and consumer;
- 9) explain and distinguish the impact of reference groups, social classes, culture, and sub-culture on consumer behaviors;
- 10) explain the impact of innovations and how they diffuse; and
- 11) assess the models of consumer decision- making and accurately use them to diagnose marketing issues.
- 12) design specific marketing strategies that focus around what motivates consumers, what captures their attention and what retains their loyalty

Student Learning Outcomes:

The goals of this course are to:

1. provide students with frameworks, including the concepts, theories and tools of consumer behavior analysis;
2. introduce students to an appreciation of how consumer behavior can be affected by different marketing strategies and the influence of economic, psychological and sociological factors;
3. show how research into consumer behavior can be used to evaluate consumer needs and wants, competitive threats and opportunities and develop alternative marketing strategies;
4. allow students to evaluate the relevance of the frameworks found in the text for determining how Grenadian companies view their customers' decision making and behavior.

Program Outcomes Met By This Course:

1. Ability to apply ethical leadership and critical thinking skills, to address business and management issues in a sustainable manner.
2. Ability to propose business solutions through the use of theories, research and analytical skills.
3. Ability to effectively apply knowledge of diversity and cross cultural issues to become socially responsible.
4. Demonstrate knowledge and skills related to global issues in a social, economic, legal and environmental context.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

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Text: Consumer Behavior, 11th Ed., by Schiffman and Wisenblit, Pearson Higher Learning
(Copies on Reserve in Library; also available new and used from Amazon, and as ebook)

Supplementary Readings/Resources: N/A

Course Grading Requirement:

- | | |
|---|-----|
| 1. Class Attendance and Participation
(Including homework, short presentations assigned) | 25% |
| 2. Quizzes (4 Quizzes) | 20% |
| 3. Mid-Semester Examination | 20% |
| 4. Final Project including Group Presentation | 35% |

Grading Scale: A=100-90; B=89-80; C= 79-70; D= 69-65; F= <65.

Course Requirements:

Written exercises (quizzes) or cases will be assigned for various chapters and additional exercises or cases will be assigned for class discussion or presentations. Students will hand in for grading specific assigned discussion questions and exercises on various areas of the material covered in the course.

Assignments and Deadlines:

- Assignments are the responsibility of each student and must be turned in on the specified date and time, no later than 11:55 pm on their due date.
- Students are expected to provide their assignments and other papers in type written form, using 12 font, Times New Roman, one and a half (1 ½) spacing (except between paragraphs, when double spacing is acceptable), one (1) inch margin left and right, top and bottom. All work must be paginated.
- Assignments submitted via e-mail or facsimile will NOT be accepted.
- Note the dates/times of submission. If your assignment is not submitted by turned in by the specific date/time, it will count as a late submission. Late submissions will be penalized, and result in 5 points being deducted for each late 24 hour period. The first 24 hour period begins as soon as the set deadline expires.
- All assignments must be completed in order to obtain a pass grade in the class.
- It is recommended that you make a back-up copy of all assignments for your own record. Should you experience loss, you will be required to provide proof that you completed the work should questions arise. If for any reason, your paper is lost, you will be asked to submit a copy of the original work, should the instructor so request.

Course Schedule:

As we work through the material in this course, some topics will be covered more quickly than planned, while others may prove more challenging than planned. We will adjust the assignments accordingly and due dates for major papers and presentations may also be adjusted.

Week of Class Meeting Date, Topic with Reading Assignments

1. Week of Tuesday, August 18 - Introduction to Course, Chapter 1
2. Week of Tuesday, August 24 – Market Segmentation, Targeting & Positioning, Chapter 2
3. Week of Tuesday, September 1 – Consumer Motivation and Personality, Chapter 3

QUIZ 1

4. Week of Tuesday, September 8 - Consumer Perception, Chapter 4
5. Week of Tuesday, September 15 – Consumer Learning, Chapter 5
6. Week of Tuesday, September 22 – Consumer Attitudes, Chapter 6

QUIZ 2

7. Week of Tuesday, September 29 – Persuading Customers, Chapter 7

October 5 – October 9 - Mid-term Examination Week

8. Week of Tuesday, October 13 – Social and Mobile Media, Chapter 8
9. Week of Tuesday, October 20 – Reference Groups and Word-of-Mouth, Chapter 9
10. Week of Tuesday, October 27 – Social Standing and Culture, Chapters 10 & 11

QUIZ 3

11. Week of Tuesday, November 3 – Subcultures, Generational Differences, Cross-Cultural Aspects, Chapters 12 & 13

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12. Week of Tuesday, November 10 – Consumer Research - Chapter 16
13. Week of Tuesday, November 17 – Consumer Decision-Making, Innovations - Chapter 14
QUIZ 4
14. Week of Tuesday, November 24 – Ethics and CSR, Chapter 15

November 30 – December 4 - Final Examination Week

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Papers and presentations are to be type written and submitted no later than 11:55 pm on the day that the assignment is due. It is expected to be your original work, with appropriate credit given to the sources used as references according to the APA Style Manual. Papers will be submitted to TURNITIN, as directed by the Lecturer.

Classroom/Online Etiquette Procedure:

An important goal of academic life is intellectual discourse that expands the boundaries of our knowledge by thinking thoughts and discussing 5 ideas that may be new and quite contrary to our usual way of thinking and doing things. A goal of this course is to discuss the material studied and how it may or may not be useful to us in Grenada and elsewhere. However, college students everywhere often enter into heated debates and discussion where too many

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people are talking at once and no one is listening to others. This kind of discussion is usually not tolerated in business meetings and will not be tolerated in this class. As a rule, good market researchers are good listeners who know how to listen to gain understanding before responding. Out of mutual respect there will be one conversation at a time in the classroom, and we will listen to each other and try to understand the other BEFORE replying. While every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

In business meetings, participants are expected to turn off mobile devices, except for extraordinary circumstances cleared with the meeting Chair in advance. Business people are also expected to remain in the meeting and not leave the meeting until it is finished. Students are expected to model this behavior. So before entering the class, students should turn off all smartphones, laptops any other form of technologies that could disrupt class unless some emergency circumstances exist and are cleared with the Lecturer in advance. Once approved, please set your phone to the vibrate mode so as to minimize disruptions to the class.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 325 Accommodation Management
Number of Credits: 3
Days and Times: 12:30 -1:45 PM – Tuesday and Thursday
Semester and Year: Fall 2020
Classroom Location: TBA
Pre-requisite(s): BUSI 312

Course Lecturer Name(s): Helen Bhola-Paul
Course Director Name: N/A

Course Lecturer(s) Contact Information: hbhola@sgu.edu (473) 444 4175 Ext 3748
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Appointment via Zoom: Mon, Wed, Fri 9-10am & 12-1pm;
Tues, Thurs 9:30-11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Building C
Course Director Office Location: N/A

Course Support: Mary Celestine- MCElesti@sgu.edu Ext 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to give students an overview of the functioning of the room's division department. Areas covered include the selection and recruitment of staff for the front office including the uniform services department (concierge and bell service), the types of reservations systems which include the manual and the automated will be taught. Areas covered will include the housekeeping department from the procedures involve in cleaning rooms, chemicals identification and the procedure for training staff in the Material Safety Data Sheet and a briefly discussion

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on the laundry department. This course will examine the critical role the rooms department play in delivering a quality guest experience and in the sustainability of the Hospitality industry

Course Objectives:

- Explain the function of the various codes, forms, and processes used in the front office and the housekeeping departments.
- Construct an efficient reservation system that records crucial information while avoiding problems in processing various types of reservations.
- Analyze hotel accounting procedures ranging from posting accounts to conducting cash and check transactions at the front desk.
- Develop and follow check-out and settlement procedures.
- Develop and follow standards for room cleaning and inspection
- Analyze statistics relevant to establishing room rates, forecasting room availability, revenue management, budgeting for operations, and evaluating front office operations

Student Learning Outcomes:

On completion of this course, students will be able to:

- Analyze the management process of hiring, orienting and training in the Rooms division department
- Identify the features of a manual rooms division system and an automated system
- Analyze the information produced by the front office, housekeeping and uniform service in making strategic operational decisions
- Apply concepts of productivity standards in developing and managing standard operating procedures for various front office/housekeeping tasks and in the process the design of a skills training program for staff
- Demonstrate knowledge of revenue forecasting and revenue management as a management tool used to maximum REVPAR (Revenue per available room)

Program Outcomes Met By This Course:

TH-PO 1. Apply creativity and critical thinking skills to effectively lead, manage and function in the Tourism and Hospitality industry.

TH-PO 2. Apply theories of Human Resources, Tourism and Hospitality and sustainable Destination planning and development to the local, regional and international Tourism and Hospitality Industry.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Professional Front Office Management, By Robert H. Woods, Jack D. Ninemeier, David K. Hayes and Michele A. Austin (Pearson Prentice Hall).

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Supplementary Readings/Resources: Where appropriate additional reference materials will be placed in the “Library Resources” in Sakai as well as during lectures.

Course Grading Requirement:

Midterm Exams	25%
Individual Forum Discussion based on a topic in Front Office	10%
Group Training Video submission via Forums	15%
Group Project Written- Front Office/Housekeeping Training Manual with Standard Operating Procedures	25%
Group Project Class Presentation	10%
Group Case Study-submission via Sakai	15%
TOTAL	100%

Course Requirements:

Students are required to complete:

- 1. An Individual Forum Discussion-** Students will need to respond to a question posted in the Forums area on Sakai which will be graded. A Rubric will be posted along with the question so that persons can see the criteria for their grading.
- 2. A Group Case Study written submission-** Quality writing, proper citation, referencing and good research is a criterion for a quality paper. Please ensure that you follow the guidelines for your written assignments: On the date designated on the Course Outline the group’s case study must be submitted via Sakai.
- 3. Midterm Exams–** Students will take their midterm exams online at the same time during the class period. All students must be present and on time with their cameras on during the Midterm Exams.
- 4. Training Manual with a Training Video-** Groups will be expected to develop a Training Manual for either of these positions: Receptionist, Reservationist, Housekeeper or Laundry Attendant. The manual must have a cover page, table of contents with sections for the various skills the above position need to be trained in and skills they need to know. In addition, a training video must be created for no longer than 10 minutes demonstrating one of the skills. Be creative and use either your homes or if available one can use a hotel itself for that purpose.

Course Schedule:

Week #1 and Week #2

Professional Front Office Management Ch 1

Referenced text: Ch 1 Managing Front Office Operations

Introduction and Review of Course Syllabus

- General Lodging Industry Statistics**
- Overview of Tourism**
- Types of Lodging accommodations**

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**Referenced text: Ch 2 Managing Front Office Operations
The Hotel Organization and the Rooms Division Manager**

- Goals, Strategies and Tactics**
- Hotel Organizational Chart**
- Rooms Division Organization Chart**
- Work shifts**
- Job Descriptions**
- Job Specifications**

Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Friday Week #2

Week # 3

Ch 14 Referenced text: Managing Front Office Operations

Human Resources and Training for Front Office

- Recruiting-Internal and External**
- Selection tools**
- Hiring**
- Orienting**
- Skills Training**
- Staff Scheduling**
- Staff Motivation**

Professional Front Office Management Ch 2

Front Office Operations and Planning for Quality Service

- The Guest Cycle**
- Front Office Systems (manual, semi-automated and automated)**
- Front Office Processes**
- Lodging as a guest service business**

Week # 4 and Week #5

Referenced text:

Ch.4 Managing Front Office Operations

Required Text: Professional Front Office Management

Ch 7

Reservations

- Reservations and Sales**
- Types of Reservations**
- Reservation Inquiry**
- Group Reservations**
- Reservation Record**
- Reservation Maintenance**
- Distribution Channel management**

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Week # 6 and Week #7

Required Text: Professional Front Office Management Ch 9

Guest Registration

- Managing Guest Reservations**
- Individual reservations**
- Group Reservations**
- Managing guest reception**
- Registration**
- Managing Room assignment**
- Room Selection**
- Issuing the Room Key**
- Self-Check-In innovation challenge**

Week #8

Midterms Exams-online

Week #9

Referenced text: Managing Front Office

Operations Ch 8

Front Office Accounting

- Types of Accounts**
- Types of Folios**
- The role of the Point of sale system**
- Types of ledgers**

Ch 11 Required Text: Professional Front Office Management

Guest Check out and Account Settlement

- Check out process**
- Check out options**
- Unpaid accounts**
- Account Collection**
- Front Office Records**

Group case submission via Sakai on Thursday of Week #9

Week #10

Referenced Text

Professional Management of Housekeeping Operations 5th Ed

Ch 1, Ch 2 , Ch4 and Ch5

The Role of Housekeeping in the Hospitality Operations

- Identifying Housekeeping Responsibilities**
- Planning the work of the Housekeeping Department**
- Managing Inventories (Linens, Uniforms, Par Levels)**

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The Role of Housekeeping in the Hospitality Operations

- Factors affecting the choice of floor materials**
- The process of cleaning a floor**
- Different floor types**
- What is considered in selecting appropriate carpet**
- Types of walls and ceiling materials**
- Types of flooring and their material**

Week #11

Ch 6, 7, 10

Referenced Text

Professional Management of Housekeeping Operations 5th Ed

The Role of Housekeeping in the Hospitality Operations

- Non-public health products and Public Health Products**
- Chemical terminologies**
- Selection criteria for chemicals**
- The content of a Material Safety Data Sheet**
- The impact of the waste amenities generate**
- Fabric construction of sheets and pillow cases**
- Standard size for Bedding, Blankets, Bath linen and Table Linen**
- Par system used in Housekeeping**
- “Opening the house” in the housekeeping department**
- Forms used in standardizing procedures and to communicate with employees**
- A Supervisor’s daily work report**

The Role of Housekeeping in the Hospitality Operations

- The daily cleaning routine entails**
- The priority for cleaning guestrooms**
- The specific steps taken by a GRA to clean a guestroom**
- Comprehend the coordination that occurs between the day and night shift GRA’s**

Week #12

Ch12 Required Text Professional Front Office Management

Night Audit and Report Management, and Technology in the Rooms Division Department

- Using a PMS for the Night Audit**
- Tutorials**
- Reports from the PMS**
- =“Night Audit Exercise for Betty Jane the Front Office Manager”=**

Week #13

Ch. 6 and Ch 13 Required Text: Professional Front Office Management

Revenue Management

- The concept of Revenue management**
- Measuring yield**
- Elements of revenue management**
- Using revenue management**

=Yield Management Exercise=

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Front Office and the Law

- Growing concerns in security
- Developing a Security program
- Management's role in Security
- The Elements of Security Training
- Security and the Law
- Front office and the Law

=CLASS CASE STUDY: "DON'T PARK HERE"

Week #14

Training Manual and Video Submission via Sakai Monday of Week #14

Class Presentation of each group's Training Manual on Tuesday and Thursday during class times of Week #14

Week #15

Ch. 6 Required Text: Professional Front Office Management

Ch. 13 Required Text: Professional Front Office Management

Revenue Management

- The concept of Revenue management
- Measuring yield
- Elements of revenue management
- Using revenue management

=Yield Management Exercise=

Front Office and the Law

- Growing concerns in security
- Developing a Security program
- Management's role in Security
- The Elements of Security Training
- Security and the Law
- Front office and the Law

Week #16

Final Exam Week- This course has no Final Exams

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

LATE SUBMISSIONS

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score.

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Classroom/Online Etiquette Procedure:

Students are required to
Come to class prepared to learn
Participate in classroom discussions
Act in ways that would be considered appropriate for a academic learning environment

Policy/Procedure Related to the Department:

Attendance: Students are expected to attend class and arrive on time
1.Cell Phones and Pagers: Students must turn off all cell phones, beepers and pagers prior to the entering class.
2.Disruptive Behavior: Students who are disruptive in class may be subject to disciplinary action by the Dean of Students (as stated in the Student Manual). All students deserve a classroom environment that is free from disruption from inconsiderate behavior. Students are required to treat their instructor and their classmates with respect
.3.Food and Beverage: No food is permitted in class. Water is the only beverage permitted in the classroom. Water bottles should be clear containers.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: Research Methods in Business, BUSI 404
Number of Credits: 3
Days and Times: Monday, Wednesday, Friday 12:30 PM to 1:20 PM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): NA

Course Lecturer Name(s): Dr. Shawn Best
Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869
Course Director Contact Information: Click or tap here to enter text.

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM
Course Director Office Hours: Click or tap here to enter text.

Course Lecturer(s) Office Location: Building C (Windward Hall)
Course Director Office Location: Click or tap here to enter text.

Course Support: Mary Celestine, mcelesti@sgu.edu, 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will focus on different selected topics of particular relevance to the national, regional, and global economy and other business research interest. Additionally, this course will highlight the importance of systematic research and problem solving and explore the different types of research methodologies. The course will look at the role of the researcher and will investigate the practicalities of research such as problem formulation, choosing a suitable research methodology, review of literature, presenting results and findings, and drawing conclusion. The course will also highlight issues related to research such as ethical issues in doing research and the use of technology for research purposes.

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Course Objectives:

This course aims to acquaint students with knowledge of the methodologies utilized in modern business research.

Student Learning Outcomes:

Upon successful completion of this course, students should have expanded capabilities to:

1. Outline the purpose and distinct focus of business research methods;
2. Demonstrate an understanding of the stages of the research process;
3. Transform research ideas into a research project with research questions and objectives;
4. Write a research proposal;
5. Conduct a critical review of literature;
6. Reference literature accurately;
7. Formulate and choose an appropriate research design methodology;
8. Recognize issues related to research ethics;
9. Employ the appropriate use of qualitative and quantitative research techniques
10. Demonstrate effective communication skills in business and management.
11. Ability to propose business solutions through the use of theories, research and analytical skills.

Program Outcomes Met By This Course:

- M-PO-1: Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- Ability to apply relevant ICT (Information and Communication Technology) tools for effective decision making in organizations
- M-PO-1: Exhibit principled and ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2: Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations.
- M-PO-4 : Utilize theories, analytical skills and reflective thinking to identify problems and opportunities, formulate solutions strategies that can be implemented to correct, and or mitigate issues facing businesses and organizations.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Research Methods for Business Students (5th edition) by Mark Saunders, Phillip Lewis and Adrian Thornill (Pearson/Prentice Hall).

Supplementary Readings/Resources:

Research Methods in Business Studies (4th edition) by Pervez Ghauri and Kjell Gronhaug.
Assigned articles and case studies (Posted on Sakai and handed out in class)

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Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

- a. Homework, attendance, in-class activities, and quizzes: 30%
- b. Assessment 1: (Literature review): 30%
- c. Assessment 2: Presentation of research topic: 10%
- d. Quantitative Data Analysis: 15%
- e. Assessment 3: (online survey, interviews): 15%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

See below

The following topics will be researched this semester:

- The economic and social impacts of the Corona (COVID-19) Virus pandemic on countries.
- The impact of different leadership styles and strategies on organizational performance and control.
- Working from home: The new normal. A look at the benefits and challenges of working remotely.

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

Week 1	Topics / Exercises	Assignments
topic 1	<ul style="list-style-type: none">• The nature and importance of research• The research paper	Get textbook, read ch. 1&2
Week 2		
topic 2	<ul style="list-style-type: none">• The research topic• problem statement	Formulate a research topic, write a problem statement, write research questions.
Week 3		
topic 3	Use of technology in research The literature review	<ul style="list-style-type: none">• Use of online databases such as Proquest, EBSCO Host and ERIC.• Conduct a literature search on a selected topic and critically review the literature
Week 4		
Topic 6	<ul style="list-style-type: none">• Research ethics• Plagiarism	<ul style="list-style-type: none">• Ethical issues at specific stages of the research process• IRB, and Participation
Week 5		
topic 5	Citing sources and references	Use APA sixth edition to reference sources used in research. Assignment 1: APA Formatting

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Week 6		
Topic 6	Gaining access and research participation	Informed consent, methods of gaining access.
Week 7		
Topic 7	<ul style="list-style-type: none"> • Research approaches • Selecting samples 	<ul style="list-style-type: none"> • Approaches to research and research design • Sampling
Week 8		
	Midterm	Paper 1 due: Research proposal
Week 9		
Topic 8, 9	Data collection techniques	<ul style="list-style-type: none"> • Secondary sources of data • Questionnaires, interviews, surveys • Assignment 2 due: Online survey and interview
Week 10		
	Variables and Measures	Defining variables and measures
Week 11		
topic 12	Data Analysis: Quantitative techniques. <ul style="list-style-type: none"> • Descriptive Statistics • Inferential Statistics 	Assignment: Use SPSS software for simple analysis of quantitative data sets.
Week 12		
Topic 13	Data Analysis: Qualitative techniques	Coding data, types of qualitative data analysis processes
Week 13		
Topic 14	Issues in research writing	Bias, credibility, validity, reliability generalizability
Week 14		
Topic 14	Writing and presenting the research project	
Week 15		
Presentations	Present research paper	Final Papers due; Final research paper.
Week 16		

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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Assignment Submission Procedure:

Be prepared. Late homework assignments will be worth nothing if the answers were discussed in class. Case studies submitted late will be lowered 10 points unless previous permission has been given.

Classroom/Online Etiquette Procedure:

- Cell phones will be muted or turned off during class.
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- Disruptive Behaviour

- o Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: STRATEGIC MANAGEMENT, BUSI 409
Number of Credits: 3
Days and Times: Monday, Wednesday & Friday 2:30 PM to 3:20 PM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): BUSI301, BUSI304, BUSI306

Course Lecturer Name(s): Dr. Shawn Best
Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869
Course Director Contact Information: Click or tap here to enter text.

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM
Course Director Office Hours: Click or tap here to enter text.

Course Lecturer(s) Office Location: Building C (Windward Hall)
Course Director Office Location: Click or tap here to enter text.

Course Support: Mary Celestine, mcelesti@sgu.edu, 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the process for strategic management and includes a simulation that enables students to put the theory into practice. Strategy development is a core competence for executives in today's highly competitive environment. Creating a clear and implementable strategy for attaining objectives is an annual task in many firms. In small firms, a viable strategy may mean the difference between success and failure.

Course Objectives:

1. This course aims to acquaint students with strategic management processes and techniques most critical to smooth functioning of any business of any size.

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2. This course also aims to equip students with the concepts and techniques necessary for organizations to do strategic management.
3. Finally, this course aims to enhance the skills of students in business ethics, international management and international business.

Student Learning Outcomes:

On successfully completing this course, students should be able to:

1. Articulate an opinion regarding the use of strategic management practices in workplace environments;
2. Communicate verbally or in writing about topics related to strategic decision-making;
3. Apply a working knowledge of strategic decision-making techniques in a variety of individual, social and workplace environments and scenarios;
4. Implement appropriate strategic management decision-making techniques in real world situations.

Program Outcomes Met By This Course:

- M-PO-1: Exhibit principled and ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2: Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations.
- M-PO-3: Demonstrate written, oral and presentation skills necessary for effective business and management communication.
- M-PO-4: Utilize theories, analytical skills and reflective thinking to identify problems and opportunities, formulate solutions strategies that can be implemented to correct, and or mitigate issues facing businesses and organizations.
- M-PO-5: Demonstrate knowledge and skills related to teamwork, diversity and cross cultural awareness.
- M-PO-6: Demonstrate knowledge and skills related to ethical and global issues and the influence of social, economic, legal, regulatory, environmental and technological issues as well as the impact of demographic diversity on organizations.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Strategic Management: A Competitive Advantage Approach (16th edition) by Fred R. David and Forest R. David (Pearson/Prentice Hall). Note: Other editions may be used by students, although case examples in the various editions may be different.

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Supplementary Readings/Resources: Assigned articles and case studies (Posted on Sakai and handed out in class)

Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

- a. Attendance and in-class activities 5%
- b. Homework assignments and quizzes: 15%
- c. Midterm exam: 20%
- d. Case study analyses & team presentation: 20%
- e. Simulation Exercise: 20%
- f. Final Exam: 20%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

See below

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

Week 1	Topics / Exercises	Assignments
Week 1 topic 1	The Nature of Strategic Management (Chp. 1)	Get textbook, read ch. 1&2 Read simulation instructions, simulation slides and demo
	What is Strategic Management, Key Terms, the Strategic Management Model	
Week 2		
Week 2 topic 2	The Business Vision and Mission (Chp 2)	Simulation begins In class exercise: What is Strategy? Homework: Read ch.1&2
	Vision and Mission Statements, Vision vs Mission, Benefits of Mission and Vision Statements, Characteristics of Mission	In-class exercise on critique of vision and mission statements
Week 3		
Week 3 topic 3	The External Assessment (Chp. 3)	Read chapter 3 Individual Assignment 1 Mini-Case study w/CPM & 5 forces
	External Audit (Industrial Organization view PESTEL Analysis	Online Quiz on Chps. 1,2&3
Week 4		
Week 4 Topic 3 cont.	The External Assessment (Chp. 3)	EFE and CPM matrices Simulation performance update
	Competitive Forces, Porter's Five Forces	
Week 5		

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Week 5	Topic 4	The Internal Assessment (Chp 4)	In-class exercise the use of financial ratios for analyzing financial performance.
		The Internal Audit, Resource Based View, Assessing internal resources	
Week 6			
Week 6	Topic 5	Strategies in Action (Chp. 5)	Individual Assignment 1 Due
		Long-term Objectives, Types of Strategies, Levels of Strategies Integration Strategies (Forward, Backward and Horizontal Integration),	
Week 7			
Week 7	Topic 5 cont.	Strategies in Action (Chp. 5)	In-class quiz, exam preparation Simulation performance update
		Intensive Strategies (Market Penetration, Market Development, Product Development)	Video case on intensive strategies
Week 8			
Week 8		Midterm Examination	
Week 9			
Week 9	Topic 5 cont.	Strategies in Action (Chp. 5)	Read Chapter 7, Individual Assignment 3 Group Case Analysis
		Diversification Strategies (Related and Unrelated Diversification), Defensive Strategies) Defensive Strategies (Retrenchment, Divestiture and Liquidation)	Video case on defensive strategies
Week 10			
Week 10	Topic 5 cont.	Strategies in Action (Chp. 5)	Group Case Analysis and presentations Due
		Porter's Five Generic Strategies, Means of Achieving Strategies (Joint Ventures, Mergers & Acquisitions, Strategic Alliances, Outsourcing)	
Week 11			
Week 11	Topic 6	Strategy Analysis and Choice	Simulation performance update
		Input Stage, Matching Stage and Decision Stage	Online Quiz on Chps 5& 6
Week 12			
Week 12	Topic 7	Strategy Implementation (Chp 7)	
		Implementation issues affecting management and marketing	
Week 13			
Week 13	Topic 8	Strategy Implementation (Chp 8)	
		Implementation issues affecting Finance & Accounting	Online Quiz on Chps. 7, & 8
Week 14			
Week 14	Topic 9.	Strategy Review, Evaluation and Control (Chp 9)	Individual Assignment 2 Due
		Nature of Strategy Evaluation	

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Week 15		
	Strategy Review, Evaluation and Control (Chp 9)	
Week 15	Topic 10.	Business Ethics, Environmental Sustainability and Corporate Social Responsibility Present & Review Simulation results
Week 16		In-class quiz, exam preparation Team Presentations for Simulation
Week 16	Final Examination	

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Attendance Policy:

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Examination Attendance

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Assignment Submission Procedure:

Be prepared. Late homework assignments will be worth nothing if the answers were discussed in class. Case studies submitted late will be lowered 10 points unless previous permission has been given.

Classroom/Online Etiquette Procedure:

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- Disruptive Behaviour

- o Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 411 INTERNATIONAL FINANCE
Number of Credits: 3
Days and Times: Tuesdays & Thursdays. 8.30 to 9.45 am
Semester and Year: Fall 2020
Classroom Location: Zoom Online
Pre-requisite(s): BUSI 306

Course Lecturer Name(s): Dr. NARESH GOPAL
Course Director Name: Dr. NARESH GOPAL

Course Lecturer(s) Contact Information: 473 444 4175 Ext. 3443
Course Director Contact Information: Email: ngopal@sgu.edu

Course Lecturer(s) Office Hours: Monday to Thursday 10 am to 12.30 pm
Course Director Office Hours: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Location: Zoom
Course Director Office Location: Zoom / Skype

Course Support: Ms. Tracy Fortune, tfortune@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

International Finance will serve as an introduction to global financial markets and operations of multinational firms. The course is concerned with the financial management of the firms that operate in the increasingly globalized business environment. Broad concepts will be emphasized along with real-world practices so as to provide a clear, conceptual framework for analyzing key financial decisions in multinational firms.

Course Objectives:

The student should be able to do the following:

- Explain the various stages of expansion overseas that multinational corporations utilize in order to benefit from globalization

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- Describe the international monetary system and the foreign exchange markets.
- Interpret the Balance of Payments (BOP) data and determine its implications for international competition.
- Forecast exchange rates based on the parity conditions that should apply between spot rates, forward rates, inflation rates and interest rates.
- Convert currencies using spot, future, and cross rates and identify arbitrage opportunities.
- Explain translation, transaction and economic exposure to exchange rate changes.
- Identify the processes and instruments used in the financing of international trade.

Student Learning Outcomes:

Construct electronic spreadsheets (using Microsoft Excel) that will analyze and solve financial problems.

- Identify, research, collect and interpret financial data, then use this information to make sound financial decisions.
- Communicate financial information to make sound business through business reports and financial models.

Accounting & Finance Program Outcomes Met By This Course:

Assess the risk and assurances of financial and non-financial information and apply various control processes where necessary.

Program Outcomes Met By This Course:

- Ability to propose business solutions through the use of theories, research and analytical skills.
- Demonstrate knowledge and skills related to global issues in a social, economic, legal and environmental context.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Multinational Finance: Evaluating the Opportunities, Costs, and Risks of Multinational Operations, Kirt C Butler, 6th Edition, Wiley.

Supplementary Readings/Resources: Wall Street Journal articles

Course Grading Requirement:

Class Participation	10%
Quizzes	20%
Homework / Assignments	20%
Midterm	20%
Comprehensive Final	20%

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Presentation	10%
Total	100%

Course Requirements:

This is a seminar course. Lectures are limited to that required to identify and explain concepts and terminology. Students must keep up the reading in both the text and the reading volume. The course covers a significant amount of material. Therefore, class attendance is mandatory. The structure of this class makes your individual study and preparation outside class very important. Reading the assigned chapters/handouts before class will greatly assist your understanding of the lecture. Read critically, evaluating in light of your own experience and knowledge and be prepared to discuss the material in class. After the lecture, you should study your notes and work relevant problems from the end of the chapter. Unjustified absences will affect grade.

2. Attendance. Students are allowed two unexcused absences for the semester. All remaining unexcused absences will affect the final grade. Please email all excuses to zpayne@sgu.edu.
Group Assignments. These assignments will be done as a group and based on the cases in the text. There should be only one submission from each group.

3. Participation – Several questions and issues will be posted on the Forum on Sakai. Marks will awarded to intelligent meaningful responses.

4. Quizzes. There will be 4 announced quizzes, each lasting between 10 (ten) to thirty (30) minutes, throughout the semester. See the Course Calendar for dates. They are at the beginning of the class, so it is imperative to be on time. Quizzes will be closed book, closed notes. The scores of the two lowest quizzes will be dropped.

5. Midterm. Closed book, closed notes, will be a combination of multiple choice and long answer questions. Students are to come equipped with their calculator and laptop to complete exam on Exemplify through ExamSoft / Sakai.

6. Comprehensive Final. Closed book, closed notes, administered during the University's week of final examinations. Students are to come equipped with their calculator and laptop to complete exam on Exemplify through ExamSoft / Sakai.

7. Group Assignments. There will be four (4) group assignments for the semester. One submittal per group by the due date and time identified by the instructor. Late submittals will not be accepted.

8. Group Presentation. The members of each group will be assigned randomly by the instructor. More details will be given by instructor.

9. Extra Credit. Opportunities for extra credit will arise during the semester. More details will be given by the instructor.

Course Schedule:

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This schedule represents our expected class plan. However, as the term progresses we may need to make changes if we spend more or less time than planned on any particular topic. See the annexure.

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All assignments should be delivered in the Assignments area in MyCourses. All course work in full must be completed by 11:00pm, EST to be included in the course grade. Each file submitted must be labeled as follows:

FIRSTNAME_LAST NAME_BUSI411_Assignment Number

Or

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GROUPNAME_BUSI411_Assignment Number

(.xlsx may be docx or pptx, where necessary) One point will be deducted from score if this format is not adhered to.

APA Format: APA 7 format is required for all written assignments.

Classroom/Online Etiquette Procedure:

Correspondence via email: In each email you send to the instructor be sure to put in the Subject area the course name/prefix [IF/ BUSI 411] and the subject of the issue.

Laptops: I encourage you to use your laptop for this course in class. However, the use of your laptop is strictly for class activities such as taking notes, referring to a spreadsheet, or in occasions if we need to search the internet. You are not allowed to connect the laptop to networks such as Facebook, Messenger, Yahoo Messenger, Skype, and should not be doing any non-class activities during class time. You will be asked to leave the classroom if you fail to comply with this policy.

Cell Phones: Note cell phones are to be turned OFF during class. Any calls, text messages, SMS made or received during class will result in your being noted as absent from class. Cell phones/PDAs are not to be used as calculators.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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Appendix

August 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19 Introductions/ Course Review	20	21 Chapter 1	22	23
24	25	26 Chapter 1	27	28 In Class Assignment	29	30

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September 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Chapter 2	3	4 Chapter 2	5	6
Assignment 1	7	8 Quiz 1 Chapter 2	9	10 Chapter 3	11	12
13	14	15 Chapter 3	16	17 In Class Assignment	18	19
20	21	22 Chapter 4	23	24 Chapter 4	25	26
27	28	29	30			
Assignment 2						

October 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Quiz 2 Chapter 4	2	3 Review Chapter 4	4	5
6	7	8	MIDTERM WEEK			9
10	11	12 Review of Midterm	13	14 Chapter 5	15	16
17	18	19 Chapter 5	20	21 Chapter 5	22	23
Assignment 3	24	25	26	27	28	29
30	31	Chapter 5		Chapter 6		

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November 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30						1
2	3	4 Quiz 3 Chapter 6	5	6 Chapter 7	7	8
9	10	11 Chapter 7	12	13 Chapter 7	14	15
16 Assignment 4	17	18 Chapter 8	19	20 Quiz 4 Chapter 8	21	22
23	24	25 Review	26	27 Group Presentations - Reports Due	28	29

December 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
FINALS WEEK						

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: OPERATIONS MANAGEMENT, BUSI 414
Number of Credits: 3
Days and Times: Tuesday & Thursday 2:30 PM to 3:45 PM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): Quantitative Methods (BUSI319)

Course Lecturer Name(s): Dr. Shawn Best
Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869
Course Director Contact Information: Click or tap here to enter text.

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM
Course Director Office Hours: Click or tap here to enter text.

Course Lecturer(s) Office Location: Building C (Windward Hall)
Course Director Office Location: Click or tap here to enter text.

Course Support: Mary Celestine, mcelesti@sgu.edu, 3863

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the concepts and techniques for design, planning and control of manufacturing and service operations. It is a survey of the operating practices and procedures found in both manufacturing and service firms. This course will cover the business processes and procedures used to transform various inputs into finished goods and services. A solid math or statistics background will be helpful. The course provides an understanding and appreciation of operations management terms, tools and techniques for analyzing operations, while providing the strategic context for making operational decisions. It will focus on strategic and tactical issues associated with operations designed to produce and distribute goods and services, including quality management, statistical quality control, production planning and scheduling, workforce

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management, project management, capacity planning, supply-chain management, just-in-time manufacturing, factory and warehouse layout, and logistics management.

Course Objectives:

The learning objective is to provide students with an understanding of the Operations environment sufficient to run a small enterprise or to work in a large one with supervision, and to implement appropriate operations management techniques and behaviors in real world situations.

Upon successful completion of this course, students will be able to:

1. Recognize the wide scope of operations management decisions and their impact on business.
2. Employ the use of analytical tools to solve operational problems encountered in the organization on a daily basis.
3. Identify and demonstrate knowledge of processes and systems used in the in the management of the operational functions in the organization.
4. Evaluate operational scenarios and make appropriate decisions to fit each scenario.

Student Learning Outcomes:

On successfully completing this course, students should be able to:

1. Identify and apply the role of operations management in the overall business strategy of the firm.
2. Recognize the relationship between key functional areas of the firm and operations function.
2. Identify the key necessary factors and connect the relationship between these factors in designing operational systems.
4. Utilize a range of analytical and problem-solving tools appropriate for enabling the operations function of the firm.
5. Compare the different approaches used in operations management to enable global business transactions.
6. Apply the techniques of operations management to both manufacturing industries as well as the services sector.

Program Outcomes Met By This Course:

- M-PO-1: Exhibit principled and ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2: Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations.
- M-PO-4: Utilize theories, analytical skills and reflective thinking to identify problems and opportunities, formulate solutions strategies that can be implemented to correct, and or mitigate issues facing businesses and organizations.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

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Text: *Operations Management: Sustainability and Supply Chain Management (12th Edition)* Jay Heizer, Barry Render and Chuck Munson (Pearson/Prentice Hall)

Supplementary Readings/Resources:

- Sarkis, J., & Zhu, Q. (2018). Environmental sustainability and production: taking the road less travelled. *International Journal of Production Research*, 56(1/2), 743–759. <https://doi-org.periodicals.sgu.edu/10.1080/00207543.2017.1365182>
- Reicheld, F.F. & Sasser, W.E., Jr., Zero Defections: Quality Comes to Services, *Harvard Business Review* #519X
- Gavin, D.A., Competing on the Eight Dimensions of Quality, *Harvard Business Review*, #87603
- Nguyen, T. L. H., & Nagase, K. (2019). The influence of total quality management on customer satisfaction. *International Journal of Healthcare Management*, 12(4), 277–285. <https://doi-org.periodicals.sgu.edu/10.1080/20479700.2019.1647378>
- Leavy, B., Supply Strategy- What to Outsource and Where, *Irish Marketing Review*, 2001
- Dolgui, A., & Proth, J.-M. (2013). Outsourcing: definitions and analysis. *International Journal of Production Research*, 51(23/24), 6769–6777. <https://doi.org/10.1080/00207543.2013.855338>
- Abyad, A. (2012). Project Management : The challenge, the dilemma. *Middle East Journal of Business*, 7(1), 18–22.

Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

- a. Attendance and in class activities: 10%
- b. Midterm exam: 20%
- c. Case study analyses (or Group project): 15%
- d. Simulation (or Group project): 15%
- e. Homework and quizzes: 20%
- f. Final Exam: 20%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

See below

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

CLASS OUTLINE FOR THE SEMESTER: OPERATIONS MANAGEMENT

Week 1	In Class	Assignments
topic 1	Overview, review syllabus	Read Chap 1,
topic 1&2	Introduction to Operations Management, Productivity Operations Strategy (Chps 1 &2)	Assignment on Productivity calculations
Week 2		
topic 2&3	Operations Strategy and Project Management Case study (Chps 2 & 3)	Start Simulation or Group Project
Topic 12	Waiting Line Models (Module D)	

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topic 3	Project Management, Review homework, complete end of chapter PERT/CPM questions	Assignment on PERT/CPM questions
Week 3		
topic 3	Project Management exercise;	Gantt charts for project management exercise
topic 3	Project Management continued	
Week 4		
topic 4	Forecasting principles (Chp 4)	Assignment questions on Forecasting techniques
topic 4	Forecasting Techniques calculations	Read chapter 5
Week 5		
Topic 5	Product and Service Design (Chp 5)	Video Case on product design
Topic 5	Generating New Products, Product Development, Issues for Product Design	
Week 6		
topic6	Managing Quality (Chp 6)	
Topic 6	Defining Quality, Cost of Quality, International Quality Standards, Total Quality Management, Quality Management Tools)	<i>Assignment to construct quality management tools (Fishbone Diagram, Pareto Charts)</i>
Week 7		
topic 6	Lecture, six sigma - SPC Control charts – cut string	
topic 6	Quality systems ISO, Six Sigma, Total Quality Management,	Study for midterm exam
Week 8		
	MIDTERM EXAM	
Week 9		
topic 7	Process Strategy and Sustainability (Chp 7)	Read chapter 7
topic 7	Process Strategies, Production Technology, Technology in Services, Sustainability	Video Case on sustainability (Conflict Palm Oil Case)
Week 10		
topic 8	Capacity and Constraint Management Chp 7S	Group Case Study Analysis (or Group Project) and presentations
	Capacity, Bottle Neck Analysis and Theory of Constraints	
Week 11		
topic 9	Inventory Management (Chp 12)	Video case on Inventory Management at Amazon.com
topic 9	Managing Inventory (ABC Analysis, Cycle counting) EOQ model calculations Chp. 12	Assignment on EOQ calculations
Week 12		
topic 9 cont.	EOQ model calculations	In-class exercise on EOQ calculations
Week 13		
topic 10	Aggregate Planning Chp. 13	In-class exercise on Aggregate Planning calculations.

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Week 14		
topic 11	Supply Chain Management and Outsourcing Chps. 11 and 11S	Discuss article entitled "Supply Strategy-What to outsource and where"
Week 15		
topic 11	Supply Chain Management and Outsourcing Chps. 11 and 11S continued	End "Entrepreneur" Simulation
Week 16		
	FINAL EXAM	Study for final
		Final Exam

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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Assignment Submission Procedure:

Be prepared. Late homework assignments will be worth nothing if the answers were discussed in class. Case studies submitted late will be lowered 10 points unless previous permission has been given.

Classroom/Online Etiquette Procedure:

- Cell phones will be muted or turned off during class.
- Texting and talking on the phone are not allowed in the classroom while class is in session.
- Grades may be lowered for repeated violations.

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- Disruptive Behaviour

- o Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 419 International Internship
Number of Credits: 3 Credits
Days and Times: N/A Fieldwork
Semester and Year: Summer/Winter
Classroom Location: N/A Fieldwork
Pre-requisite(s): Junior standing & GENL 400

Course Lecturer Name(s): R. Charles, N.Joseph, R. Peters, T. Noel
Course Director Name: Reccia Charles

Course Lecturer(s) Contact Information: R. Charles – RCharles1@sgu.edu 3260, N.Joseph – Njoseph@sgu.edu 3747, R. Peters – RAPeters@sgu.edu, T. Noel – TNoel@sgu.edu
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mon., Wed., 10:20 & 1:00-3:00pm, Tues., Thurs., 9:00-11:00 am
Course Director Office Hours: Same as Above

Course Lecturer(s) Office Location: BMS Office Windward Building
Course Director Office Location: Same as Above

Course Support: Mary Celestine, MCElesti@sgu.edu, 3863, Tracy Fortune, TFortune@sgu.edu, 3373

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The International Internship has been designed to provide students with the opportunity to gain valuable insight into actual international business operations, so that they may better correlate their academic experience with professional experience in an international business setting. Implementation is accomplished by permitting students to assume professional responsibilities with global businesses and nonprofit organizations, where the student must complete a minimum of 320 hours at the internship site. Though this exposure in an international environment the student will increase their awareness of cross-cultural similarities and differences, comprehend the importance

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of being openminded and develop an increased appreciation for diversity and in all aspects. Students are also required to give an oral presentation and present a written internship report to complete the course requirements. The internship is supervised by an assigned faculty internship supervisor and an onsite workplace mentor/supervisor. The assigned faculty supervisor is responsible for providing general guidance and liaise with the students, and internship site. The workplace supervisor is expected to mentor and evaluate the student's performance over the eight week internship period.

Course Objectives:

1. Apply theoretical and practical knowledge from courses to; local, regional, international and professional work setting as applicable
2. To develop the students level of professionalism and work ethic.
3. Analyze information and apply critical thinking skills to help solve organizational problems in an international business environment
4. Develop and refine oral and written communication skills, in the context of effective organizational communication.
5. Demonstrate an understanding of and appreciate the importance of organizational behavior, structure and cultural differences that exist in an international business context.

Student Learning Outcomes:

1. Apply theoretical knowledge from courses to an international and professional work setting.
2. Analyse information and apply critical thinking skills to help solve organizational problems in an International business environment
3. Apply qualitative analysis through professional communication in the form of written, verbal, and non- verbal means.
4. Describe, analyse, evaluate and critique workplace processes and procedures using academic concepts.
5. Demonstrate knowledge of and appreciate the importance of organizational behaviour, structure and cultural differences that exist in an international business context

Program Outcomes Met By This Course:

IB-PO-1. Demonstrate an understanding of the principles and scope of international business

IB-PO-2. Apply the knowledge, skills and attitudes to compete in a global business environment

IB-PO-3. Demonstrate Cross-cultural Awareness

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- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

**Course Grading:
Pass/Fail**

Course Materials:

Text: No text applicable, material will be supplied by internship instructors

Supplementary Readings/Resources: N/A

Course Grading Requirement:

ITEM	WEIGHT
Oral presentation ¹	25
Written report (inclusive of daily activity log) ²	25
Midterm supervisor assessment report- (completed after 3 weeks)	25
Final supervisor assessment report (completed at the end of the internship)	25
TOTAL	100%

Course Requirements:

1. Complete 12 week (480 hour) internship at assigned organization
2. Submit midterm supervisor assessment report
3. Complete oral presentation
4. Submit written report (inclusive of daily log)
5. Submit final supervisor assessment report

¹ See appendix for grading rubric

² See appendix for grading rubric

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Course Schedule:

	Before Internship	During Internship	After Internship
1	Attend Internship briefing and familiarize yourself with the Internship checklist	Student must ascertain who his /her SGU Faculty Internship Supervisor.	Upon completion of the internship, the student must collect a thank you letter for his/her internship organization from the department secretaries. This should be done within two weeks of completing their internship. Student is personally responsible for delivering these letters to the organization.
2	Secure Internship placement with resumes and application checked by the writing center or internship supervisors	There will be two supervisor's/mentor's evaluation during the internship period; one in the middle and one at the end of the internship.	Internship schedule will be sent out to all students by the secretaries and they must indicate the most convenient time for their presentation based on this schedule. Student is expected to make his/her presentations (2) weeks after mid-term.
3	Obtain internship package from Secretaries in the business department	Student is expected to complete his/her written report and PowerPoint presentation based on the established criteria of the Department of Business and Management Studies	
4	Return the signed learning agreement to the Business Department's Secretaries		

Internship Overview and Support:

The internship is a joint venture undertaken with employers at various Business organizations and the St. George's University. Prior to and during the internship students will have contact with the following:

1. SGU Support Staff:

Secretary Mary Celestine- mcelestine@sgu.edu

Secretary Tracy Fortune- tfortune@sgu.edu

Secretaries will provide an internship checklist, a list of suggested companies/organizations, internship report and presentation guidelines and an evaluation package to each student. They will also collect the necessary data about each intern for ease of reference, evaluation and record keeping.

2. Assigned Faculty Internship Supervisors

Naline Joseph- njoseph@sgu.edu

Ronald A Peters- RAPeters@sgu.edu

Troy Noel- Tnoel@sgu.edu

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Reccia Charles- rcharles@sgu.edu

Internship Faculty supervisors will provide the necessary support and guidelines before, during and upon completion of the internship. They are required to liaise with both the employer/mentor and the student to ensure the internship experience is fulfilling its stated objectives for both parties. This liaison during the internship period will comprise of an initial contact with the organization supervisor and the intern by phone/conference call or email. The Faculty supervisor will be available to both the workplace mentor and the intern to handle any issues that may arise.

3. Workplace Mentor/Supervisor.

The internship organization will assign a supervisor/mentor to ensure that the work undertaken is of a substantial nature, the necessary support is provided, and the student evaluations are completed on time.

Course Requirement and Percent in Grade

This is an on the job-training experience design to gain practical experience in specific areas of study. Guidelines will be provided prior to students embarking on their internship. Students will also be required to deliver an oral presentation and a written assignment which will be graded by faculty in the Business and Management Department.

POLICY INFORMATION

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Attendance Requirement

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Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Students will submit the written internship report via ExamSoft 24 hours after the oral presentation has been delivered

Classroom/Online Etiquette Procedure:

N/A

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Policy/Procedure Related to the Department:

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (Before Internship)

Students will receive and must respond promptly to an email from the secretaries inquiring about their intention to pursue their internship for the upcoming semester. A subsequent email will be sent out to all students advising them of a mandatory Internship Briefing meeting. The Briefing will be conducted once with two time slots, one in the morning and one in the afternoon. The Internship Briefing meeting will provide students with guidance, tips for interviews, also on how to conduct themselves in an ethical and professional manner.

Prior to internship students are required to collect an internship checklist which is available from the secretaries of the Department of Business and Management Studies

Students must have their Cover Letter (Application) and Resume reviewed by the Center of Academic Excellence (CAE) Writing Center and attend any relevant workshops provided by CAE.

Upon selection and acceptance at internship sites students are required to collect an internship package from secretaries.

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (During the Internship)

Any request made by the organization in respect to performing an audit of the organization's processes, making recommendations for improvements, as well as, tasks assigned outside of the day to day internship requirements must be discussed and approved by an internship supervisor.

During the internship there will be two (2) evaluations conducted. One after the first three weeks and one at the end of the internship. Students are required to collect both evaluations and carry them to the secretaries for tabulations and recording purposes.

SPECIFIC PROFESSIONAL AND ACADEMIC GUIDELINES (After the Internship)

The written internship report is due one day after the oral presentation and must be submitted via ExamSoft. Late reports without a valid excuse will result in the student losing 5 marks per day up to a maximum of 25 marks.

Upon completion of the internship, students must collect a thank you letter for their internship organization from the department secretaries. This should be done within one week of completing the internship. Students are personally responsible for delivering these letters to the organization.

Attendance and Workplace Etiquette Policy

Students are advised that dishonesty (not starting or completing internship and claiming to have done so), abusing workplace resources, stealing and dishonesty may result in disciplinary action by the Dean of Students.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

LATE SUBMISSIONS

Students are expected to comply with the due dates for all reports, assignments and submissions. Each day that an assignment is late will result in 5 points being deducted from the assignment score.

Academic Integrity

It is expected that all presentations, papers and coursework are the original work of the students, with proper credits given to the sources of all referenced material.

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Appendix i

Written Internship Rubric					
Categories	Highly Competent 9-10	Competent 7-8	Satisfactory 5-6	Unsatisfactory 4 -1	Total
1.Overview of Internship Site, Mission, Services, Personnel	Student fully described the elements required.	Student partially described the elements required.	Student provided a minimal description of the elements required.	Student did not provide any information on the internship site.	/10
2.Internship activities, duties responsibilities	Student fully described what he/she worked on during the internship.	Student partially described what he/she worked on during the internship.	Student provided a minimal description of what he/she worked on during the internship.	Student did not provide any information on what he/she worked on during the internship.	/10
3.Self-Assessment of preparedness	Student fully described their preparedness with connections to courses and past experience.	Student partially described their preparedness with connections to courses and past experience.	Student did not described their preparedness with connections to courses and past experience.	Student did not provide any information on their preparedness with connections to courses and past experience.	/10
4.Lessons learnt and challenges experienced	Student fully described the lessons learnt and challenges experienced.	Student partially described the lessons learnt and challenges experienced.	Student did not described the lessons learnt and challenges experiences.	Student did not provide any information on the lessons learnt and challenges experienced.	/10
5.Successes Experienced and areas for professional development	Student fully described the successes experience and identified areas for professional development.	Student partially described the successes experienced and identified areas for professional development.	Student did not described the Successes experienced and identified areas for professional development.	Student did not provide any information on the successes experienced and identified area for professional development.	/10
6.What was learnt from the experience and the relevance of theories and concepts learnt	Student fully described what he/she learnt from the experience, theories and concepts learnt.	Student partially described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	/10
7.Sketch of Future Plans (Career, Etc.)	Student Clearly articulated and described his/her future plans.	Students only provided a list of options.	Student was not able to articulate his/her future plans.	Student did not provide any information on his/her future plans.	/10

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8. Student evaluation of the overall internship site	Student demonstrated a clear understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated moderate understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated minimal understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student did not demonstrate any understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	/10
9. Style & Grammar Follows APA writing style and basic rules of formal English grammar and written paper style	Well written with excellent communication and written skills.	Information is generally clear and reasonable development of ideas and competency demonstrated.	Information flow is fairly developed with average competency demonstrated.	Information was poorly developed with little understanding.	/10
10. Daily Activity Log	Student's activity log included all the required elements and was presented in a professional manner.	Student's activity log included all the required elements and was presented in a less professional manner.	Student's activity log included some of the required elements and was presented in a less professional manner.	Student's activity log very poorly presented and was incomplete.	/10
					Total: /100

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Appendix ii

Presentation Rubric					
CRITERIA	Highly Competent	Competent	Satisfactory	Unsatisfactory	Total
Points	5	4	3	2-1	
<p><u>Sequence</u> <u>(15 Points)</u> -Introduction Articulation and development of ideas -Conclusion</p>	Extremely well organized, introduces evidence in a clear and creative manner with a smooth transition to connect key points and ends with a conclusion	Generally, well organized, introduces evidence with a smooth transition to connect key points and ends with a conclusion	Somewhat organized, introduces evidence with a lack of a smooth transition between key points and ends with a conclusion	Non-existent organization, does not clearly introduce the evidence and with a lack of a smooth transition and ends abruptly without a conclusion	<hr/> 15
<p><u>Information and Content</u> <u>(20 Points)</u> -Adherence to Internship Report Guidelines -Depth of research on the company -Application of relevant theories and concepts learnt -Explanations using examples and illustrations</p>	The presentation provides an accurate and complete reflection on key theories and concepts related to selected evidence and to the internship experience, with the use of adequate examples and illustrations clearly articulated to the audience.	The presentation for the most part provides an accurate and complete reflection on key theories and concepts related to selected evidence and to the internship experience, with some use of examples and illustrations not clearly articulated to the audience	The presentation provides a somewhat accurate and an incomplete reflection on key theories and concepts related to selected evidence and to the internship experience, with little use of examples and illustrations	The presentation provides an inaccurate and incomplete reflection on key theories and concepts related to selected evidence and to the internship experience, with no use of examples and illustrations	<hr/> 20
<p><u>Presentation Skills</u> <u>(25 Points)</u> -Volume -Enunciation, -Eye contact -Posture -Appropriate dress</p>	The presenter displays excellent verbal skills and delivered a highly interesting coherent presentation; at a level to keep the audience attention, appropriately dressed and maintained eye contact	The presenter displays good verbal skills and delivered an interesting coherent presentation; at a level to keep the audience attention, appropriately dressed and maintained eye contact	The presenter displays fair verbal skills and delivered a fair but lacking in coherency; at a level not engaging for the audience, appropriately dressed and maintained little eye contact	The presenter displays poor verbal skills and delivered an uninteresting presentation; at a level that did not engage the audience, inappropriately dressed and with no eye contact	<hr/> 25

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<p><u>Grammar/Word Choice (15 Points)</u> -Punctuation -Spelling -Clarity of presentation using appropriate word choice</p>	<p>The presenter displays excellent written skills and had less than two (2) written errors and demonstrated exemplary APA knowledge with the correct/excellent word usage relevant to their discipline.</p>	<p>The presenter displays good written skills and had no more than four (4) written errors and demonstrated good APA knowledge with the correct word usage relevant to their discipline.</p>	<p>The presenter displays fair written skills and had no more than six (6) written errors and demonstrated no APA knowledge, with a lack of relevant word choices for their discipline.</p>	<p>The presenter displays poor written skills and exceeded six (6) written errors and demonstrated poor knowledge of APA citing and word choice for their discipline.</p>	<p style="text-align: right;"><u>15</u></p>
<p><u>Audience and Presenter Engagement (10 Points)</u></p>	<p>The presenter displays excellent, articulated responses to the questions asked by the audience and was greatly engaged with the audience.</p>	<p>The presenter displays good responses to the questions asked by the audience and generally engaged with the audience.</p>	<p>The presenter displays fair responses and was a bit uncertain in their responses to the questions asked by the audience and exhibited little engagement with the audience.</p>	<p>The presenter displays poor responses and lacked knowledge on the questions asked by the audience and with no engagement with the audience.</p>	<p style="text-align: right;"><u>10</u></p>
<p><u>Time Management (15 Points)</u></p>	<p>The presenter completed the presentation in the allocated 25 minutes with 5 minutes for questions and answers</p>	<p>The presenter did not complete the presentation in the allocated 25 minutes with 5 minutes for questions and answers and exceeded the allocated time by 0-1 minutes</p>	<p>The presenter did not complete the presentation in the allocated 25 minutes with 5 minutes for questions and answers and exceeded the allocated time by 2-3 minutes</p>	<p>The presenter did not complete the presentation in the allocated 25 minutes with 5 minutes for questions and answers and exceeded the allocated time by 4-5 minutes.</p>	<p style="text-align: right;"><u>15</u></p>
<p><u>Total</u></p>					<p style="text-align: right;"><u>/100</u></p>

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 420 – Leadership
Number of Credits: 3 credit hours
Days and Times: Mondays, Wednesdays and Fridays (1:30 – 2:20 pm)
Semester and Year: Fall 2020
Classroom Location: TBD
Pre-requisite(s): None

Course Lecturer Name(s): Rachael Ross, MBA, BSc.
Course Director Name: Same

Course Lecturer(s) Contact Information: rross@sgu.edu OR Ext. 3567
Course Director Contact Information: Same

Course Lecturer(s) Office Hours: 10am–12noon (Mon. – Thurs.); 2pm–3:45pm (Tues. and Thurs.)
Course Director Office Hours: Same

Course Lecturer(s) Office Location: Leeward Hall (Upstairs Nursing)
Course Director Office Location: Same

Course Support: Tracy Fortune – tfortune@sgu.edu – Ext. 3373

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is intended to help develop “social intelligence,” which is valuable in any career. Leadership is the ability to mobilize vital support from a diverse set of interdependent stakeholders and others over whom individuals may have little authority in order to achieve their objectives. This interactive course is designed to develop skills in recognizing and analyzing situations requiring social intelligence.

Course Objectives:

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On completion of this course, the student should be able to satisfy the following:

1. Define the characteristics of strong and weak leadership
2. Think and write critically about strategic issues in management and leadership.
3. Recognize the different situations which require different styles of leadership.
4. Develop a credible plan to transform organizational leadership in order to improve the operating effectiveness of the organization.

Student Learning Outcomes:

1. Apply Situational Leadership, leader-follower relationships
2. Recognise various types of leadership traits in individual leaders
3. Learn through practice how to apply and use team-building exercises as a tool for effective leadership

Program Outcomes Met By This Course:

1. Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner
2. Ability to propose business solutions through the use of theories, research and analytical skills

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Northouse, P. G. Introduction to Leadership: Concepts and Practice (4th ed.). Thousand Oaks, CA: © 2018, SAGE Publishing.

Online Resources: You are encouraged to use the free companion website for *Introduction to Leadership* at edge.sagepub.com/northouseintro4e to reinforce the reading and check your understanding of the material.

Supplementary Readings/Resources: Will be provided by the lecturer accordingly.

Course Grading Requirement:

Two (2) End of Chapter Quizzes (45 points each)	30%
Two (2) Group Presentations (10 points each)	20%
Mid-Term Exam (45 points each)	20%
Final Exam (60 points)	20%
Participation and Class Group Exercises (20 points total)	10%
Total	100%

Course Requirements:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Quizzes: Students are required to take two end of chapter quizzes. These will be based on the lectures, material discussed in class, and material assigned in the readings. They will be issued in online format via Sakai – Tests and Quizzes; and will comprise of true or false, multiple choice, and/or short essay questions. All quizzes must be taken at the assigned time. The lecturer will provide other necessary information accordingly.

Class Group Exercises: Students will be placed into groups at the start of the semester. Throughout the semester, students will be assigned different exercises for which they must complete in their assigned group. These exercises may include case analyses, chapter discussion questions, web exercises, discussion on videos, etc.

Group PowerPoint Presentations: There will be two (2) group PowerPoint presentations throughout the semester. In assigned groups, students will select one of the chapters covered prior to the Mid-Term Exam and one after the Mid-Term Exam, for which to research and develop a PowerPoint presentation to be delivered to the class. Detailed instructions will follow.

Mid-Term: The Mid-Term will consist of a variation of questions (multiple choice, and true/false) from chapters covered prior to Mid-Term. The exam will be online and issued from Test and Quizzes in Sakai.

Final Exam: The Final Exam will consist of a variation of questions (multiple choice, and true/false) from chapters covered prior to Mid-Term. The format of this exam will be determined before the end of the semester.

Course Schedule:

WEEK/DATE	CHAPTER READINGS and TOPICS	ASSIGNMENTS
WEEK 1 (Aug. 17, 19 and 21)	Introductions and Review of the Syllabus Chapter 1: Understanding Leadership	Read Chapter 1
WEEK 2 (Aug. 24, 26 and 28)	Chapter 2: Recognising Your Traits	Read Chapter 2 Class Group Exercise #1
WEEK 3 (Aug. 31, Sept. 2 and 4)	Chapter 3: Engaging Strengths	Read Chapter 3
SEPTEMBER 4, 2020 – QUIZ #1: CHAPTERS 1-3		
WEEK 4 (Sept. 7, 9 and 11)	Chapter 4: Understanding Philosophy and Styles	Read Chapter 4
WEEK 5 (Sept. 14, 16 and 18)	Chapter 5: Attending to Tasks and Relationships	Read Chapter 5
WEEK 6 (Sept. 21, 23 and 25)	Chapter 6: Developing Leadership Skills	Read Chapter 6 Group Presentation #1
WEEK 7		

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Sept. 28, 30; Oct. 2)	Chapter 7: <i>Creating a Vision</i>	Read Chapter 7
WEEK 8 (Oct. 5, 7 and 9) MIDTERM EXAM OCTOBER ??, 2020 – CHAPTERS 4 - 6		
WEEK 9 (Oct. 12, 14 and 16)	Chapter 8: <i>Establishing a Constructive Climate</i>	Read Chapter 8
WEEK 10 (Oct. 19, 21 and 23)	Chapter 9: <i>Embracing Diversity and Inclusion</i>	Read Chapter 9 Class Group Exercise #2
WEEK 11 (Oct. 26, 28 and 30) Holiday Monday	Chapter 10: <i>Listening to Out-Group Members</i>	Read Chapter 10
OCTOBER 30, 2020 - QUIZ #2: CHAPTERS 7-9		
WEEK 12 (Nov. 2, 4 and 6)	Chapter 11: <i>Managing Conflict</i>	Read Chapter 11 Group Presentation #2
WEEK 13 (Nov. 9, 11 and 13)	Chapter 12: <i>Addressing Ethics in Leadership</i>	Read Chapter 12
WEEK 14 (Nov. 16, 18 and 20)	Chapter 13: <i>Overcoming Obstacles</i>	Read Chapter 13
WEEK 15 (Nov. 23, 25 and 27)	Review for Final Exam	
WEEK 16 (Nov. 30; Dec. 2 and 4) FINAL EXAM December ??, 2020		

POLICY INFORMATION

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Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments are due on the submission date. Every day that an assignment is late, results in 5 points being deducted per late day from the assignment score, at discretion of Course Director.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Every student is entitled to full participation in class without interruption. Disruption of class by

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inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Eating and drinking are not allowed during lectures

Note cell phones are to be turned off during class. Any calls, text messages, SMS made or received during class will result in your being noted as absent from class.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of Biology Ecology and Conservation

Course Code, Title and Number of Credits: Foundation Chemistry Chem 001

Days and Times: Mon, Wed, Fri, 2:30-3:20 Lab Tue 3:00-5:00

Semester and Year: Fall 2020 August- December

Pre-requisite(s): Students without CXC or CAP in chemistry

Classroom Location: Online

Course Director Name: Tobias Clement

Course Lecturer Name(s): Tobias Clement

Course Director Contact Information: tclement@sgu.edu Tel 534-5164

Course Lecturer(s) Contact Information: tclement@sgu.edu Tel 534-5164

Course Director Office Hours: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Mon,1:00-2:00, Wed. 1:00- 2:00

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description:

Chemistry plays an important part in all of the other natural sciences, basic and applied. Plant growth and metabolism, the formation of igneous rocks, the role played by ozone in the atmosphere, the degradation of environmental pollutants, the properties of lunar soil, the medical action of drugs, establishment of forensic evidence: none of these can be understood without the knowledge and perspective provided by chemistry. Indeed, many people study chemistry so that they can apply it to their own particular field of interest. Chemistry itself is the field of interest for many people. Many study chemistry not to apply it to another field, but simply to learn more about the physical world and the behavior of matter from a chemical viewpoint. Some simply like "what chemists do" and so decide to "do it" themselves. One of the goals of this course is to introduce to students the properties of matter in terms of its internal structure, the arrangement and interrelationship of its parts. This word, structure, sometimes refers to the physical arrangement of particles, such as atoms or molecules in space. At other times it is used to

indicate some other arrangement, such as the arrangement of energy levels of an electron in an atom, thereby relating their structures to their physical and chemical properties.

Course Objectives:

Introduce students to the subject building confidence to handle general chemistry.

Student Learning Outcomes:

1. Demonstrate an awareness that matter is made up of particles;
2. Be familiar with the concept of the atom as the basic building block of matter;
3. Demonstrate an understanding of the mole as the unit for comparison of amounts of matter;
4. Be aware of the different forces of attraction that exist between particles;
5. Demonstrate an understanding that different types of mixtures can be separated based on the properties of the components;
6. Appreciate that matter can be classified based on the physical or chemical properties;
7. Understand that the rate at which a chemical reaction proceeds is dependent on a number of physical factors;
8. Appreciate that energy changes occur during the course of a chemical reaction;
9. Relate bonding properties of carbon to simple organic compounds;
10. Recognize the patterns of reactions of the various homologous series of carbon compounds
11. Describe some of the processes involved in the formation of carbon compounds from natural sources and relate the properties of the compounds to their uses;
12. Recognize the general pattern involved in the nature and formation of polymers;

Program Outcomes Met By This Course:

This course is a mix of lecture, discussion, small group exercises and structured reading and writing. Faculty with expertise in specific topics will lead sessions. Students are expected to be active participants and independent learners in this introductory course. Attendance and participation in class meetings with evidence of adequate preparation is essential.

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Course Materials:

Click or tap here to enter text.

CHEM 001 - Topics
Introduction
Energy and states of matter
Pure and impure matter/ Change of states
Purifying matter – separation of mixtures
Atoms and Element Atomic structure /
Atomic number/ mass Number Trends in the periodic table
Compounds and their bonds
Ionic compounds/ polyatomic ions/ covalent compounds
Writing chemical Formulae and Equations
Chemical Quantities and reaction
Introduction to mole concept
Molecular and Empirical formulae
Calculations involving mole the
Acids, Bases and Salts
Redox reactions
Electrochemistry
Energetics
Gases
Gas pressure
Pressure and Volume (Boyle's law)
Temperature and Volume (Charles's law)
Temperature and Pressure (Gay-Lussac's law)
Combine gas law/ Avogadro's law/ Dalton law
Intro to Organic Chemistry
Carbon and its compounds

Text: : Lambert Norman, Mohamed Marine 1993, Chemistry for CXC, Heinemann Educational Publishers.

Supplementary Readings/Resources: Click or tap here to enter text.

Course Requirements and Percent of Grade:

Midterm Exam	30%
Quizzes x 5	25%
Final exam	30%
Labs	5%
Assignments x 2	10%

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2018/2019, page 28) states as follows:

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy: At discretion of Course Director.

Assignment Submission Policy: At discretion of Course Director.

Classroom Etiquette: At discretion of Course Director.

Online Etiquette: At discretion of Course Director.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Tentative Course Schedule:

Click or tap here to enter text.

Lecture	Week	Date	CHEM 001 - Topics
01	1	Aug 17	Introduction
02	1	Aug 19	States of matter
03	1	Aug 21	Introduction to lab 1 / Particulate nature of matter
04	2	Aug 24	Pure and impure matter
05	2	Aug 26	Purifying matter – / Lab II – Separation of mixtures

06	2	Aug 28	Atoms and Elements /Atomic structure
07	3	Aug 31	Atomic number/ mass number/ Introduction to Periodic table
	3	Sep 02	Trends in the periodic table
08	3	Sep 04	Compounds and their bonds
	4	Sep 07	Quiz I
09	4	Sep 09	Lab III – Properties of Ionic, Covalent and Metallic compounds Properties of Ionic, Covalent and Metallic compounds
10	4	Sep 11	The language of chemistry II -Writing chemical Formulae and Equations
11	5	Sep 14	Writing chemical Formulae and Equations
12	5	Sep 16	Chemical quantities and reactions
	5	Sep 18	Calculations involving the mole Take-home Exam (calculations) OUT
13	6	Sep 21	Calculations involving the mole
	6	Sep 23	Quiz 11 / Lab IV – Measurements involving mole
14	6	Sep 25	Calculations involving the mole
15	7	Sep 28	Molecular and Empirical formulae Take-home Exam (calculations) IN
16	7	Sep 30	Mole concept applied to gases and solutions
17	7	Oct 02	Review
	8	Oct 05	Midterm Exam
	8	Oct 07	Midterm Exam
	8	Oct 09	Midterm Exam
18	9	Oct 12	Types of chemical reactions/ Lab V – Reactions of acids, bases & Carbonates
19	9	Oct 14	Acids, Bases and Salts
	9	Oct 16	Redox reactions
20	10	Oct 19	Rates of chemical reactions Lab VI – Titration neutralization reaction
21	10	Oct 21	Electrochemistry
	10	Oct 23	Quiz111
22	11	Oct 26	

23	11	Oct 28	Energetics Lab VII – Measuring the rate of reactions
	11	Oct 30	Quiz IV
24	12	Nov 02	Gases
25	12	Nov 04	Gas Pressure
	12	Nov 06	Pressure and Volume (Boyle's Law) Lab VIII – Modelling structures of organic compounds
	13	Nov 09	Temperature and Pressure (Charles's Law)
	13	Nov 11	Temperature and Pressure (Gay- Lussac's Law)
26	13	Nov 13	Quiz V
	14	Nov 16	Combine Gas law/ Avogadro's law / Dalton law
27	14	Nov 18	Intro to Organic Chemistry
	14	Nov 20	Carbon and its compound
28	15	Nov 23	Carbon and its compound
29	15	Nov 25	Carbon and its compound
	15	Nov 27	Review
	16	Nov30-Dec 04	Final Exam



St. George's University

School of Arts and Sciences

Department of Choose an item.

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 122 General Chemistry 1
Number of Credits: 3
Days and Times: Mondays 2.30pm to 3.20 pm, Wednesdays, 3.30 to 4.20, 4.30 to 5.20
Semester and Year: Semester FALL 2020
Classroom Location: Charter Hall
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: wwiltshi@sgu.edu
Course Director Contact Information: WhatsApp 457 1822

Course Lecturer(s) Office Hours: Monday 9am to 12 pm, Tuesday 1 pm to 3pm, Wednesday 9am to 12 pm, Thursday 1pm to 3 pm
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Akima Ventour, Email: aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course examines topics such as the nature and properties of matter; atoms, molecules and ions as basic building blocks of matter; measurements in chemistry; calculations involving chemical formulas and equations, general properties of aqueous solutions, electronic structure of atoms, periodic properties of the elements, basic concepts of chemical bonding, concepts in thermochemistry, and characteristics of gases.

Course Objectives:

- 1.0 Display knowledge of basic properties and behavior of matter
- 2.0 Show understanding of the nature of atoms, molecules and ions

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

- 3.0 Make numerical calculations in relation to Chemical Reactions and Reaction Stoichiometry
- 4.0 Display understanding of Thermochemistry;
- 5.0 Demonstrate knowledge of the electronic structure of the elements;
- 6.0 Show understanding of the Periodic Properties of the Elements;
- 7.0 Demonstrate understanding of Basic Concepts of Chemical Bonding;
- 8.0 Display knowledge of Molecular Geometry and Bonding Theories;
- 9.0 Apply the Gas Laws to solving problems

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

- 1.0 Display knowledge of basic properties and behavior of matter
- 2.0 Show understanding of the nature of atoms, molecules and ions
- 3.0 Make numerical calculations in relation to chemical reactions and reactions stoichiometry
- 4.0 Display understanding of thermochemistry
- 5.0 Demonstrate knowledge of the electronic structure of atoms
- 6.0 Show understanding of the periodic properties of the elements
- 7.0 Demonstrate understanding of the basic concepts of chemical bonding
- 8.0 Display knowledge of molecular geometry and bonding theories
- 9.0 Apply the gas laws to solving problems

Program Outcomes Met By This Course:

BIOL – PLO1 Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data and communicating results

BIOL – PLO6 Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Chemistry The Central Science by Brown, LeMay, Burnsten et al.

Supplementary Readings/Resources: Internet sources such as Khanacademy.com

Course Grading Requirement:

Evaluation will consist of 5 quizzes worth 25% of the overall course grade, a midterm exam worth 35% of the overall course grade, and a final exam worth 40% of the course grade

Course Requirements:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Click or tap here to enter text.

Course Schedule:

Aug 17 Introduction to the Course

Aug 19 Matter and Measurement, Classification and Properties of Matter

Aug 24 Units of Measurement, Uncertainty in Measurement and Dimensional Analysis

Aug 26 The Atomic Theory of Matter, Atoms, Molecules and Ions,

Aug 31 Quiz 1

Sept 2 The Periodic Table

Sept 7 Ions, Molecules and Atoms

Sept 9 Chemical Reactions and Reaction Stoichiometry

Sept 14 Quantitative information from balanced equations, Limiting Reactants

Sept 16 Empirical Formulas

Sept 21 Quiz 2

Sept 23 Reactions in Aqueous Solutions

Sept 28 Oxidation-Reduction Reactions

Sept 30 Thermochemistry

Oct 5 MIDTERM EXAMS Week

Oct 12 Electronic Structure of Atoms

Oct 14 Electronic Structure of Atoms

Oct 19 Quiz 3

Oct 21 Periodic Properties of the Elements

Oct 26 Holiday

Oct 28 Ionization Energies, Electron Affinities

Nov 2 Quiz 4

Nov 4 Basic Concepts of Chemical Bonding

Nov 9 Molecular Geometry and Bonding Theories

Nov 11 Ideal Gas Law, Avogadro's Law

Nov 16 Application of the Gas Laws

Nov 18 Quiz 5

Nov 23 Review for Final

Nov 25 Review for Final

Nov 30 FINAL EXAM WEEK

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

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Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George’s University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The Biology, Ecology and Conservation Department follows all rules and procedures outlined in the SGU SAS Handbook

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 123 General Chemistry 1 Lab
Number of Credits: 1
Days and Times: Mondays 1:30-3.30 PM and 10:45 PM – 12:45AM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): N/A

Course Lecturer Name(s): Ms. Kafi James Lewis
Course Director Name: Ms. Kafi James Lewis

Course Lecturer(s) Contact Information: kjames@sgu.edu
Course Director Contact Information: Extension 3867

Course Lecturer(s) Office Hours: Click or tap here to enter text.
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Biochemistry Department
Course Director Office Location: Same as above

Course Support: Angel Charles, Email: acharl16@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to basic practical and safety techniques required for a chemistry laboratory. It allows students to apply the scientific process while examining topics such as properties of matter, measurements, chemical formulas, thermochemistry, and basic concepts of bonding and molecular structure.

Course Objectives:

1. To identify good lab safety techniques required in a chemistry laboratory.
2. To describe chemistry laboratory procedures.
3. To apply problem solving techniques to interpret and analyze experimentally derived data.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

4. To effectively communicate the results in the form of a written laboratory report

Technical Skills Outcomes:

1. Use of electronic balance to measure mass
2. Use of vacuum to accelerate filtration
3. Use of pipette and graduated cylinders to measure volumes
4. Use of litmus paper to test pH levels
5. Use of steam bath to drive off liquid from chemical investigated
6. Use of centrifuge
7. Preparation of hot bath and regulating and maintaining temperature at value
8. Performing flame tests.
9. Use of thermometer
10. Use of a calorimeter

Student Learning Outcomes:

1. Identify the properties of different mixtures
2. Use appropriate techniques to separate components of a mixture based on their properties.
3. Identify types of chemical reactions from experimental data and results
4. Write balanced chemical equations
5. Make numerical calculations in relation to chemical reactions and stoichiometry
6. Identify the properties of substances and solve problems based on these properties.
7. Analyze and perform calculations with thermodynamic functions: enthalpy and specific heat
8. Apply knowledge of basic concepts of chemical bonding and molecular geometry.

Program Outcomes Met By This Course:

BIOL – PLO1 Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data, and communicating results
BIOL – PLO6 Demonstrate problem solving and critical thinking skills

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B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: Chemistry The Central Science by Brown, LeMay, Burnsten et al.

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Evaluation will consist of lab quizzes worth 20% of the overall course grade, lab reports worth 50% of the overall course grade, and a final exam worth 30% of the course grade

Course Requirements:

N/A

Course Schedule:

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Aug 17 Intro to CHEM 123
Aug 24 No Labs
Aug 31 Separation of Mixtures
Sep 7 No Labs
Sep 14 Types of Reactions
Sep 21 Empirical Formula
Sep 28 Reactions of copper and percentage yield
Oct 5 MIDTERM EXAM Week
Oct 12 No Labs
Oct 19 Specific Heat
Oct 26 Calorimetry
Nov 2 No Labs
Nov 9 Molecular models
Nov 16 Review
Nov 23 Final Exam

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Assignment Submission Procedure:

All lab reports should be submitted no later than the beginning of the next laboratory session, unless directed otherwise. An assignment will be created on Sakai for this purpose. At the end of every laboratory session data should be verified by the instructor.

Classroom/Online Etiquette Procedure:

Students should adhere to laboratory/course protocol, and should conduct themselves in a professional manner at all times. In the case of an accident students should always inform the instructor.

Policy/Procedure Related to the Department:

The Biology, Ecology and Conservation Department follows all rules and procedures outlined in the SGU SAS Handbook

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

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**ST. GEORGE'S UNIVERSITY
PRE-MEDICAL SCIENCES**

GENERAL CONCEPTS IN CHEMISTRY II

CHEM 124-1

COURSE OUTLINE

Tuesday 10:00-11:15 and 7:00- 8:15

Instructor: Trevor Wildman

Course Title: GENERAL CONCEPTS IN CHEMISTRY II

Course No: CHEM 124-1

Course Credits: 3

Course Description:

This course builds on the concepts covered in CHEM122. However, CHEM124 is a more calculation driven course. It examines the factors that determine the speed and extent of chemical reactions by exploring topics such as kinetics, equilibria, thermodynamics. Finally, the concepts of energy transfer covered in thermodynamics is used to explain the basic aspects of electrochemistry.

Text Book:

Chemistry: The Central Science , 13th Edition
By Brown, LeMay & Bursten et. al.
Pearson, Prentice Hall: ISBN 0-13-600617-5

Assessment Procedure:

Assessment	Points	%
Exam 1	30	20
Exam 2	33	22
Exam 3	33	22
Exam 4	33	22
Quizzes	15	10
Professionalism	6	4

Grade Scale:

Grade	%	Points	Grade	%	Points
A	89.5-100	135-150	B ⁺	84.5-89.4	127-134
B	79.5-84.5	120-126	C ⁺	74.5-79.4	112-119
C	69.5-74.4	105-111	D	64.5-69.4	97-104
F	< 64.4	< 97			

You are advised to read the Student Manual which describes the university's rules, policies and regulations.

Week	Topics	Tex. Ref
1	Gas Laws <ul style="list-style-type: none"> • Ideal Gas Law • Stoichiometry problems involving gas volumes • Partial pressures • Dalton's Law of Partial Pressures • Graham's Law of Effusion 	p446
2	Intermolecular Forces, Liquids & Solids <ul style="list-style-type: none"> • Intermolecular Forces • Properties of liquids • Phase changes • Vapor pressure 	p480-
3	Properties of Solutions <ul style="list-style-type: none"> • Focus on the solution process • Factors affecting solubility • Ways of expressing concentration • Colligative properties 	p568-
4	Exam 1 Chemical Kinetics <ul style="list-style-type: none"> • Factors affecting reaction rates: Collision Theory • Instantaneous rate • The Rate Law: The effect of concentration 	p612-
5	Chemical Kinetics continued <ul style="list-style-type: none"> • The change of concentration with time • Reaction mechanisms • Catalysis 	
6	Chemical Equilibrium <ul style="list-style-type: none"> • Dynamic equilibrium • The equilibrium constant 	p666-
7	<ul style="list-style-type: none"> • Le Chatelier's Principle • Adding and removing reactants • Changing temperature • Pressure • Catalyst effects & equilibrium constant expression 	

8	Exam 2	
9	Acids/Base Equilibria <ul style="list-style-type: none"> • Bronsted-Lowry acids and bases • Autoionization of water • pH scale • Strong acids/bases • Weak acids/bases • Relationship between k_a and k_b. 	p708-
10	Aqueous Equilibria II <ul style="list-style-type: none"> • Common-ion effect • Buffered solutions 	p762-
11	<ul style="list-style-type: none"> • Acid-base titrations • Solubility equilibria 	
12	Exam 3 Thermodynamics <ul style="list-style-type: none"> • Spontaneous Processes • Entropy: 2nd law of Thermodynamics 	p850-
13	<ul style="list-style-type: none"> • Molecular interpretation of entropy • Gibbs free energy 	
14	Electrochemistry <ul style="list-style-type: none"> • Define oxidation and reduction • Oxidation states and redox reactions • Balancing oxidation-reduction reactions • Cell EMF under standard conditions • Electrolysis 	p894-
15	Quiz 6 <ul style="list-style-type: none"> • Cell EMF under standard conditions • Electrolysis 	
16	EXAM 4	



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 125 General Chemistry 2 Lab
Number of Credits: 1
Days and Times: Wednesdays 3:00 -5:00 PM and 12:00 – 2:00 AM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): CHEM 122

Course Lecturer Name(s): Ms. Kafi James Lewis
Course Director Name: Ms. Kafi James Lewis

Course Lecturer(s) Contact Information: kjames@sgu.edu
Course Director Contact Information: Extension 3867

Course Lecturer(s) Office Hours:
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Biochemistry Department
Course Director Office Location: Same as above

Course Support: Angel Charles, achar116@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to basic practical and safety techniques required for a chemistry laboratory. It allows students to apply the scientific process and develop critical analytical and technical skills through experiments on gas laws, properties of solutions; chemical kinetics and chemical equilibrium; acid-base equilibria; oxidation-reduction reactions

Course Objectives:

Students able to:

1. To demonstrate good lab safety techniques required in a chemistry laboratory.
2. To carry out efficiently chemistry laboratory procedures.
3. To apply problem solving techniques to interpret and analyze experimentally derived data.

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4. To effectively communicate the results in the form of a written laboratory report
5. Understand electrochemistry particularly in relation to oxidation-reduction reactions.

Technical Skills Outcomes:

1. Use of Vernier Gas Pressure Sensors
2. Constructing graphs
3. Use of ice bath and water bath
4. Use of thermometer.
5. Proper use of pipettes, burettes and graduated cylinders
6. Measurement of concentrations
7. Use of pH meters
8. Use of electronic balance

Student Learning Outcomes:

1. Analyze and perform calculations using the ideal gas laws.
2. Show an understanding of the nature of solutions and the significance of colligative properties
3. Determine the rate of a reaction and its dependence on concentration and temperature; calculate order of a reaction from varying concentrations of reactants with overall reaction rate.
4. Identify and balance oxidation-reduction equations, and solve problems based on their quantitative relationship.
5. Identify the characteristics of acids, bases, and salts, and calculate concentrations based on their quantitative relationships.
6. Demonstrate an understanding of Chemical equilibria in aqueous solutions by applying Le Châtelier's principle to predict the effects of concentration, temperature and pressure changes on equilibrium mixtures.
7. Demonstrate an understanding of acid-base equilibrium by constructing and analyzing titration curves; preparation of buffers

Program Outcomes Met By This Course:

BIOL – PLO1 Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data and communicating results

BIOL – PLO6 Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: **Chemistry The Central Science by Brown, LeMay, Bursten et al.**

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Evaluation will consist of 9 lab quizzes worth 20% of the overall course grade, lab reports worth 50% of the overall course grade, and a final exam worth 30% of the course grade.

Course Requirements:

CHEM 122

Course Schedule:

Aug 19 Introduction to CHEM 125

Aug 26 Graphical Analysis 4

Sep 02 Boyle's Law

Sep 09 No Labs

Sep 16 Colligative properties

Sep 23 Reaction Rate

Sep 30 Acid-Base Titration

Oct 7 No Labs - Midterm week

Oct 14 Le Châtelier's Principle

Oct 21 Acid Base Equilibria

Oct 28 Buffers

Nov 4 No Lab

Nov 11 Redox titration

Nov 18 Review

Nov 25 Final Exam

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All lab reports should be submitted no later than the beginning of the next laboratory session, unless directed otherwise. An assignment will be created on Sakai for this purpose. At the end of every laboratory session data should be verified by the instructor.

Classroom/Online Etiquette Procedure:

Students should adhere to laboratory protocol, and should conduct themselves in a professional manner at all times. In the case of an accident students should always inform the instructor

Policy/Procedure Related to the Department:

The Biology, Ecology and Conservation Department follows all rules and procedures outlined in the SGU SAS Handbook

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



**ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS & SCIENCES**

GENERAL CONCEPTS IN CHEMISTRY II

CHEM 131

COURSE OUTLINE

Tuesday & Thursday: 12:00-1:15

Instructor: Mr. Trevor Wildman

Course Title: GENERAL CONCEPTS IN CHEMISTRY II

Course No: CHEM 131

Course Credits: 4

Course Description:

This course builds on the concepts covered in CHEM130. It examines the factors that determine the speed and extent of chemical reactions by exploring topics such as kinetics, equilibria, and thermodynamics. Additionally, the basic elements of electrochemistry are explored.

The laboratory component of the course is designed to reinforce selected concepts covered in the lectures and to provide students with laboratory experience.

Text Book:

Chemistry: The Central Science , 13th Edition
By Brown, LeMay, Bursten, et al.
Pearson, Prentice Hall: ISBN 0-13-109686-9

Assessment Procedure:

Assessment	Points	%
Exam 1	42	28
Exam 2	42	28
Exam 3	42	28
Quizzes	18	12
Professionalism	6	4

Grade Scale:

Grade	%	Points	Grade	%	Points
A	89.5-100	135-150	B ⁺	84.5-89.4	127-134
B	79.5-84.5	120-126	C ⁺	74.5-79.4	112-119
C	69.5-74.4	105-111	D	64.5-69.4	97-104
F	< 64.4	< 97			

You are advised to read the Student Manual which describes the university's rules, policies and regulations.

Week	Topics	Tex. Ref
1	<p>Gases</p> <ul style="list-style-type: none"> • Gas Laws • Ideal Gas Law • Graham's Law of Effusion <p>Intermolecular Forces, Liquids & Solids</p> <ul style="list-style-type: none"> • Intermolecular Forces • Properties of liquids • Phase changes • Vapor pressure 	p446- p480-
2	<p>Properties of Solutions</p> <ul style="list-style-type: none"> • Focus on the solution process • Factors affecting solubility • Ways of expressing concentration • Colligative properties <p>Quiz 2</p> <p>Chemical Kinetics</p> <ul style="list-style-type: none"> • Factors affecting reaction rates: Collision Theory • Instantaneous rate • The rate law: The effect of concentration 	P568 p612-
3	<p>Chemical Kinetics continued</p> <ul style="list-style-type: none"> • The change of concentration with time • Reaction mechanisms • Catalysis <p>Exam 1</p> <p>Chemical Equilibrium</p> <ul style="list-style-type: none"> • Dynamic equilibrium • The equilibrium constant • Le Chatelier's Principle • Adding and removing reactants • Changing temperature • Pressure • Catalyst effects & equilibrium constant expression 	p666-

4	<p>Acids/Base Equilibria</p> <ul style="list-style-type: none"> • Bronsted-Lowry acids and bases • Autoionization of water • pH scale • Strong acids/bases • Weak acids/bases • Relationship between k_a and k_b. 	p708-
5	<p>Aqueous Equilibria II</p> <ul style="list-style-type: none"> • Common-ion effect • Buffered solutions • Acid-base titrations • Solubility equilibria <p>Exam 2</p>	p762-
6	<p>Thermodynamics</p> <ul style="list-style-type: none"> • Spontaneous Processes • Entropy: 2nd law of Thermodynamics • Molecular interpretation of entropy • Gibbs free energy 	p850-
7	<p>Electrochemistry</p> <ul style="list-style-type: none"> • Define oxidation and reduction • Oxidation states and redox reactions • Balancing oxidation-reduction reactions • Cell EMF under standard conditions • Electrolysis <p>EXAM 3</p>	p894-



St George's University
School of Arts and Sciences

Department of Biology, Ecology & Conservation

Course Code and Title: CHEM 222/ ORGANIC CHEMISTRY 1 THEORY

Semester and Year: FALL SEMESTER, 2020

No. of Credits: 3

Day(s) & Times for Live Interaction: Mondays 12 Noon – 1:15 PM / 9:00 PM – 10:15 PM

Pre-requisite(s): Successful completion of General Chemistry 2

Classroom Location: *ONLINE DELIVERY *

Course Lecturer Name(s): RICHARD JACQUES

Course Director Name: N/A

Course Instructor's Contact Information: Email: rjacques@sgu.edu; richestjac@hotmail.com

PHONE/What's App: 1 (473) 456-8736

Course Lecturer(s) Office Hours: N/A. Students would send an email to Instructor

Course Support: Akima Ventour, aventour@sgu.edu; Ext. 3402

Course Management tool: SAKAI: MyCourses

Course Description:

This course is the first semester of a one-year course in Organic Chemistry. It introduces students in science-related majors, Pre-med and Pre-vet programs to the basic principles and concepts of Organic Chemistry.

It includes the nomenclature and classification of organic molecules; and the structure and reactivity of the hydrocarbons (alkanes, alkenes and alkynes), alkyl halides and alcohols; the study of substitution and elimination reaction mechanisms.

Course Objectives:

This course introduces students in science-related majors to the basic concepts of Organic Chemistry. The course would give students an understanding of the scope of Organic Chemistry and lay the foundation for future studies in Chemistry, Biology and Biochemistry.

Student Learning Outcomes:

Students would

1. Apply basic knowledge of chemistry towards understanding the fundamental principles of Organic Chemistry
2. Apply knowledge of the functional groups present in organic compounds to understand the chemical reactions that they undergo
3. Demonstrate problem solving and critical skills

Program Outcomes Met By This Course:

On successful completion of this course, students should transition seamlessly into Organic Chemistry 2

SAS GRADING SCALE:

Grades will be assigned as follows:

A = 89.5% & above

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 1.0 – 64.4

Course Materials:

**Text: Organic Chemistry (8th Edition), L.G. Wade, Jr. (Pearson).
ISBN 978-0-321-76841-4 (0-321-76841-8)**

Supplementary Reading/ Resources: Organic Chemistry (Sixth Edition), Paula Yurkanis Bruice (Pearson). ISBN 10: 0-321-69768-5; ISBN 13: 978-0-321-69768-4

On-line Organic Chemistry resources available via the Internet – YouTube & other platforms

TEACHING METHODOLOGY

The course would be taught online. There would be Video Lectures (via Panopto). This would be supplemented by Word & Power point Handouts.

The weekly Zoom classes would be question/answer to address students' concerns.

Each topic would be treated as a "module" or "chunk". Each "chunk" would be accompanied by one or two worksheets with questions to strengthen students' understanding of the content taught. Each student is expected to make a genuine attempt at the questions. Because of the conditions we are operating under, answer sheets would not be posted. Students however have resources in the form of the "Peer Group Facilitators" assigned to the course by the Department of Educational Services (DES) to support their efforts. Quiz and Exam questions would be modelled on the questions in the worksheets **{see details below}**

Course Requirements and Percent of Grade:

Students would be evaluated by periodic Class Assessments, a Midterm Exam (Week 8) and a Final Exam (Week 16).

Students would get early notification about the schedule for the Class Assessments which would be a combination of *true-false questions and multiple choice questions*.

The Midterm & Final exams would be fully MCQs in ExamSoft

The course grade is determined as follows:

Class Assessments: 30%

Midterm Exam: 25%

Final Exam: 45%

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy

Students are expected to attend all classes and to be punctual

Assignment Submission policy

Students are expected to do their Class Assessments on the scheduled day.

Students are expected to make a genuine attempt at the worksheet questions before the answers are put up

Classroom Etiquette

Students are expected to refrain from talking in class – except there is a discussion or interactive activity.

Students are also expected to turn their phones/mobile devices off if same are not being used to access class material (e.g. handouts) online

Online Etiquette

Students are allowed to access course materials online during class – except in quiz/exam situations. However, students should not carry out personal business during class time.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

DETAILED CONTENT BREAKDOWN

The course is taught in “modular” form. Each “module” has an objective which students can easily attain. The “module” would consist of (i) handout(s) and (ii) at least one worksheet which students should use to understand the concepts of the module.

Module 1: Introduction to Organic Chemistry Concepts

Objectives:

Students would be introduced to information towards the understanding of Organic Chemistry 1 content. Topics the students would cover: what is Organic Chemistry, molecular geometry, bond dipole moments and molecular dipole moments, formal charge, rules of electron movement, acid strength

Module 2: Hybridization in carbon compounds

Objectives:

Students would understand the ability of a carbon atom to undergo different degrees of hybridization and form different hybrid orbitals

Module 3: Physical and Chemical properties of the Alkanes and Cycloalkanes

Objectives:

Students would be exposed to the structural formulae and conformations of alkanes/cycloalkanes
Students would investigate the physical properties and the chemical reactions of alkanes

Module 4: Chemistry of the Alkyl Halides

Objectives:

Students would be cognisant of the physical properties of alkyl halides
Students would be introduced to the substitution and elimination reactions of the alkyl halides

Module 5: Alkene Chemistry

Objectives:

Students would understand the reactivity of the double bond functional group
Students would investigate the reactions of alkenes, including syntheses

Module 6: Alcohol Chemistry

Objectives:

Students would be introduced to the physical properties and chemical reactions of the alcohols
Students would investigate the use of organometallic compounds in alcohol synthesis

Module 7: Alkyne Chemistry

Objectives:

Students would understand the reactivity of the triple-bond functional group
Students would investigate the reactions of alkynes, including syntheses

Module 8: Stereochemistry of organic compounds

Objectives:

Students would be aware of the spatial relationships (conformations) of alkanes, cycloalkanes & their derivatives
Students would be able to identify orientation of organic molecules



St George's University
School of Arts and Sciences

Department of Biology, Ecology & Conservation

Course Code and Title: CHEM 223 / ORGANIC CHEMISTRY 1 LABS

Semester and Year: FALL SEMESTER, 2020

No. of Credits: 1

Pre-requisite(s): Students must be taking CHEM 222

Location: SCIENCE LAB (South), Ground Floor, SCIENCE BUILDING

Course Director: Richard Jacques

Course Instructor: RICHARD JACQUES

Lab Technicians: Mr. Devon Nedd, Ms. Reeba Lewis, Ms. Candice Benjamin

Teaching Assistants: TBD

Course Instructor's Contact Information: rjacques@sgu.edu

Phone/What's App: 1 473 456 8736

Course Director Office Hours: Students would communicate concerns via email

Course Management tool: Sakai (myCourses)

Course Description:

**This course consists of practical sessions designed to supplement CHEM 222.
A maximum of seven labs would be done.**

Lab Schedule: Wednesdays: Session 1: 1:00 PM – 3:00 PM/ Session 2: 10:00 PM – 12:00 AM (local time)

Course delivery: Lab Handouts and videos uploaded onto Sakai

Course Objectives:

This course is designed to complement CHEM 222 so as to build students' understanding of theoretical concepts

Student Learning Outcomes:

Students should be able to apply the scientific process towards testing hypotheses, and interpreting data/results obtained.

Students should also demonstrate effective written communication skills when submitting their lab reports.

Students should demonstrate problem solving and critical thinking skills

Program Outcomes Met By This Course:

This course gives students experience in doing lab work in Organic Chemistry. It prepares students for laboratory sessions in Organic Chemistry 2 and Biochemistry.

Grades will be assigned as follows:

A = 89.5% & higher

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

The relevant handout for a Lab exercise would be posted in the Resources tool in Sakai for the course (CHEM 223) in reasonable time to allow for discussion during the online session.

Course Requirements and Percent of Grade:

Each lab grade counts towards your final grade. Each lab carries the same weight towards the final grade.

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[Students with Disabilities and Special Challenges](#)

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

[Attendance Policy](#)

Students are expected to be online for ALL scheduled lab sessions.

[Assignment Submission policy](#)

Lab reports are to be uploaded during the time parameters given.

[Classroom Etiquette](#)

Labs which are on the schedule are:

Lab 1 - Molecular Models

Lab 2 - Classification of Functional Groups

Lab 3 - Alkane Lab: hexane/cyclohexane – reactions

Lab 4 - Alkyl halide – Iodoethane

Lab 5 - Reactions of alcohols

Lab 6 - Qualitative analysis – enthalpy of combustion / two alcohols

Richard Jacques/August 2020



St. George's University

School of Arts and Sciences

Department of **Biology, Conservation and Ecology**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 224 Organic chemistry
Number of Credits: 3
Days and Times: Wednesdays at 10.00am and repeated 7.00pm
Semester and Year: Semester 2, Year 2
Classroom Location: Virtual classroom. Lectures will be delivered online via zoom
Pre-requisite(s): CHEM 222 & 223

Course Lecturer Name(s): Bawo Teddy Ikolo
Course Director Name: Bawo Teddy Ikolo

Course Lecturer(s) Contact Information: tikolo@sgu.edu
Course Director Contact Information: tikolo@sgu.edu

Course Lecturer(s) Office Hours: Tues, Wed & Thurs 2 – 4 pm. Mondays 10 – 12pm
Course Director Office Hours: Mon, Tues, & Thurs 2 – 4 pm.

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: Caribbean House, 2nd floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Chemistry 224 is a continuation of the material covered in Chemistry 222. Both constitute the one-year organic chemistry required by most professional schools. Lecture topics include but not limited to the structure, reactivity and synthesis of carbonyl compounds (Aldehydes, ketones, carboxylic acids, anhydrides, acyl halides, esters and amides), amines, aromatic compounds, and biologically related molecules (Carbohydrates, amino acids, and proteins). The course will also introduce students to spectroscopy, which is used for the characterization of chemical structures in organic chemistry.

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Course Objectives:

The objective of this course is to provide students with an understanding of how the various classes of organic compounds are named, how they are synthesized, their physical and chemical properties, as well as how to determine and analyze their chemical structures using spectroscopy.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

- 1). Draw the structure, name and explain the reactivity and synthesis of carbonyl compounds, amines, aromatic compounds, and biologically related molecules (Carbohydrates, amino acids, and proteins).
- 2). Explain how to carry out functional group interconversions and discuss the mechanisms of the major chemical reactions like addition, elimination, substitution etc.
- 3). Interpret results from spectroscopic analysis

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PLO4: Apply knowledge of the interaction of atoms , molecules and biochemical processes that define organic and inorganic matter.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

- Text:* 1). Organic Chemistry by Wade Jr, L.G. 8th Edition.
2). Fundamentals of organic chemistry by John Murray. 11th edition.

Supplementary Readings/Resources: PowerPoint slides will be provided for each topic covered and will be available on Sakai under the resources folder. Some directed learning activity (DLA) may be given from time to time.

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Course Grading Requirement:

The assessments will include Exam 1, Exam 2 (Mid-term exam), Exam 3, and Exam 4 (Final exam). Exams 1 and 3 are valued at 15% each, Mid-term exam 30% and final exam 35%. There will also be two online quizzes valued at 2.5% each.

Course Requirements:

There are two modes of delivery for this course - Synchronous and asynchronous. The synchronous will involve live lectures on Zoom (An on-line platform) and Turning point, while the asynchronous will involve Ppt presentations, recorded sessions, YouTube videos and Sakai forums. Students are expected to attend these lectures at the scheduled dates and times as if it were a physical classroom.

Course Schedule:

Click or tap here to enter text.

Lecture Schedule Fall 2020**Organic Chemistry II (Chem 224) Schedule Fall 2020**

Highlighted in yellow are Online meetings via Zoom on Wednesdays @10 a.m. & 7p.m.

Lecture	Week	Date	Online live session	DLA	CHEM 224 - Topics
01	1	Aug 17		1	Introduction
02		Aug 19	L1	2	Aromatic compounds - Structure of Benzene, stability, aromaticity and Nomenclature of Aromatic compounds
03		Aug 21		3	Electrophilic aromatic Substitution Reactions: General mechanisms. Halogenation, Nitration, Sulfonation and Desulfonation etc
04	2	Aug 24		4	The Friedel – Crafts Alkylation and Acylation reactions, and Clemmensen reduction
05		Aug 26	L2	5	Substituent effects in Electrophilic Aromatic substitution
06		Aug 28		6	Nucleophilic Aromatic Substitution (Addition – Elimination)
07	3	Aug 31		7	Alcohols -Classification of alcohols (1°, 2° and 3°)
08		Sept 02	L3	8	Synthesis of alcohols from Reduction of Carbonyl compounds and Grignard reaction with carbonyl compounds(aldehydes, ketones, carboxylic acids and esters)
09		Sept 04		9	Reactions of alcohols: Dehydration, Oxidation, reduction, esterification, conversion to Ethers and biological oxidation
	4	Sept 7 - 11			Exam 1
10		Sept 14		10	Aldehydes and Ketones: Structure and reactivity of the carbonyl (C=O) group.
11		Sept 16	L4	11	Naming aldehydes and ketones

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12	5	Sept 18		12	Synthesis of Aldehydes and Ketones: From Alkenes, Alcohols, Nitriles, Acid chlorides and Esters.
13	6	Sept 21		13	Reactions of Aldehydes and ketones: Oxidation of Aldehydes, Nucleophilic addition reactions of the following: Hydride and Grignard reagents (Alcohol formation), Water (hydrate formation), Alcohol (Acetal formation), and Amines (Imine formation)
14		Sept 23	L5	14	Carboxylic acids & Derivatives: Carboxyl group, acidity of carboxylic acids and effects of substituents, Common names versus IUPAC names
15		Sept 25		15	Synthesis of Carboxylic acids
16	7	Sept 28		16	Carboxylic acids & their reactions: General mechanism for nucleophilic acyl subst. Conversion of carboxylic acids to Acid chlorides, Esters, Amides & Alcohol
17		Sept 30	L6	17	Spectroscopy & structure determination
18		Oct. 02		18	Electromagnetic spectrum basics
8		Oct. 05- 09			Exam II (Midterm Exam)
19	9	Oct. 12		19	Infrared Spectroscopy of Organic Molecules
20		Oct. 14	L7	20	Interpreting Infrared Spectra
21		Oct. 16		21	Mass spectrometry (MS)
22	10	Oct. 19		22	Nuclear Magnetic Resonance Spectroscopy
23		Oct. 21	L8	23	Ultraviolet Spectroscopy
24		Oct. 23		24	Interpreting Ultraviolet Spectra: The Effect of Conjugation
25	11	Oct. 26		25	Ethers, Epoxides: Structure, bonding in Ethers, and properties
26		Oct. 28	L9	26	William Ether synthesis, Reactions of epoxides with Grignard reagents
		Oct. 30			Review
12		Nov 02 - 06			Exam III
27	13	Nov 09		27	Amines: Structure, properties & Nomenclature
28		Nov 11	L10	28	Synthesis of Amines: Reductive amination of aldehydes and ketones, reduction of nitrobenzene, reduction of nitriles and amides
29		Nov 13		29	Reactions of Amines: with ketones, aldehydes, acid chlorides, nitrous acid, alkyl halides and oxidizing agents
30	14	Nov 16		30	Carbohydrates: Classification of carbohydrates, Stereochemistry and Isomerism
31		Nov 18	L11	31	Cyclic formation – Hemiacetal and hemiketal
32		Nov 20		32	Disaccharides and polysaccharides
33	15	Nov 23		33	Proteins: Structure and Stereochemistry of the α -Amino acids. Grouping of α -acids
34		Nov 25	L12	34	Acid Base Properties of Amino Acids Classification of Proteins Levels of Protein Str'

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35		Nov 27		35	Lipids: Classification of lipids, triglycerides and phospholipids
	16	Nov 31 - Dec. 4th			Exam IV(Final Exam)

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedure outlined in the SGU SAS Students Handbook

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University

School of Arts and Sciences

Department of **Biology, Conservation and Ecology**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 225 Organic chemistry Laboratory.
Number of Credits: 1
Days and Times: Mondays 5.30 – 7.30pm
Semester and Year: Semester 2 Year 2
Classroom Location: Virtual lab (Online via Zoom)
Pre-requisite(s): CHEM 223

Course Lecturer Name(s): Bawo Teddy Ikolo
Course Director Name: **Bawo Teddy Ikolo**

Course Lecturer(s) Contact Information: tikolo@sgu.edu
Course Director Contact Information: **tikolo@sgu.edu**

Course Lecturer(s) Office Hours: Mon, Tues & Thurs 2- 4pm.
Course Director Office Hours: **Mon, Tues, & Thurs 2- 4pm.**

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: **Caribbean House, 2nd floor**

Course Support: **Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext. 3435**

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is meant to re-enforce some of the organic chemistry concepts in CHEM 224, especially characteristic reactions used in identifying the different functional groups in organic chemistry. Students will carry out physical and chemical experimental methods used to identify organic compounds and carry out some reactions that would synthesize some organic compounds

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

The objective of this course is to provide students with hands-on experiential type of learning. Students will be exposed to (Lab videos) many of the organic chemistry techniques and develop experimental skills, as well as being familiar with the health and safety issues associated with Chemicals and performing experiments.

Technical Skills Outcomes:

- 1). Students will be able to identify many of the apparatus used in organic chemistry.
- 2). Students should be able to follow simple procedures for setting up experiments.

Student Learning Outcomes:

At the end of this course, students

- 1). Would able to perform many practical chemical techniques.
- 2). Should have had a better understanding of the preliminary laboratory techniques of organic chemistry.
- 3). Should be able to identify organic compounds by physical and chemical experimental methods.
- 4). Would have developed some experimental skills and research potentials.

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PLO4: Apply knowledge of the interaction of atoms , molecules and biochemical processes that define organic and inorganic matter.

BIOL – PLO5: Demonstrate effective communication of scientific knowledge.

BIOL – PLO6: Demonstrate problem solving and critical thinking skills.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Text: Organic Chemistry Laboratory Manual Second edition by Paris Svoronos, Edward Sarlo and Robert J. Kulawiec.

Supplementary Readings/Resources: A Laboratory Manual will be provided.

Course Grading Requirement:

The labs will be given to students as assignments. Experimental data will be provided for analysis, from which students can make deductions and arrive at conclusions. These will be submitted via turn-it-in in the assignment folder on MyCourses.

Each lab assignments (labs 2 – 9) will be graded to a total of 10 points per lab.

Best six of eight assignments will count towards final grade: 6 x 10: Total of 60 points from assignments.

Lab Exam 1 (MCQs on ExamSoft) from labs 1 – 5: Total of 20 points.

Lab Exam 2 (MCQs on ExamSoft) from labs 6 – 9: Total of 20 points.

Students cannot re-do the labs that they have missed.

Course Requirements:

1). Every student is required to get a Laboratory coat.

2). Shoes must be worn to cover toes and heels.

Eye goggles, hand gloves will be provided during the lab.

Course Schedule:

Click or tap here to enter text.

Lab#	Week	Date	Topic
1	1	17/08/20	Introduction/Lab Safety
2	2	24/08/20	Determination of the melting point of an organic compound.
3	3	31/08/20	Reactions of alcohols and phenol
	4	Sept 07 - 11	NO Labs
4	5	14/09/20	Qualitative tests for Aldehydes and Ketones
5	6	21/09/20	Formation of ester (Preparation of Ethyl acetate)
	7	28/09/20	Lab Exam 1
	8	Oct. 05 - 09	Midterm Week (No Labs)
6	9	12/10/20	Determination of an unknown carboxylic acid
7	10	19/10/20	Reactions of Amines and carboxylic acid
8	11	26/10/20	Titration of an amino acid (glycine)
	12	Nov. 02 - 06	No Labs
9	13	09/11/20	Isolation of Caffeine from tea.
	14	16/11/20	Lab Exam 2
	15	23/11/20	Review
	16	Nov. 30 – Dec 4th	Final Exam Week (No Labs)

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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The St. George's University Student Manual (2019/2020) states as follows:

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Assignment Submission Procedure:

The labs will be given as assignment to students. Experimental data will be provided to students for analysis, from which they can make deductions and arrive at conclusions. These will be submitted via turn-it-in in the assignment folder on MyCourses.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

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**ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS & SCIENCES**

General Concepts in Organic Chemistry

***TUESDAY and THURSDAY 12:00 -1:15 AM and
9:00- 10:15 PM***

Room: VIRTUAL

CHEM 226

COURSE OUTLINE

Instructor: Christopher St. Paul

Course Title: ORGANIC CHEMISTRY 2

Course No: CHEM - - -

Course Credits: 4

Course Description, Goals, and Objectives:

This is an 8-week course in Organic Chemistry for Post-Baccalaureate students.

Chemistry 224 is a continuation of the material covered in Chemistry 222. Both constitute the one-year of organic chemistry required by most professional schools. Chemistry 224 covers principles of understanding physical properties of carbonyl compounds, amines, and aromatic substances and their chemical behavior in organic reactions. Important concepts are hybridization, dynamics, stereochemistry and reactivity of different types of carbonyl groups. Important chemical processes will be highlighted and discussed in detail. Chemistry 224 is an introduction to biochemistry and more advanced organic chemistry and synthesis.

Furthermore, the course will provide an introduction to spectroscopy used for characterization of chemical structures in organic chemistry (NMR, IR, MS, UV). Students completing this course should be able to name, explain, and write the mechanisms for the above chemical reactions and determine and analyze the chemical structures using IR, NMR spectroscopy and mass spectroscopy (MS).

This course is the second semester of a one-year sequence in Organic Chemistry. It is designed for students pursuing a baccalaureate degree in the chemical sciences or in majors such as premedical, pre-dental or pharmacy; and for students training for careers in some chemical technology fields. The topics covered include, but not limited to, molecular structure, nomenclature, reaction mechanism, and synthesis. An emphasis is placed on the reactions of selected classes of organic compounds, such as alcohols, ethers, aldehydes, ketones, carboxylic acids and their derivatives, amines, benzenoids and their derivatives, carbohydrates and amino acids. The study of these molecules provides a backdrop for exploring the factors that govern particular transformations within a synthetic sequence.

Text Book:Organic Chemistry , 7th Edition

by Wade Jr, L.G.

Pearson, Prentice Hall: ISBN 978-0 321-610006-5

Assessment:

2 Quizzes + Assignment 30%

Mid-Term Exam 30%

Final Exam 40%

Week	Topics	Textbook Reference
1	CHAPTER 14- FRANCIS CAREY PREPARATION AND REACTION OF GRIGNARDS REAGENT <ul style="list-style-type: none">• Preparation of Grignard Reagent• Synthesis of Alcohols using Grignard Reagents Preparation of Tertiary alcohols from Esters and Grignard Reagent	609 612 619
2	CHAPTER 11 REACTIONS OF ALCOHOLS <ul style="list-style-type: none">• Conversion of an alkylhalide to an alcohol• Oxidation of primary and secondary alcohols• Biological oxidation of alcohols • Alcohol as a Nucleophiles and electrophiles• Reduction of alcohols• Reaction of alcohols with Hydrohalic Acid• Conversion of alcohols to alkylhalides • Dehydration reactions of alcohols• Pinacol Rearrangement • Periodic Acid Cleavage of Alcohols• Esterification of alcohols• Esters of Inorganic Acids• Alcohols to Alkoxides• Reactions of Alkoxides• Alcohols to Alcohols one extra Carbon	P464 P466-469 P471 P472-475 P475 P476-480 P481-483 P484 P491 P492 P493 P494-496 P497

3	<ul style="list-style-type: none"> • Alcohols to Alcohols two extra carbons • Combustion of alcohols <p>FIRST QUIZ [Chapters 14 and part of Alcohols]-MONDAY-Third WEEK</p> <p>CHAPTER 14 ETHERS, EPOXIDES AND SULFIDES</p> <ul style="list-style-type: none"> • Introduction • Structure and Polarity of Ethers • Boiling points of ethers: Hydrogen Bonding • Solvation of ions with ether • Crown ether complexes • Common Names • IUPAC names • Cyclic Ethers <ul style="list-style-type: none"> • Williamson Ether Synthesis • Synthesis of ethers • Reactions of ethers with hydrogen halide • Phenyl ether cleavage • Thioethers <ul style="list-style-type: none"> • Synthesis of epoxides • Reactions of epoxides <p>CHAPTER 16 AROMATIC COMPOUNDS</p> <ul style="list-style-type: none"> • Kekule Structure • Stability of Benzene • Aromatic, Antiaromatic and Nonaromatic Compounds <ul style="list-style-type: none"> • Nomenclature of Benzene Derivative • Physical properties of Aromatic Compounds <p>CHAPTER 17 REACTIONS OF AROMATICS COMPOUNDS</p> <ul style="list-style-type: none"> • Electrophilic Aromatic Substitution • Halogenation of benzene • Nitration of benzene • Reduction of nitro group • Sulfonation and Desulfonation of benzene 	<p>P625-634</p> <p>P635 P636-637 P638 P640 P642-644</p> <p>P644-647 P648-655</p> <p>P707 P708 P716-728</p> <p>P734 P736</p> <p>P751 P753 P755 P756</p>
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4	<ul style="list-style-type: none"> • Nitration of Toluene • Ortho, para, meta substitution • Activating and Deactivating groups • Friedel-Crafts Alkylation • Friedel Crafts Acylation • Clemmensen Reduction • Nucleophilic Aromatic Substitution • Side chain oxidation • Side Chain Halogenation • Reactions of Phenols 	<p>P757 P759 P760 P761-772 P773 P777 P780 P782</p> <p>P789 P790</p> <p>P793-796</p>
5	<p>MID TERM -FOURTH WEEK</p> <p>CHAPTER 18 KETONES AND ALDEHYDES</p> <ul style="list-style-type: none"> • Ketone and aldehyde nomenclature • Physical properties of aldehydes and ketones • Review Synthesis of Aldehydes and Ketones • Reactions of Aldehydes and Ketones • Ketones from hydration of alkynes • Aldehydes from hydroboration of alkynes • Ketones from acid chlorides and nitriles • Aldehydes from Acid chlorides • Reaction of aldehydes and ketones with Grignard reagent, NaBH₄, LiAlH₄, SOCl₂, LiAlH(O-t-Bu)₃, hydroxylamine, primary amine, secondary amine, hydrazine, 2,4-dinitrophenylhydrazine, alcohol, HCN, H₂O • Oxidation of aldehydes • Clemmensen Reduction • Wolf Kishner Reduction 	<p>P808-810</p> <p>P811 P820-827</p> <p>P831-857</p>

	<p>CHAPTER 12 INFRARED AND MASS SPECTROSCOPY</p> <ul style="list-style-type: none"> • The electromagnetic Spectrum • Infrared Region • Carbon- Carbon bond stretching • Carbon-Hydrogen Bond Stretching • Interpreting the IR spectra for the different functional groups <ul style="list-style-type: none"> • Introduction to Mass Spectrometry • Fragmentation Patterns in Mass Spectrometry <p>CHAPTER 13 NUCLEAR MAGNETIC RESONANCE SPECTROSCOPY</p> <ul style="list-style-type: none"> • Magnetic Shielding by Electrons • Chemical shifts • Spin- Spin splitting 	<p>P511 P512 P519 P520 P520-534</p> <p>P539 P547</p> <p>P561 P568 P578</p>
6	<p>CHAPTER 15 CONJUGATED SYSTEMS</p> <ul style="list-style-type: none"> • Introduction • Stability of dienes • Allylic Carbocations • 1,2 and 1,4 Addition to conjugated Dienes • Kinetic versus thermodynamic control in the addition of HBr to 1,3-Butadiene • • Diels-Alder Reaction • Endo Rule • Ultraviolet spectroscopy <p>THIRD QUIZ -FRIDAY-SIXTH WEEK</p> <p>CHAPTER 19 AMINES</p> <ul style="list-style-type: none"> • Classes of Amines • IUPAC names • Hetero Cyclic Amines • Structure of Amines <ul style="list-style-type: none"> • PHYSICAL PROPERTIES OF AMINES • Boiling points • Solubility of Amines 	<p>P665 P665 P671 P672 P674</p> <p>P682-685 P687 P694</p> <p>P872</p> <p>P873 P875 P875</p> <p>P877-878</p>

7	<ul style="list-style-type: none"> • Basicity of Amines • Salts of Amines 	P879-882 P882-884
	<ul style="list-style-type: none"> • Reactions of Amines with Aldehydes and Ketones • Aromatic Substitution of Arylamines • Alkylhalide to Primary Amine 	P890 P890 P894
	<ul style="list-style-type: none"> • Acylation of amine by an Acyl Chloride • Formation of Sulfonamides 	P895 P897
	<ul style="list-style-type: none"> • Hofmann elimination • Reaction of Amines with Nitrous Acid • Reactions of Arenediazonium salts • Replacement of diazonium groups • Synthesis of Amines by Reductive Amination • Synthesis of Amines by Acylation-Reduction • Gabriel Synthesis • Reduction of Nitriles 	P898 P904 P906 P907 P912 P915 P917 P918
	<ul style="list-style-type: none"> • Reduction of Nitro compounds • Hofmann Rearrangement of Amides 	P919 P921
	CHAPTER 20	
	CARBOXYLIC ACIDS	
	<ul style="list-style-type: none"> • Introduction • Common names • IUPAC names • Structure of Carboxyl group • Solubility • Acidity of Carboxylic Acids 	P937 P939 P941-942 P942
	<ul style="list-style-type: none"> • Substituent effects on Acidity • Salts of Carboxylic Acids • Conversion of toluene to benzoic acid • Synthesis of Carboxylic Acids • Reactions of Carboxylic Acids and Derivatives • Esterification 	P944 P946 P950 P954-958 P959 P960
	<ul style="list-style-type: none"> • Reduction of Carboxylic Acids • Synthesis and reactions of acid chlorides 	P965 P968

	CHAPTER 21 CARBOXYLIC ACID DERIVATIVES <ul style="list-style-type: none"> • Introduction • Nomenclature of acid derivatives • Physical Properties of Carboxylic Acid derivatives • Reactivity of Acid Derivatives • Reactions of Carboxylic Acid derivatives 	P980 P981-986 P987 P997-998 P1000-1027
8	CHAPTER 22 CONDENSATION AND ALPHA SUBSTITUTIONS OF CARBONYL COMPOUNDS <ul style="list-style-type: none"> • Keto-enol Tautomerism • Formation and stability of enolate ions • Haloform Reactions • Aldol condensation of a aldehydes and ketones • Cross Aldol condensation • Claisen Ester Condensation • Michael Addition • Robinson Annulation CHAPTER 23 CARBOHYDRATES <ul style="list-style-type: none"> • Monosaccharide • D and L configuration of sugars • Epimers and anomers 	P1044 P1046 P1053-1056 P1057 P1057-1062 P1068-1075 P1081 P1085 P1099 P1100 P11003 P1105
	CHAPTER 24 AMINO ACIDS <ul style="list-style-type: none"> • Acid Base Properties of Amino Acids FINAL EXAM[40%] FRIDAY – WEEK EIGHT	P1159-1160



St. George's University

School of Arts and Sciences

Department of Biology, Conservation and Ecology

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 300 Biochemistry for Life Sciences
Number of Credits: 4
Days and Times: Tuesday at 10 am and repeated at 7pm
Semester and Year: Semester 1, Year 3
Classroom Location: Virtual classroom. Lectures will be delivered online via Zoom
Pre-requisite(s): BIOL 220/221 and General chemistry 1.

Course Lecturer Name(s): Bawo Teddy Ikolo
Course Director Name: **Bawo Teddy Ikolo**

Course Lecturer(s) Contact Information: tikolo@sgu.edu
Course Director Contact Information: **tikolo@sgu.edu**

Course Lecturer(s) Office Hours: Tues, Wed, & Thurs 2- 4pm. Mondays 10 – 12pm
Course Director Office Hours: **Mon, Tues, & Thurs 2- 4pm.**

Course Lecturer(s) Office Location: Caribbean House, 2nd floor
Course Director Office Location: **Caribbean House, 2nd floor**

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: Ext. 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This is a one semester course that will introduce students to the Chemistry of living systems at cellular and molecular levels. It will provide an overview of the cell structure, organization and function. The course will also outline the roles of macromolecules, including carbohydrates, proteins, lipids and nucleic acids in living systems. Cellular communication and energy production within the cell will also be examined. Biochemical aspects will be integrated with discussions on human health and disease.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

To critically examine the cell as a unit of life and describe its general structure, Organization and function, including its organelles

To provide a basic description of how cells communicate, transport materials and obtain their energy from biomolecules.

To integrate biochemical pathways as they relate to human health and disease conditions.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

1). Describe the cell structure, organization and function.

2). Explain how cells communicate and how they generate energy.

3). Outline the roles of macromolecules in living systems and compare both in health and in disease conditions

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PLO2: Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PLO3: Apply knowledge of the structure and function of the human body to health issues.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text:

Harvey A. Richard, and Ferrier R. Denise (2011). Lippincott's Illustrated Reviews: Biochemistry. Fifth Edition. Lippincott Williams and Wilkins, Baltimore MD, U.S.A.

Chander Nalini and Viselli Susan (2010). Lippincott's Illustrated Reviews: Cell and Molecular Biology. Series Edition. Lippincott Williams and Wilkins, Baltimore MD, U.S.A.

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Horton, H.R., Moran, L.A., Scrimgeour, K.G., Perry, M.D., and Rawn, J.D. (2006). Principles of Biochemistry. Fourth Edition. Pearson Educational Inc., Upper Saddle River, New Jersey, U.S.

Supplementary Readings/Resources: PowerPoint slides will be provided for each topic covered and will be available on Sakai under the resources folder.

Course Grading Requirement:

Four Exams will be held during normal class time. Exam I, II, III and IV. Exam I and III will be valued at 15% each. Exam II (Mid-term examination) will be valued at 25% of your final grade, while Exam IV (Final exam) will also be valued at 30% of your final grade and will test mostly course materials that follow the mid-term exam. Knowledge of material covered in the first part of the course will be an asset for the final exam. There will be five integrated sessions. The best four integrated sessions during the term will be valued at a total of 10% of the final grade. There will also be two online quizzes valued at 2.5% each.

All exams will be delivered through an on-line platform -Proctortract.

Course Requirements:

There are two modes of delivery for this course - Synchronous and asynchronous. The synchronous will involve live lectures on Zoom (An on-line platform) and Turning point, while the asynchronous will involve Ppt presentations, recorded sessions, youtube videos and Sakai forums. Students are expected to attend these lectures at the scheduled dates and times as if it were a physical classroom.

Course Schedule:

Biochemistry for Life sciences (CHEM 300) Lecture and Lab schedule Fall 2020

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Lecture	Date	Week	Topic	DLA/Live	Textbook	Professor
01	Aug. 18	1	Introduction to Biochemistry	Live	Prin. Of BCH CHP 1	Ikolo, B
02	Aug. 20		Molecules and chemical reactions of life	DLA		Ikolo, B
03	Aug. 21		Cell structure and function	DLA		Ikolo, B
	Aug. 25	2	Live online zoom session	Live		Ikolo, F
04	Aug. 25		Proteins structure and function I	DLA		
05	Aug. 27		Protein structure and function II	DLA	LIRB CHP 1-5	Ikolo, F
06	Aug. 28		Enzymes structure and function	DLA		Ikolo, F
	Sept. 01	3	Live online zoom session	Live		K. James
07	Sept. 01		Carbohydrates structure & function I	DLA		
08	Sept. 03		Carbohydrates structure & function II	DLA	Prin. Of BCH CHP 8	K. James
	Sept. 04		Integrated: Protein misfolding diseases	Live		
	Sept. 7 - 11	4	Exam 1			
	Sept. 15	5	Live online zoom session	live		Ikolo, B
09	Sept. 15		Introduction to lipids	DLA	Prin. Of BCH CHP 9	
10	Sept. 17		Lipids & Biological membranes	DLA		Ikolo, B
11	Sept. 18		Membrane transport	DLA	LIRC&M CHP 13-19	Ikolo, B
	Sept. 22	6	Live online zoom session	live		
12	Sept. 22		Cell-cell communication	DLA	LIRC&M CHP 17-19	Ikolo, B
13	Sept. 24		Introduction to metabolism I	DLA	LIRB CHP 8	Ikolo, B.
	Sept. 25		Integrated: Lactose intolerance	Live		
	Sept. 29	7	Live online zoom session	live		
14	Sept. 29		Introduction to metabolism II	DLA	LIRB CHP 8	Ikolo, B.
15	Oct. 01		Energy generation in cells	DLA		
	Oct. 02		Review			Ikolo, B.
	Oct. 05 - 09	8	Exam II (Mid-term Exam)			
	Oct. 13	9	Live online zoom session	live	LIRB 8 - 10	Ikolo, F
16	Oct. 13		Gluconeogenesis	DLA		
17	Oct. 15		Glycogen metabolism	DLA		Ikolo, F
18	Oct. 16		Hexose monophosphate pathway	DLA		Ikolo, F
	Oct. 20	10	Live online zoom session	live		Ikolo, B.
19	Oct. 20		Bioenergetics	DLA		
20	Oct. 22		Photosynthesis	DLA	Prin. Of BCH CHP 15	James
	Oct. 23		Integrated: Diabetes	Live		
	Oct. 27	11	Live online zoom session	live		
21	Oct. 27		General Lipid metabolism	DLA		
22	Oct. 29		Nitrogen metabolism - Amino acid catabolism & Urea formation	DLA	LIRB CHP 19-20	Ikolo, B
	Oct. 30		Review			
	Nov. 02 - 06	12	Exam III			
	Nov. 10	13	Live online zoom session	live		
23	Nov. 10		Nucleotide metabolism	DLA		Ikolo, F
24	Nov. 12		DNA structure and function	DLA	Genomes 3	Maj
25	Nov. 13		RNA structure and function	DLA	Genomes 3	Maj
	Nov. 17	14	Live online zoom session	live		Maj
26	Nov. 17		Protein synthesis	DLA		
27	Nov. 19		Gene regulation	DLA	Genomes 3	Ikolo, F
	Nov. 20		Integrated: Hypercholesterolaemia	Live		

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

	Nov. 24	15	Live online zoom session	live		Ikolo, F
28	Nov. 24		Molecular medicine - Forensics	DLA		
29	Nov. 26		Biotechnology	DLA	CIG, CHP22	Ikolo, F
	Nov. 27		Integrated: Genetic disorders - sickle cell disorders	Live		
	Nov. 31 –Dec. 4th		Exam IV (Final exam)			

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Integrated sessions will be through assignments submitted via the drop box system.

Classroom/Online Etiquette Procedure:

Lectures for the second half of this semester will be delivered through Zoom (An on-line platform). Students are expected to attend these lectures at the scheduled dates and times as if it were a physical classroom.

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University
School of Arts and Sciences

Department of Biochemistry

Course Code and Title: CHEM 450 - Biochemistry

Semester and Year: Fall 2020

No. of Credits: 3

Pre-requisite(s): CHEM 224 – Organic chemistry II

Course Director: Dr. Charles .C. Ihedioha

Co-Course Director: Ms Kafi James Lewis

Course Lecturer Name(s): Dr. Charles. C.Ihedioha,

Ms. Kafi James Lewis

Dr. Andrew Sobering

Dr. Felicia Ikolo

Dr. Margit Trotz

Course Secretaries: Angel Charles

Jenny MacDonald

Course Director Contact Information: CIhedioh@sgu.edu

Course Lecturer(s) Contact Information: jmcdona1@sgu.edu

Office Hours: By appointment (contact Jenny MacDonald at jmcdona1@sgu.edu)

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description: CHEM 450 is a 3-credit biochemistry course in the premedical/foundation program at SGU. It is subdivided into 4 modules.

Students are expected to have a basic knowledge of pre-med biology and chemistry.

The material to be covered in this course is based primarily on the required texts (see below) and power point slides, Direct learning activities (DLAs), with additional information taken from other reference texts.

Course Objectives:

1. To cover the structure and function of biological molecules, the biochemical pathways of intermediary metabolism, the functional significance of biochemical processes as well as their regulation in normal and aberrant states.

2. Identify the structures and cellular roles of the major macromolecules

- Amino acids and proteins
- Carbohydrates and polysaccharides.
- Fatty acids, triacylglycerol, phospholipids, and cholesterol
- Purines, pyrimidines, and nucleic acids

3. List and explain the major metabolic pathways (synthesis and degradation) of proteins, carbohydrates, lipids, and nucleic acids.

Topics covered in detail will include:

- Electron transport/ Oxidative Phosphorylation
- Glycolysis
- Tricarboxylic Acid Cycle
- Pyruvate synthesis and Utilization
- Gluconeogenesis
- Hexose monophosphate pathway
- Fatty acid synthesis and degradation
- Glycerolipid synthesis and degradation
- Triacylglycerol and lipoprotein metabolism
- Cholesterol synthesis and degradation

- Amino Acid Degradation and Synthesis
- Amino Acid specialized products
- Urea Cycle
- Hormonal regulation of intermediary metabolism: The fast/feed cycle
- Signal transduction mechanisms (Insulin, glucagon, G-protein coupled receptors)
- Vitamins
- Purine and Pyrimidine Degradation and Synthesis

4. Integrate the biochemical information covered by this course into meaningful knowledge with an emphasis on the functional significance and regulatory mechanisms governing metabolism.

Student Learning Outcomes:

Program Outcomes Met by This Course:

1. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of the human body to health issues.
3. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data, and communicating results (Laboratory component–CHEM451).
4. Demonstrate problem solving and critical thinking skills.

Course Requirements and Percent of Grade:

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Exams:

There will be **four exams** for the course: Each exam is **23%** of the grade and **4 quizzes** which will account for **2%** each.

Course Materials:

Text: Champe, P.C. and Harvey, R. Lippincott's Illustrated Reviews: Biochemistry. 6th Edition. 2014. Lippincott Williams & Wilkins, Philadelphia. (ISBN: 0-397-51091-8).

Supplementary Readings/Resources: Lecture notes and lectures posted on Sakai.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules, and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.



St. George's University

School of Arts and Sciences

Department of Biochemistry

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 451 Biochemistry Lab
Number of Credits: 1
Semester and Year: Fall 2020
Times and Day: Friday at 12:00 PM -2:00PM and 9:00 PM -11:00PM
Classroom Location: Online
Pre-requisite(s): N/A
Course Director: Dr. Charles Ihedioha
Co-course director: Ms. Kafi James Lewis

Course Lecture(s): K. James Lewis, T. Wildman, K. Jones, T. Ikolo

Course Lecturer(s) Contact Information:

twildman@sgu.edu; kjones@sgu.edu; tikolo@sgu.edu

Course Director Contact Information: cihedioh@sgu.edu; kjames@sgu.edu

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Biochemistry Department

Course Director Office Location: Same as above

Course Support: Angel Charles, Jenny MacDonald

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION:

CHEM451 is a 1-credit biochemistry laboratory course in the biology/ premedical/foundation program at SGU. Students are expected to have a basic knowledge of pre-med biology and chemistry. This course is the laboratory component for CHEM450.

Course Objectives:

1. To introduce and train students in various analytical and biochemical laboratory techniques including:
 - i) Measure mass and volume accurately, ii) Use a spectrophotometer, iii) Use of electrophoresis equipment, iv) Handle solvents safely during chromatography, v) Develop “good laboratory” practice skills.
2. To conduct laboratories experiments following specific instructions and procedures.
3. To interpret experimental results and present them in writing in a clear and organized manner.

Program Outcomes met by this course:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data, and communicating results (Laboratory component–CHEM451).

Course Requirements and Percent of Grade:

Students are expected to complete the practical, report observations, record results, complete all calculations and confirm that the results agree that those in the literature by means of library/internet research. Experimental data sheets must be submitted at the end of each practical session.

One formal lab report will be submitted. The report should be written using the following headings in the order given.

- Title page (Your name, group #, group members’ names, date, title of lab).
- Aim/Objective
- Introduction
- Equipment/Reagent
- Method/procedure (written in the past tense and numbered)
- Results/observations (including calculations, tables, and graphs)
- Conclusion
- Sources of Error
- Further discussion*
- Reference cited page*

*The “further discussion” section should include some reference to the clinical significance of the experimental procedure. Reference should also be made of the normal range of values expected for a patient and the possible consequences of values outside of

that range. The source of this and other relevant information must be cited Any of the common formats may be used, and a minimum of 3 citations are required.

Note: Internet references MUST cite a primary source (i.e. book, journal)

Laboratory reports should NOT

- be a “group effort”
- include photocopies of references
- include material downloaded from the Internet
- exceed five (6) typewritten pages (not counting the title page)

Course Grade Components

Online practice quizzes for professionalism points will be via Sakai.

Experimental data sheets*	50%
Lab report	10%
Lab Exam	35%
Professionalism	5%

*** The best 5 of 6 data sheet grades will be used in computing your grade.**

THERE WILL BE NO MAKE UP LABS.

Failure to submit practical files will result in an automatic incomplete grade as a final grade.

Grading Scale

Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5- 89.4%
- B = 79.5 – 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 0- 64.4%

Course Materials:

Laboratory manual provided at the beginning of each term and notes and procedures posted on Sakai.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Note: It is a violation of the University Honor Code to sign an attendance sheet on behalf of someone who is not in attendance at that time.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Director: Charles Ihedioha, cidehioh@sgu.edu

Co-course director: Kafi James Lewis, kjames@sgu.edu

Instructors:

Trevor Wildman

Dept. of Biochemistry
Email: twildman@sgu.edu
Phone: Ext 3477
Office Hrs: TBA

Teddy Ikolo

Dept of Biol, Ecol & Consv
Email: tikolo@sgu.edu
Phone: Ext 3257
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Kafi James Lewis

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Office Hrs:TBA

Kwami Jones

Dept. of Biochemistry
Email: Kjones@sgu.edu
Phone: Ext 3811
Office Hrs: TBA



St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: COMH 115: Health Education
Number of Credits: 3
Days and Times: Mon, Wed, & Fri: 1:30 – 2:20 PM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): NA
Course Lecturer Name(s):
Course Director Name: Ian Baptiste
Course Lecturer(s) Contact Information:
Course Director Contact Information: ibaptist@sgu.edu
Course Lecturer(s) Office Hours: Mon & Tues – 2:30 – 4:30 PM; Wed, Thurs, Fri: 8 – 10 AM
Course Director Office Hours: NA

Course Lecturer(s) Office Location: Caribbean House
Course Director Office Location: Caribbean House

Course Support: Yvonne Malcolm; ymalcolm@sgu.edu; 3022

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

COURSE CURRICULUM INFORMATION

Course Description:

What is health education? What is health promotion? How are the two ideas related? What do professional health educators do and how does one prepare to become a health educator? Exploring questions like these, this course introduces students to health education/promotion as a professional practice. Whatever health education/promotion means, a great deal of it involves attempts to change people's health behavior. Most of our time is, therefore, spent scrutinizing theories and models of health behavior change. We then draw upon the examined theories and models to critique public service announcements (health promotions) and to help plan, execute, and assess small health promotion projects.

We explore the questions and issues identified above via both and synchronous (live) and asynchronous modes of delivery. For **asynchronous** delivery we are using small group discussion forums on Sakai. Sakai is our online course management system. For **synchronous** delivery we are using Zoom and TurningPoint Mobile. Zoom is a video conferencing software used to facilitate live sessions. Our Zoom sessions will take the form of lecture discussions, small group discussions, Q&A, and short quizzes. TurningPoint is an app that allows you to use your mobile device to take short quizzes, during live Zoom sessions.

Course Objectives:

Student Learning Outcomes:

Students who successfully complete this course would be able to:

1. Describe and critique selected health behavior change theories and models,
2. Apply aspects of the theories and models examined in the course to assess extant health education/promotion media, and
3. Apply aspects of the theories and models examined in the course to help plan, execute and evaluate a small health education project

Program Outcomes Met By This Course:

PO-1. Effective communication of information by extracting and constructing meanings through analysis and critical thinking.

PO-2. Effective application of perspectives to an ethical question, and demonstrated ability to consider full implications of the application in the decision making process.

PO-3. Effective application and integration of appropriate qualitative and quantitative techniques as supportive pillars of analysis and argumentation.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: We will not be using a textbook for this course. Required readings will be provided via class handouts and postings on Sakai. You are strongly advised to take your own notes. You are more likely to succeed in this course if you supplement the lectures and course materials with your own personalized notes.

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Assignment	%	Due Date Duration
Class facilitation	20	Sept 14, 16, 18
PSA Critique (written paper)	20	Oct 09
Action Plan (class presentation)	5	Sept 28 – Oct 02
Action Plan (written paper)	15	Oct 16
Progress reports (5 per group)	15	Oct 19 – Nov 20
Final report (class presentation)	5	Nov 23, 25, 27
Final report (Brochure)	5	Dec 04
Final Report (written paper)	15	Dec 04

Course Requirements:

The standard School of Arts and Sciences grading system (found in the SGU Student Handbook) is used to determine students' final grade. The following is a breakdown of the graded assignments. Guidelines for each assignment will be provided on a separate handout.

Matching Learning Activities with Learning Outcomes

Below, I lay out a plan for achieving each learning outcome. The learning outcomes are numbered and bolded. Learning and assessment activities follow each learning outcome.

- 1. Describe and critique selected health behavior change theories and models,**
 - With examples, the instructor discusses with students the distinction between describing and critiquing.
 - Instructor provides, and discusses with students, the assignment guidelines. Clarifications are made during these discussions.
 - Guided by the assignment guidelines the instructor describe and critiques a popular health behavior change model – The Health Belief Model (HBM).
 - The class is then divided into teams and each team is assigned a health behavior model to examine.
 - Guided by the assignment guidelines and the instructor's HBM illustration, each team examines the assigned model and prepares to facilitate a class discussion on it.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

- Forums are created on Sakai for each team to discuss and prepare its presentation.
- With rubric provided by the instructor, the presentations are graded by the instructor and the non-presenting students.
- After each presentation, students meet in assigned teams to discuss the presentations and to assign a group grade.
- Timeline: Weeks 3 - 5

2. Apply aspects of the theories and models examined in the course to assess extant health-related Public Service Announcement (PSA).

- Instructor provides, and discusses with students, the assignment guidelines. Clarifications are made during these discussions.
- Instructor demonstrations, in class, how to use health education theories and models to critique health-related public service announcements (PSA).
- Each student selects a PSA to critique and submits it to the instructor for vetting.
- Each student then produces a written critique of her/his vetted PSA.
- Each student makes an informal, in-class presentation of her/his written critique. The presentation is **NOT** graded.
- The written paper is graded by instructor, using a grading rubric.
- Timeline: Weeks 6 - 8

3. Plan, execute and evaluate a small health education project, drawing upon aspects of the theories and models examined in the course.

- Instructor divides class into teams. We may use earlier assigned teams, or we may shuffle the teams.
- Instructor provides, and discusses with students, the project guidelines. Clarifications are made during these discussions.
- The project is divided into 3 phases, each with its own deliverable. A breakdown of the deliverables and timeframe, for each phase of the project, is provided below.
- Students work in their teams to produce the deliverables.
- Forums are created on Sakai for each team, to facilitate teamwork.
- Class sessions are used for group work, for progress reports, and for advice/consultation with the instructor.
- **Action Plan:** For the Action Plan, each team is required to produce a written paper AND make a class presentation. Both are graded. Using an instructor-provided rubric, the presentations are graded by the instructor AND the non-presenting students. The written paper is graded by the instructor.
- **Progress Reports:** Each team is required to present **five (5)** Progress Reports, one per week, between Week 10 and Week 14. The Progress Reports are graded by the instructor AND the non-presenting students.
- **Final Report:** Each team is required to produce a written Final Report AND make a class presentation on it. Both are graded. Using an instructor-provided rubric, the presentations are graded by the instructor AND the non-presenting students. The written paper is graded by the instructor.
- Timeline: Weeks 6 - 15

Breakdown of Project Deliverables and Timeframe

Phases	Deliverables	% of Course Grade	Who Assesses the Deliverable	Timeframe
Phase 1 Action Plan	<ul style="list-style-type: none"> ○ One class presentation ○ A written paper 	5% 15%	Instructor & Students Instructor	Sept 28 – Oct 16

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Phase 2 Progress Reports	○ Five (5) class presentations	15% 3 % each	Instructor & Students	Oct 19 – Nov 20
Phase 3 Final Report	○ One class presentation ○ A brochure ○ A written paper	5% 5% 15%	Instructor & Students Instructor Instructor	Nov 23 – Dec 04

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Communication Plan

To assure success in this course, you are likely to interact with four (4) different groups of people:

- 1) Your instructor
- 2) Your assigned group members
- 3) Other members of the class, and
- 4) Learner support personnel

1. INTERACTING WITH ME (YOUR INSTRUCTOR)

Live Zoom Class Sessions

- You will have opportunities to ask course-related questions and seek clarification during our live weekly Zoom class sessions. Please take full advantage of them.

Office Hours

- Monday & Tuesday: 2:30 – 4:30 PM (Grenada Time)
- Wed, Thurs & Friday: 8:00 – 10:00 AM (Grenada Time)

You may request a 30 minute individual or group appointment with me (your instructor) in any of the slots indicated above, by emailing Ms. Yvonne Malcolm (ymalcolm@sgu.edu). She will set up a live Zoom meeting and email you the link.

Emails

This is NOT my preferred mode of communication, as I receive hundreds of work-related emails each week and many of them get buried. Use Office Hours and our live Zoom sessions to field course-related questions that require thoughtful and complex responses. Use emails only for logistical questions, such as when an assignment is due or where to find a specific course material. I will try to response to your emails **within 48 hours** of your email, if only to notify you of receipt of your email and to inform you of how and when the matter will be deal with.

Sakai Forum Discussions

- I will, from time to time, review your Sakai Forum Discussions and make GENERAL COMMENTS. I will post my general comments on your group forums and also discuss them during our live Zoom sessions.
- I will NOT respond to individual student posts.
- I will NOT **formally preview** written group papers, but during Office Hours I will entertain pertinent questions on any class exercise or assignment.

Feedback on Graded Assignments

- You will receive grades and written feedback (from me) on written assignments **within one week (7 days)** of submission.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

2. INTERACTING WITH GROUP MEMBERS

For each of the graded assignments, I will put you in teams (and in some cases you may form your own teams) and set up Sakai Forums for team members to collaborate. Forums will be created for ALL graded assignments – even the ones in which you are required to produce individual work.

Guidelines for each assignment are provided on separate handout. Below, I provide general tips on how to interact with team members in the Sakai Forums.

- I will monitor your forum discussions, but I will **NOT** grade them. I'm there to assist and steer you in the right direction. So, don't be afraid to ask me for help.
- Begin each assignment by reviewing the Assignment Guidelines, with your team members.
- For assignments in which you are graded as a team, after reviewing the assignment guidelines, divvy up tasks between and among team members, set deadlines for each task, support each other, and hold each other accountable.

3. INTERACTING WITH OTHER CLASSMATES

A Sakai Forum titled “*Class Lobby*” is set up to facilitate interactions between and among members of the entire class. Use it lavishly but with respect and consideration for other class members.

4. INTERACTING WITH LEARNER SUPPORT PERSONNEL

St. George's University puts a lot of resources in supporting students (outside of the classroom) academically and otherwise. In this regard, the Centre for Academic Excellence (CAE) and the Department of Educational Services (DES) are set up to provide direct academic support to you (the students) via academic advising, guidance on effective learning strategies, supplemental instructions, and peer tutoring. It is an undisputed fact that students who do well, academically, are also excellent help seekers. Do not wait until you are drowning. We strongly urge you to access the services of CAE and DES (EARLY IN THE SEMESTER) by visiting their websites at <https://mycampus.sgu.edu/group/center-for-academic-excellence-cae/home> and <https://mycampus.sgu.edu/group/des/welcome>, respectively.

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Course Schedule:

Click or tap here to enter text.

Session	Topics	Learning Resources
Week 1 Aug 17, 19, 21	Orientation to Sakai and Course Introduction	Course syllabus Sakai Website
Week 2 Aug 24, 26, 28	Instructor facilitates class discussion re: Conceptualizing Key Health-Related terms	Cottrell et al, chap 1 Glanz et al, chap 1
Week 3 Aug 31; Sept 2, 4	Instructor describes and critiques The Health Belief Model (Aug 31) Teams prepare for Class Facilitation (Sept 2, 4): <ul style="list-style-type: none"> ○ The Precaution Adoption Process Model ○ Social Cognitive Theory ○ Stress, Coping And Health Behavior 	Glanz, chap 3 Glanz et al, chap 6 Glanz et al, chap 8 Glanz et al, chap 10
Week 4 Sept 07, 09 11	Teams prepare for class facilitations	Weeks 1-3 readings
Week 5 Sept 14, 16, 18	Teams conduct class facilitations	Weeks 1-3 readings
Week 6 Sept 21, 23, 25	Instructor illustrates PSA Critique (Sept 21) Teams work on Action Plan (Sept 23 & 25)	Weeks 1-3 readings
Week 7 Sept 28, 30; Oct 02	Teams give informal presentations of their Action Plans	Weeks 1-3 readings
Week 8 Oct 05 -09	Each student submits, her/his Written PSA Critiques Midterm week	Weeks 1-3 readings
Week 9 Oct 12, 14, 16	Each student gives an informal presentation of her/his PSA Critique Teams submit first draft of their Action Plans	Weeks 1-3 readings
Week 10 Oct 19, 21, 23	Teams conduct Field Work and provide Progress Reports <i>Guest lecture: Health Education and Promotion in Grenada</i> <i>Guest lecture: Health Education as a Professional Practice</i>	Weeks 1-3 readings
Week 11 Oct 26, 28, 30	Teams conduct Field Work and provide Progress Reports	Weeks 1-3 readings
Week 12 Nov 02, 04, 06	Teams conduct Field Work and provide Progress Reports	Weeks 1-3 readings
Week 13 Nov 09, 11, 13	Teams conduct Field Work and provide Progress Reports	Weeks 1-3 readings
Week 14 Nov 16, 18, 20	Teams conduct Field Work and provide Progress Reports	Weeks 1-3 readings
Week 15 Nov 23, 25, 27	Teams give informal presentations of their Final Reports	Weeks 1-3 readings
Week 16 Nov 30 – Dec 04	Finals week Teams submit their Final Reports (brochure and written paper)	Weeks 1-3 readings

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POLICY INFORMATION

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

GUIDELINES FOR SUBMITTING WRITTEN ASSIGNMENTS

1. Submit your paper electronically, as a WORD attachment, in the designated assignment drop box on SAKAI.
2. In creating a FILE NAME, begin with your group name followed by a BRIEF description of the document—with no spaces between—and end with a date. For example, if Group 1 was submitting a proposal on Abortion on May 2, 2014, the filename might read: Group1ProposalAbortionMay2-2014,

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3. Follow the most current APA Style Manual when submitting your work. All sources of information used in your paper must be documented according to APA style.
4. Proofread and spell check your document. With word processors now possessing both grammar and spell check, it is considered highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
5. Papers that do not adhere to these guidelines may not be reviewed.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: COMH 201: Community Health
Number of Credits: 3
Days and Times: Tuesdays: 10:00-11:15am or 7:00-8:15pm AST
Semester and Year: Fall 2020
Classroom Location: Zoom; Online Delivery
Pre-requisite(s): None

Course Lecturer Name(s): N/A
Course Director Name: **Dr. Lauren Orlando**

Course Lecturer(s) Contact Information: N/A
Course Director Contact Information: **lorlando@sgu.edu**

Course Lecturer(s) Office Hours: N/A
Course Director Office Hours: Monday – Friday 9:00a-4:00AST (<https://sgu-insight.symplicity.com>)

Course Lecturer(s) Office Location: Appointments via Zoom platform
Course Director Office Location: Department of Educational Services

Course Support: N/A

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Health is more than a mere personal matter. People do not live in isolation, unaffected by others. Their health is very much determined by the world they live in, and the dynamic relationship they experience within their various communities. The goal of the Community Health course is to provide an understanding of population based verses individual based health. Each health problem is viewed uniquely by the population involved. These problems are impacted directly by the physical, social and cultural factors that characterize the community. This course examines community health perspectives in light of sociological, historical, educational, environmental and medical influences, with the view of identifying strategies for preserving and protecting the health of the community.

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Course Objectives:

1. Ability to critical think community health issues and how these issues affect all persons.
2. Gain a well diverse knowledge regarding public health problems that occur at a community level.
3. Expand understanding of what are communities (local, national, regional, or international), how they are established, key stakeholders, and at-risk populations within the community.
4. Work within small groups to facilitate active discussions with peers and learn from each other.
5. Challenge the norms and biases that they were/are exposed to whether that is through the media, personal experiences, or their own community.
6. Engage in field work in order to gain further experience in community health using the context of Grenada.

Student Learning Outcomes:

1. To be able to articulate the differences between public, community and individual health.
2. To understand how history influenced public health practices today.
3. To explore the epidemiological foundations that provides validity to the science of public and community health.
4. To identify behavioral, developmental, social and ecological conditions which affect the health of communities.
5. To identify and assess conditions in the environment which influence the health and wellbeing of individuals and communities.
6. To increase students' skills in conducting a community assessment.

Program Outcomes Met By This Course:

N/A

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: McKenzie, J. F., Pinger, R. R., & Kotecki, J. E. (2018). An introduction to community health (9th ed.). London: Jones & Bartlett Learning.

Supplementary Readings/Resources: Provided by Course Director

Course Grading Requirement:

- Community Guest Speaker Reflections – 15%
- Weekly Forums – 26%
- Case Study Class Presentation – 14%
- Midterm – 20%
- Final Project – 25%
- TOTAL = 100%

Course Requirements:

1. Prepare for class by doing necessary readings and research in advance.
2. Contribute thoughtful ideas to class discussions and engage in constructive debate.
3. Conduct themselves in an appropriate manner, including being respectful and confidential to the opinions of others.

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4. Embrace all class announcements, resources, and directions provided by Course Director via Sakai platform or email. Contact Course Director early if anything is unclear and need assistance.
5. Regularly check SGU email and respond to Course Director and/or classmates in a timely manner.
6. Attend all Community Guest Speaker presentations and engage in both Public Health at a Local, Regional, International Level class activities.

Course Schedule:

Please see attached course schedule.

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Assignment Submission Procedure:

Online through Sakai platform.

Classroom/Online Etiquette Procedure:

Students are expected to sign into class on time and be attentive and engaged in class. If students will not be in class, kindly email Course Director in advance as attendance will be taken at the beginning of each class. Some of the topics told in class will be sensitive by nature and all are expected to keep the experiences and feedback from others as confidential.

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Draft Course Schedule – Fall 2020

DATE	TOPIC	TYPE	ASSIGNMENT/FORUM DUE
WEEK 1			
Aug 18th	Course Welcome, Overview, Expectations Chapter 1: Community Health, Yesterday, Today & Tomorrow	Synchronous Live Class	Locker Room Activity Forum #1
	Chapter 2: Organizations that Help Shape Community and Public Health	Asynchronous Recorded Lecture	
WEEK 2			
Aug 25th	Active Class Discussion	Synchronous Live Class	Forum #2
	Chapter 3: Epidemiology: The Study of Disease, Injury, and Death in the Community	Asynchronous Recorded Lecture	
WEEK 3			
Sept 1st	Community Guest Speaker #1	Synchronous Live Class	Forum #3
	Chapter 4: Communicable & Noncommunicable Diseases: Prevention & Control of Diseases and Health Conditions	Asynchronous Recorded Lecture	
WEEK 4			
Sept 8th	Active Class Discussion	Synchronous Live Class	Forum #4 Speaker Reflection #1
	Chapter 5: Community Organizing/Building and Health Promotion Programming	Asynchronous Recorded Lecture	
WEEK 5			
Sept 15th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #5
	Chapter 6: The School Health Program: A Component of Community and Public Health	Asynchronous Recorded Lecture	
WEEK 6			
Sept 22nd	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #6
	Chapter 7: Maternal, Infant, and Child Health	Asynchronous Recorded Lecture	
WEEK 7			
Sept 29th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #7
	Chapter 8: Adolescents, Young Adults, and Adults	Asynchronous Recorded Lecture	
WEEK 8			
Oct 6th	MIDTERMS EXAM WEEK – NO CLASS		Midterm Project
WEEK 9			
Oct 13th	Community Guest Speaker #2	Synchronous Live Class	Forum #8
	Chapter 9: Older Adults	Asynchronous Recorded Lecture	
WEEK 10			
Oct 20th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #9 Speaker Reflection #2
	Chapter 10: Community/Public Health and Racial/Ethnic Populations	Asynchronous Recorded Lecture	
WEEK 11			
Oct 27th	Community Guest Speaker #3	Synchronous Live Class	Forum #10
	Chapter 11: Community Mental Health	Asynchronous Recorded Lecture	
WEEK 12			
Nov 3rd	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #11 Speaker Reflection #3
	Chapter 12: Alcohol, Tobacco & Other Drugs: A Community Concern	Asynchronous Recorded Lecture	
WEEK 13			
Nov 10th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #12

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	Chapter 14: Community/Public Health & the Environment	Asynchronous Recorded Lecture	
WEEK 14			
Nov 17th	Active Class Discussion	Synchronous Live Class	Forum #13
	Chapter 15: Injuries as a Community/Public Health Problem	Asynchronous Recorded Lecture	
WEEK 15			
Nov 24th	Final Presentation Demonstration	Synchronous Live Class	Final Project
WEEK 16			
Dec 1st	FINALS EXAM WEEK – NO CLASS		

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: COMM 204: Public Speaking, section 1
Number of Credits: 3
Days and Times: Thursdays, 1:00 p.m. – 2:15 p.m. & 8:00 p.m. – 9:15 p.m.
Semester and Year: Fall 2020
Classroom Location: E-Learning
Pre-requisite(s): ENGL 107, ENGL 213

Course Lecturer Name(s): Mr. Ronald Charles
Course Director Name: Mr. Ronald Charles

Course Lecturer(s) Contact Information:
rocharles@sgu.edu, or 449-4666 (Whatsapp) or 435-5797 (H)

Course Director Contact Information:
rocharles@sgu.edu, or 449-4666 (Whatsapp) or 435-5797 (H)

Course Lecturer(s) Office Hours:
Mon. & Wed., 1:00 p.m. – 4:30 p.m., Tues. & Thurs., 11:00 a.m. – 12:30 p.m.

Course Director Office Hours:
Mon. & Wed., 1:00 p.m. – 4:30 p.m., Tues. & Thurs., 11:00 a.m. – 12:30 p.m.

Course Lecturer(s) Office Location: Virtual
Course Director Office Location: Virtual

Course Support: Nichole Phillips nphilli2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Public Speaking is designed to help you develop communication skills that contribute to academic, vocational, personal, and social success in a wide variety of contexts.

Since students learn best by *doing*, you will be actively involved in class discussions, and group exercises throughout the course.

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Course Objectives:

1. Development of communication skills
2. Active involvement in discussions and debates

Student Learning Outcomes:

Fundamental to the course is the idea that presentation skills are a means of empowerment. Students should be able to:

- Overcome the usual apprehension that comes with public speaking and learn to speak extemporaneously
- Establish credibility and develop his or her oratory skills to participate ethically, in an increasingly interactive and verbal society
- Cite sources, use supporting materials and visual media
- Demonstrate critical thinking skills required in a society that constantly demands that people make choices and defend them
- Speak effectively in different settings
- Demonstrate an understanding of the rules of engagement as described in the text book
- Be able to analyze a speech

Program Outcomes Met By This Course:

PO.1- Utilize psychology knowledge in the understanding of self, and how one relates to others.

PO.2- Practice and analyze decision making and positions on ethical issues.

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text:

- Kathleen M. German, Bruce E. Gronbeck, Douglas Ehninger, and Alan H. Monroe
- Principles of Public Speaking. 15th or 16th or 17th or 18th editions. Addison Pearson Education, Inc.

Supplementary Readings/Resources: • Other readings may be assigned.

Course Grading Requirement:

Introductory Speech	5%
Informative	15%
Persuasive Speech –	15%
3 rd party speech written	10%

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3 rd party speech delivery	15%
Quizzes (4)	20%
Participation	10%
Debate (in class)	6%
Debate (Public)	<u>4%</u>
TOTAL	100%

Course Requirements:

Assignments:

I. Speeches:

Introductory Speech – The first speech is a 2-3 minute brief self-introduction that tells the audience what you want them to know about you. It should tell the audience who you are and what you are about. The speech provides you with the opportunity to develop and support a clear thesis and to begin working on a conversational delivery style using a brief outline.

Informative Speech – In this speech, you develop a 5 minutes presentation in which you share information about some phenomenon of personal interest. This might include a skill you have learned through a hobby, an organization you are affiliated with, or “consumer” information important to you and you audience. Develop a central idea (thesis) with two different kinds of support material using an appropriate and discernible organizational structure. You are required to develop and use a visual aid for this assignment.

Persuasive Speech – This is a 5 minute persuasive presentation. The speech will focus on the development of logical proofs for clear thesis statements (central claims). This is your attempt to change an audience’s attitudes, beliefs, or actions. It’s about letting audiences know they have choices and presenting your offerings in the best possible light. You are required to develop and use a visual aid to support your arguments.

Third Party Speech – This is a 5 minute speech that is written by another classmate. It may involve discussions with the speech writer to ensure the message of the speech is not lost. Visual aid may be used. Prior to your delivery, the written portion of your work is graded, so you must submit the original copy of your speech. (You will be guided accordingly)

Debates – Since this period is a new norm, you will be advised accordingly. Bear in mind that the traditional debate is not possible under the present circumstances.

Note: Speeches and written work are graded in accordance with the non-negotiable criteria outlined in your course material.

Speech requirements

1. Time Limits on Speeches:

Because of the nature of the course and the limited time available, prepare your presentations carefully to adhere to the time limits indicated on each assignment.

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Your grade will be penalized if your speech is too long or too short.

2. Citing Sources in your speeches:

Good speeches always cite sources. Because the informative and persuasive speech assignments require that you do research (i.e. rely on sources outside yourself- books, internet, magazines, journals, interviews, etc.), for every main point in your speech you must cite at least one source in your content outline and verbally as you deliver your speech. Failure to cite sources would result in a reduced grade on the assignment.

3. Deliver speeches extemporaneously.

Maintain eye contact with your audience. Reading of any speech (focusing on paper) reflects lack of preparation and will result in a significant grade penalty.

Written Third Party Speech – To complete the speech cycle you will be required to write a 5 minute speech (either persuasive or informative) that will be delivered by a classmate. This assignment highlights your ability to write a speech. It also examines your understanding of the degree of clarity and empathy required in speech writing.

II. Outlines of Speeches:

You may use a Speaking Outline which is the use of key words or phrases to jog your memory. This is a brief outline on a note card, prepared in advance rather than from a fully written manuscript. It also helps you to stay on track and better develop ideas and delivery.

A Rough Outline of the speech is required and must be submitted as you approach the podium prior to delivering your speech. This material establishes the topic of your speech, clarifies your purpose, and identifies a reasonable number of ideas. Failure to submit typed content/sentence outlines on the due date of each speech assignment may result in a grade penalty. (Due to the present circumstances, this step is not necessary this semester)

In addition, you will be required to conduct research for required speech assignments.

III. Quizzes:

Quizzes on reading material (assigned in the book but not necessarily discussed in class) will be given throughout the term. A one week notice will be given for all quizzes, which will be given in class. There is no excuse for missing a quiz. Quizzes cannot be made up unless you have a medical/acceptable excuse or had made previous arrangements with the instructor.

IV. Listening Exercises and Peer Feedback:

As a means to promote better listening and to provide feedback to improve your peers' public speaking skills, you will provide brief written responses each speech assignment. You will return these responses to the speakers. This peer feedback will be done during class time. These responses are required but not graded.

In addition, this portion of your grade will reflect the degree to which you meet three non-negotiable expectations of you.

1. Come to class prepared to contribute to the class discussion in a positive manner.
2. Listen attentively and do not engage in side conversation or other distractions.

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3. Provide sincere reactions to the comments of other people in the class, but do not engage in negative attacks or put-downs of any person in the class (verbally or nonverbally).

Course Schedule:

Click or tap here to enter text.

Wk 1	Session One	Session Two
	Introductions , course overview Ch1 & 2	Basics of public speaking (intro speech prep) Ch7 & 8
Wk 2	Session One Ch7	Session Two Ch8
	Introductory Speeches	Introductory Speeches
Wk 3	Session One	Session Two
	Ch9 (Speech structure – wording your speech) (Prepare for Quiz #1)	QUIZ #1 (1,2,7,8&9)
Wk 4	Session One	Session Two
	Ch6 & 10 Finding and using supporting material and delivering your speech	Ch12 Delivering an Informative speech
Wk 5	Session One	Session Two
	Informative Speeches	Informative Speeches
Wk 6	Session One	Session Two
	Ch3 & 11– Critical listening and using visual media (Prepare for Quiz #2)	Quiz #2 (5,6,10,12) Third party speech discussion
Wk 7	Session One	Session Two
	Ch13; video of persuasive speech	Third Party speech assignment due for distribution
WK 8 – Mid-Term	Mid Term	Mid Term
WK 9	Session One	Session Two
	Third Party Speeches delivery	Third Party Speeches delivery
WK 10	Session One	Session Two
	(Prepare for Quiz #3)	Viewing of Persuasive speeches by notables Quiz #3 (CH 3, 11, 13)
WK 11	Session One	Session Two
	Persuasive Speech delivery	Persuasive Speech delivery

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WK 12	Session One	Session Two
	Ch 4	Ch 14 and Selection of debate teams
WK 13	Session One	Session Two
	In-Class Debate delivery	In-Class Debate delivery
WK 14	Session One	Session Two
	Quiz #4 (Ch 4 & 14) Selection of public debate teams.	Debate Prep.
WK 15	Session One	Session Two
	Mock Debate	Final Debate
Note: Speeches may occasionally run outside normal class time boundaries. Coordinate any conflicts with instructors.		

Assignment Submission Procedure:

APA REFERENCING

Reference lists are to be in alphabetical order regardless of where the reference originated (e.g. book, journal or website). In-text references list the author and year after the sentence. For example, the first example below refers to a research method called ‘grounded theory’ which informs the reader that theory is developed from the data (Strauss & Corbin, 1998). Please note that the reference is part of the sentence. If using a direct quote then quotation marks “...” Are used to frame the quote and following the quote is the reference with the page number where the quote can be found (Strauss & Corbin, 1998, p27). If the quote is taken from a website without page numbers then the paragraph number is used (Wikipedia, 2009, para4). It is often the case that when referencing a website a year cannot be found. In that case the year becomes the year the website was accessed.

APA REFERENCE STYLE EXAMPLES

BOOK

Author, Initials. (DATE). Title. City: Publisher.

Strauss, A. & Corbin, J. (1998). Basics of qualitative research. Thousands Oaks, CA: Sage Publications.

CHAPTER OF A BOOK

Author, Initials. (DATE). Title. In Editors (Edit.) Title, City: Publisher, pp. page numbers.

Bontis, N. (2002). Managing organisational knowledge by diagnosing intellectual capital: Framing and advancing the state of the field. In Choo, C.W. and Bontis, N. (Eds.): The strategic management of intellectual capital and organisational knowledge, Oxford: Oxford University Press, pp.621-642.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

JOURNAL ARTICLE

Author, Initials (DATE). Title. Journal title, Volume(Issue), page numbers.

Ragins, B. R. (2008). Disclosure disconnects: Antecedents and consequences of disclosing invisible stigma across life domains. *Academy of Management Review*, 33 (1), 194-215.

WEBSITE

Author, Initials (DATE). Title. Retrieved DATE from WEBSITE ADDRESS

**If the author is not given then the name of the organization is given as the author.

Tanenbaum (2004). Religious diversity in the workplace: The Tanenbaum Center and Society for Human Resource Management 2001 survey of HR professionals. Retrieved January 23rd, 2004 from <http://www.tanenbaum.org/programs/diversity/survey2.asp>

Sample

Reference List

Bontis, N. (2002). Managing organizational knowledge by diagnosing intellectual capital: Framing and advancing the state of the field. In Choo, C.W. and Bontis, N. (Eds.): *The strategic management of intellectual capital and organizational knowledge*, Oxford: Oxford University Press, pp.621-642.

Ragins, B. R. (2008). Disclosure disconnects: Antecedents and consequences of disclosing invisible stigma across life domains. *Academy of Management Review*, 33 (1), 194-215.

Strauss, A. & Corbin, J. (1998). *Basics of qualitative research*. Thousands Oaks, CA: Sage Publications.

Tanenbaum (2004). Religious diversity in the workplace: The Tanenbaum Center and Society for Human Resource Management 2001 survey of HR professionals. Retrieved January 23rd, 2004 from <http://www.tanenbaum.org/programs/diversity/survey2.asp>

Classroom/Online Etiquette Procedure:

Attendance Policy:

You will earn attendance and participation points for each class that you attend. Points will be weighed based on the grade scale shown to you in class. If you are selected to participate in an activity, e.g., the final/public debate, you must comply accordingly or be subject to a grade penalty. You are expected to follow directions and participate in all class activities.

Any assignment not turned in before or during the class period as stipulated may be subject to a lowered letter grade. You are expected to arrive to class on time and stay for the entire class period. Poor classroom conduct may result in disciplinary action.

Makeup Policies:

1) The following are non-negotiable policies:

- We will not accept any speech outlines and bibliographies turned in after the class period during which it is due. All assignments must be submitted by the author/orator. Any assignment not turned in during the class period of its due date will (can) result in an F grade.
- All speeches outlines and bibliographies must be turned into the instructor as hardcopies and may also be submitted into the dropbox on Sakai/My Courses – as advised.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

- Speech outlines, bibliographies and journal assignments must be typed using Times New Romans, 12 point font and double spaced. Handwritten out-of-class assignments are unacceptable.
- 2) Arrangements for make-up work are your responsibility. If you miss a class day it is your responsibility to contact a reliable classmate to get that day's notes and assignments. Please do not send emails asking if you "missed anything important in class." **It is YOUR responsibility to be current with all materials and assignments.**
 - 3) ***TURN OFF all cell phones before entering the classroom. A ringing or vibrating cell phone, texting, leaving the class to make or return calls or text message would result in a failing participation grade for the class period. Repeated offenses would result in an F for your semester's participation grade.***
 - 4) Please do not sleep, pass notes, read (unless we instruct you to), or do other homework during class. Turn off your laptop notebooks, PDAs, MP3/4 players, and Ipods before class begins.

Ownership of Lectures:

Lectures given in this course may not be quoted, recorded, copied in whole or in part without the instructor's permission. Students registered for this course are permitted to take notes, share them with other course participants, and reproduce them for the purpose of completing course assignments and taking exams. Reproduction of course notes for any other reason is prohibited. Do not sell the course notes.

Academic Dishonesty:

Plagiarism of written or oral work is prohibited in any form. Cheating of any form is prohibited. Any form of **plagiarism** and or cheating will result in a grade F (0) on the assignment. Repeated offenses will result in a grade F in the course. See your Student's Handbook for the definition of plagiarism. To prevent plagiarism, we reserve the right to have you submit your work to Turnitin.com to check for plagiarism.

Do not share answers on quizzes, take quizzes for each other, or assist each other in any way with quizzes. The quiz with the lowest score will be dropped from your record.

Course Website:

A course website has been set up within the university Sakai/My Courses system. Log on to <http://mycourses.sgu.edu/xsp-portal> with your username and password. Required reading and course assignments may be posted on the website and **it will be your responsibility to access the site and retrieve these materials.** We will use the site for correspondence and to post grades so that you may monitor your progress throughout the semester.

Religious Preference Absence Policy:

If you anticipate the necessity of being absent from class due to a major religious observance, you must provide written notice of the date(s) to the instructors no later than the second week of class. If dates are not provided at this time, you would not be excused from class activities.

Assisting with a Disability:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

If you will be requesting accommodations for any disability, please make an appointment with DOS. Creating a class that is accessible and comfortable for everyone is important to us. We will be happy to make any reasonable accommodations necessary to facilitate success in this class

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University

School of Arts and Sciences

Department of Computers and Technology

Course Code and Title:	COMP 104 Human Computer Interaction
Number of Credits	Three (3)
Days and Time:	Tuesday & Thursday 8:30am - 9:45am
Semester and Year:	Fall 2020
Prerequisites	None
Classroom Location	Online
Lecturer Name	Chrislyn Charles- Williams
Lecturer Contact information:	ccwilliams@sgu.edu
Lecturer's office hours:	By appointment only
Course Support:	Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link

<https://sgu1.hosted.panopto.com/Panopto/Pages/Sessions/List.aspx#folderID=%22d1b180f6-e8b0-4636-957e-d774f53463cb%22&folderSets=3>

Course Description

This course teaches fundamental skills involved in the design, implementation and evaluation of user interface (UI) that facilitates interaction among humans and machines (computers). HCI helps us to understand why some software products are good and others are bad.

The following topics will be covered in this course:

- HCI overview,
- Importance of HCI,
- General principles of HCI,

- User Experience Design (UX),
- User Interface Design (UI),
- Human Factors,
- Content organization,
- Visual organizational,
- Software Product Design,
- Usability Engineering,
- User-Centred Design (UCD)
- Usability guidelines and standards.

“Human-Computer Interaction is a discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them.” [ACM SIGCHI Curricula for Human- Computer Interaction [Hewett et al., 1992].

Course Objectives

Upon successful completion of this course students should expect to:

1. Enhance their understanding of cognitive implications of general interface interaction.
2. Become familiar with fundamental concepts of computer hardware and software as it relates to interface design.
3. Know the human elements and needs in designing an interface.
4. Appreciate the design process from including developing requirements, designing, prototyping, implementation, evaluation and testing.
5. Use the basic frameworks by which user interface elements are evaluated.
6. Constructively analysis existing interfaces.

Student Learning Outcomes:

On completion of this course, students should be able to:

1. Define the fundamentals principles, and theories used in Human Computer Interaction
2. Describe typical human–computer interaction (HCI) models, styles
3. Understand and demonstrate the human element, needs and specification for designing an interface
4. Use the basic frameworks by which user interface elements are evaluated.
5. Demonstrate the impact of good and bad user interfaces

Program Outcomes met by this Course:

- Analyse a problem, identify and define the computing requirements appropriate to its solution.
- Apply current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5- 89.4%
- B = 79.5 – 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%

D = 64.5 - 69.4%
F = Less than 64.5%

Course materials:

Texts

- **The Design of Everyday Things** by Don Norman, 2013. ISBN-13: 978-0465067107
- **Interaction Design: Beyond Human - Computer Interaction (5th edition)** Yvonne Rogers, Helen Sharp, Jenny Preece, John Wiley. 2017
- **Designing the User Interface: Strategies for Effective Human-Computer Interaction, 6th Edition** by Ben Shneiderman et al. Pearson ISBN-13: 978-0134380384
- **Human-Computer Interaction (3rd Edition)** Alan Dix, Janet E. Finlay, Gregory D. Abowd, and Russell Beale, Prentice Hall, 2003. ISBN-13: 978-0130461094

The above texts will be the main guidance for this course. It would be in your best interest to obtain the books. However, the presentations, notes and readings supplied in the class would be sufficient, in order to get a good grade.

Please note that the course will not follow the structure of the books, but draw on the sections that are needed.

Course Assessment

Quizzes	10%
Assignments	20%
Project	20%
Midterm Exam	25%
Final Exam	25%

Course Requirements

Attendance Policy

Students are expected to attend at least 80 percent of lectures to get full marks for participation.

Course Requirements and Percent of Grade:

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2018/2019, page 28) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Assignment Submission policy

In class assignments are to be attempted by the students before class in which the topic will be covered.

Classroom Etiquette

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class. Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Eating and drinking are not allowed during lectures.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Disclaimer

It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for course, have not been specifically outlined in the course syllabus. These are contained in the *St. George’s University Student Manual*.

Assessment schedule:

WEEK:	CLASS
1	
2	Assignment 1 given
3	Assignment 1 expected
4	Quiz 1
5	Assignment 2 given
6	Assignment 2 expected
7	
8	Mid Term Week (---)
9	Project Given
10	Assignment 3 given
11	Assignment 3 expected
12	Quiz 2
13	Assignment 4 given
14	Assignment 4 expected
15	Project expected
16	Final Exam Week (---)

COMP 104 HCI Course Schedule

Week	Slides & Readings	Topics	Lectures
1	Interaction Design [ID] Chapter 1 Designing the User Interface [DUI] Chapter 1	Introduction to HCI	What is Interaction Design? Usability of Interactive Systems
2	Designing the User Interface [DUI] Chapters 2 & 3	General principles of HCI,	Universal Usability General Guidelines, Principles, and Theories
3	Interaction Design [ID] Chapter 4	Cognitive Frameworks	Cognitive aspects
4	Designing the User Interface [DUI] Chapters 4 Interaction Design [ID] Chapter 2	What Is Involved in Interaction Design	The Process of Interaction Design Design processes & frameworks
5	Designing the User Interface [DUI] Chapters 5 & 9	User Experience Design (UX),	Evaluation and the User Experience Expressive Human and Command Languages
6	Designing the User Interface [DUI] Chapters 6 Interaction Design [ID] Chapters 3	Conceptualizing Interaction User Interface Design (UI),	Conceptualizing Interaction Design case studies
7	Interaction Design [ID] Chapters 5 & 6	Human Factors	Social Interaction Emotional Interaction
8		Midterm – no lectures	

9	Interaction Design [ID] Chapters 8 & 11	Data Gathering for Requirement	Data Gathering and Discovering Requirements
10	Designing the User Interface [DUI] Chapters 7 & 8	Content organization	Fluid Navigation
11	Interaction Design [ID] Chapters 7	Visual organizational	Interfaces
12	Interaction Design [ID] Chapters 12 & 13 Designing the User Interface [DUI] Chapter 10	Software Product Design	Design, Prototyping, and Construction Evaluation of designs Devices
13	Designing the User Interface [DUI] Chapters 11 & 12	User-Centred Design (UCD)	Communication & Collaboration Advancing the User Experience
14	Human-Computer Interaction [Dix] Chapter 7 Designing the User Interface [DUI] Aft 1	Usability guidelines and standards.	Design Rules
15	Project Presentations		
16		Finals	



St George's University
School of Arts and Sciences

Department of Computers & Technology

Course Code and Title: Comp 111: Computer Concepts & Applications
No. of Credits: Three (3)
Days and Times: Tuesdays & Thursdays, 11:30 am AST – 12:45 pm AST
Semester and Year: Fall 2020
Pre-requisite(s): None
Classroom Location: Online Delivery

Course Lecturer Name: Ms. Teah Cummings Email: tecummings@sgu.edu

Course Director Office Hours: By appointment only

Course Lecturer(s) Office Hours: By appointment only

Course Description:

This course is designed to introduce students to basic computer concepts and to provide them with the necessary tools and techniques to produce documents, spreadsheets and presentations.

The student will also be introduced to Internet use and principles.

This course will cover areas such as: computers systems, hardware and software, file management, document production, working with spreadsheets and presentations.

Course Objectives:

1. To have a working and conversational knowledge of basic computer terms and concepts
2. To demonstrate the ability to do projects, using the productivity software that are used in the course

Student Learning Outcomes:

1. Define basic terms and concepts related to computers, networks, software and the Internet
2. Evaluate and select the correct office productivity software appropriate to use in a given situation.
3. Using Microsoft PowerPoint: Create well-designed professional and academic presentations
4. Using Microsoft Word: Create and prepare professional and academic documents using a variety of techniques including use of Charts, SmartArt, Tables, fonts and layouts
5. Using Microsoft Excel: Choose and use the appropriate function to perform calculations and solve equations / problems.

Program Outcomes Met By This Course:

1. Demonstrate competence in selecting appropriate hardware and software for everyday use. Apply current techniques, concepts, skills, tools, and best practices to accomplish tasks using productivity software

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Course Materials:

Any text relating to Microsoft Office 2016 will assist the student in this course.

Text: GO! All in One: Computer Concepts and Applications, 3rd Edition, by Shelley Gaskin Alicia Vargas, Debra Geoghan, Nancy Graviett. Pearson, 2017.
ISBN-13: 9780134505749

Supplementary Readings/Resources: Found at the library

Course Requirements and Percent of Grade:

There will be one graded assignment and exam for each module/unit, in addition to regular class exercises.

Each module is weighted as follows:

1. Computer Concepts: 10%
2. Word Processing: 20%
3. Spreadsheet: 30%
4. Presentation: 20%
5. Internet Use: 20%

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2018/2019, page 28) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy

Students should make all efforts to attend classes and to be on time.

1. Unexcused absences will affect final grade
2. Rules of attendance for this course are enforced in accordance with those outlined in the St. George's University Student Manual

Assignment Submission policy

1. Assignments must be handed in by the stipulated date. Failure to do so will result in marks being deducted or assignment not being accepted.
2. Rules for assignment submissions for this course are enforced in accordance with those outlined in the St. George's University Student Manual

CLASSROOM ETIQUETTE

Students are required to:

- Come to class prepared to learn
- Participate in classroom discussions
- Act in ways that would be considered appropriate for an academic learning environment

Classroom etiquette

Cell phone and pagers policy

Before entering the class, students are required to turn off or mute all cell phones, beepers and any other form of technologies that could disrupt class.

Disruptive Behaviour

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior will be subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made. You may also contact the Dean of Students office to make the arrangements for you, especially if multiple classes are involved. Please see your manual or welcome package for the appropriate contact names and numbers.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Schedule:

Lesson	Week	Major Topics
Module 1: Computer concepts	1, 2	<ol style="list-style-type: none"> 1. Computer systems <ol style="list-style-type: none"> 1. Brief history of computers 2. Types of computer systems, uses & definitions 3. Impact of computers in society 4. Information systems overview
		<ol style="list-style-type: none"> 2. Hardware and software <ol style="list-style-type: none"> 1. Types of hardware, purposes & examples 2. Types of operating systems & examples 3. Input and output devices
		<ol style="list-style-type: none"> 3. File management <ol style="list-style-type: none"> 1. File types & extensions 2. file management techniques
Activities		Submit your post to the Introduction forum
	Graded	Complete Quiz 1
	Graded	Submit Assignment 1 – Impact of Computers
Module 2: Word processing	3,4,5	1. Create and edit text in a document
		2. Create hyper linked documents
		3. Formatting text – borders, styles, headers, footers
		4. Create different types of documents using Word
		5. Create and modify tables
		6. Mail merge
		7. Working with graphics
		8. Using track changes
Activities		Complete Lab 1
		Complete Lab 2
	Graded	Complete Quiz 2
	Graded	Submit Assignment 2 – Formatted document
Module 3: Presentation	5,6,7	Creating a new presentation
		1. Opening an existing presentation
		2. Adding new slides, slide master & layouts
		3. Applying presentation templates / themes
		4. Formatting slides,
		5. Working with transitions & animations

		<ol style="list-style-type: none"> 6. Using special effects 7. Playing a slide show 8. Video & audio files 9. Recording/voice overs in slideshows
Activities		Complete Lab 3
	Graded	Submit Assignment 3 – Formatted presentation
Midterm Week	Graded	Group Presentation
Module 4:	9, 10, 11	<ol style="list-style-type: none"> 1. Working with templates 2. Selecting cells and cell ranges 3. Labels and numbers / using flash fill 4. Introducing formulas and functions 5. Use statistical functions (Sum, Average, Minimum, and Maximum).
		<ol style="list-style-type: none"> 6. Work with ranges in functions 7. Copy formulas that include absolute and relative cell references 8. Using Excel to solve mathematical problems 9. Charts – pivot tables & charts, regular types of charts 10. What if analysis & goal seek
Activities		Complete Lab 4
	Graded	Submit Assignment 4
		Complete Lab 5
	Graded	Complete Quiz 3
Module 5: Internet use and principles	12, 13, 14, 15	<ol style="list-style-type: none"> 1. Finding information on the Internet – Searching, web browser technology 2. Internet Applications – Email, cloud computing, 3. Integrating applications and Internet documents – copying, pasting, editing 4. How the internet works, HTML, basic web design concepts 5. Computer & Internet Security 6. Basic computer network terminology & setup 7. Online etiquette 8. Computer & online ethics, privacy, plagiarism, intellectual property rights,
Activities		Complete Lab 6
	Graded	Submit Assignment 5
Finals Week	Graded	Complete Quiz 4



St. George's University *School of Arts and Sciences*

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP205 Introduction to Programming
Number of Credits: 3
Days and Times: Mon, Wed 4 PM – 5:15 PM
Semester and Year: Spring 2020
Classroom Location: B1C
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3736 tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Wed 10:30am-11:30am, 1pm-2:30pm, Thu 1pm-5pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D, (Leeward Hall) 1st. Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to computer programming using the Java programming language. It does not claim to completely cover either the Java language or its standard libraries. The topics to be covered in the course include: primitive data types, Strings, arrays, basic I/O, decision structures (ifs and loops), writing and using methods, writing and using classes. This course is prerequisite for the course COMP305 Advance Programming I.

Course Objectives:

This course cover basic concepts and techniques for programming including

1. Numeric variables, declaration and initialization of variables, operations with variables

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

2. Types String, char and Boolean
3. If-else and switch statements
4. Loops (for, while, do-while)
5. Methods (using and writing)
6. One- and two-dimensional arrays
7. Simple class design, and constructors in Java

Student Learning Outcomes:

Upon completion of this course, the student should:

1. Understand the basic concepts and principles of object oriented programming;
2. Be able to design, write, debug, and execute simple Java programs using an object-oriented approach to implement a working solution to a given problem specification;
3. Be able to acquire an understanding of computer architecture and data representations (variables, representation of numbers and character strings);
4. Learn basic algorithmic problem-solving techniques (decision structures, loops, methods)

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Java How to Program by Paul Deitel, Harvey Deitel, 9th Edition, Prentice Hall (2012)

Supplementary Readings/Resources: 9th edition available online: <http://www.gobooke.net/deitel-java-how-to-program-9th-edition/> or <http://www.ebooks-share.net/java-how-to-program-early-objects-9th-edition-deitel/>. IDE: NetBeans (Recommended)

Course Grading Requirement:

Midterm exam	20%
Final exam	20%
Assignments	30%
Weekly work packages	10%
Attendance	10%
Quizzes	10%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
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Course Schedule:

Week	Topics	Assignments
1	Introduction to the course. Introduction to Java. Work in NetBeans.	
2-3	Primitive types of variables. Class String. Class Scanner. Input from keyboard	Assignment 1
4	Boolean variables. Conditions. If-else statement	
5	Methods	Assignment 2
6-7	Loops. Operators break and continue. Review	Assignment 3
8	Midterm exam	
9	Midterm exam results review. Infinite loops. Operator switch	Assignment 4
10 - 13	One- and two- dimensional arrays. Class String, variables of the type char	Assignment 5
14-15	Constructors in Java. Review	Assignment 6
16	Final exam	

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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The St. George's University Student Manual (2019/2020) states as follows:

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP205 Introduction to Programming
Number of Credits: 3
Days and Times: Mon, Wed 4 PM – 5:15 PM
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 2 PM - 4 PM - Wed or by appointments
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to computer programming using the Java programming language. It does not claim to completely cover either the Java language or its standard libraries. The topics to be covered in the course include: primitive data types, Strings, arrays, basic I/O, decision structures (ifs and loops), writing and using methods, writing and using classes. This course is prerequisite for the course COMP305 Advance Programming I.

Course Objectives:

This course cover basic concepts and techniques for programming including

1. Numeric variables, declaration and initialization of variables, operations with variables

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2. Types String, char and Boolean
3. If-else and switch statements
4. Loops (for, while, do-while)
5. Methods (using and writing)
6. One- and two-dimensional arrays
7. Simple class design, and constructors in Java

Student Learning Outcomes:

Upon completion of this course, the student should:

1. Understand the basic concepts and principles of object oriented programming;
2. Be able to design, write, debug, and execute simple Java programs using an object-oriented approach to implement a working solution to a given problem specification;
3. Be able to acquire an understanding of computer architecture and data representations (variables, representation of numbers and character strings);
4. Learn basic algorithmic problem-solving techniques (decision structures, loops, methods)

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Java How to Program by Paul Deitel, Harvey Deitel, 9th Edition, Prentice Hall (2012)

Supplementary Readings/Resources: 9th edition available online: <http://www.gobookee.net/deitel-java-how-to-program-9th-edition/> or <http://www.ebooks-share.net/java-how-to-program-early-objects-9th-edition-deitel/>. IDE: NetBeans (Recommended)

Course Grading Requirement:

Midterm exam	20%
Final exam/quiz	20%
Assignments	30%
Weekly work packages	10%
Attendance	10%
Quizzes	10%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
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Course Schedule:

Week	Topics	Assignments
1	Introduction to the course. Introduction to Java. Work in NetBeans.	
2-3	Primitive types of variables. Class String. Class Scanner. Input from keyboard	Assignment 1
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5	Methods	Assignment 2
6-7	Loops. Operators break and continue. Review	
8	Midterm exam	
9	Midterm exam results review. Infinite loops. Operator switch	Assignment 3
10 - 13	One- and two- dimensional arrays. Class String, variables of the type char	Assignment 4
14-15	Constructors in Java. Review	Assignment 5
16	Final exam/quiz	

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP206 Algorithms & Data Structures
Number of Credits: 3
Days and Times: 11:30 AM – 12:45 PM - Tue, Thu
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): MATH203

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 9 AM – 11 AM - Tue or by appointments
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D, (Leeward Hall) 1st. Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course aims to introduce some basic data structures and algorithms which are to be used as tools in designing solutions to problems. Students will learn about fundamental computing algorithms, including searching and sorting; elementary abstract data types including linked lists, stacks, queues and trees; and elementary algorithm analysis.

Course Objectives:

The topics to be covered in the course include:

1. Math fundamentals (recurrence relations, big-Oh and little-Oh notation)
2. Sorting algorithms (insertion sort, selection sort, bubble sort, merge sort, quicksort, heap sort)

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3. Searching algorithms
4. Graph algorithms (depth-first search, breadth-first search, Dijkstra's algorithm, Kruskal's algorithm)
5. Abstract data types (stacks, queues, linked lists)
6. Hash tables
7. Binary search trees, red-black trees

Student Learning Outcomes:

Upon completion of this course students should be able to:

1. Implement a variety of algorithms for searching and sorting, including linear search, binary search, insertion sort, selection sort, bubble sort, merge sort, quick sort, and heap sort.
2. Read and write recursive algorithms.
3. Describe the asymptotic performance of the algorithms studied in this course and understand the practical implications of that information.
4. Describe, explain, and use abstract data types including stacks, queues, and lists. Implement those data types using both contiguous and linked representations.
5. Create hash tables.
6. Use algorithms on graphs including depth-first search, breadth-first search, Dijkstra's algorithm, Kruskal's algorithm.
7. Create and use binary search trees and red-black trees.

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: **Lecture notes**

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Middle Term Exam	25 %
Final Exam	25 %
Attendance /work in class	10 %
Quizzes	10 %
Assignments	30 %

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;

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- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week	Topics	Assignments
1 - 3	Introduction to the course. Insertion sort, bubble sort, selection sort. Math basics (logarithms, O- and o- notation)	Assignments 1, 2
4	Recurrences. Master theorem. Merge sort.	Assignment 3
5- 7	Elements of the graph theory. Heaps. Heap sort. Review	Assignments 4, 5
8	Midterm Exam	
9 - 10	Midterm exam results review. Partition. Quicksort. Search based on procedure Partition. Linear time sorting algorithms. Order statistics.	Assignment 6.
11 - 12	Stack, queue, linked lists, BST, RBT. Hash tables.	Assignment 7
13 - 15	Algorithms on graphs: BFS, DFS, Kruskal's algorithm, Dijkstra algorithm, Prim's algorithm. Final review.	Assignments 8, 9
16	Final Exam	

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Policy/Procedure Related to the Department:

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School of Arts and Sciences

DEPARTMENT OF COMPUTERS AND TECHNOLOGY

Course Code and Title	COMP 220 – Introduction to Relational Databases
No. of Credits	Three (3)
Days and Times	Mon & Wed 1:00 – 2:15 PM
Semester and Year	Fall 2020
Prerequisite(s)	none
Classroom Locations	Online Delivery

Lecturer	Keston Bhola
Office	Leeward Hall (SD2), Top Floor
Phone	(473) 444-4175 ext. 3750
Email	Kbhola001@sgu.edu

Office Hours	By Appointment (preferably) <ul style="list-style-type: none">○ Tuesday 10:30 – 3:30○ Thursday 10:30 – 3:30
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Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://sgu1.hosted.panopto.com/Panopto/Pages/Sessions/List.aspx#folderID=%22d1b180f6-e8b0-4636-957e-d774f53463cb%22&folderSets=3>

Course Description

Welcome to COMP 220 – Introduction to Relational Databases. This course is an entry level course into the field of database design, development, and management, with a focus on the design and development of relational databases.

Databases are ubiquitous. They are an integral part of our modern lives. They support the tasks that allow us to function daily with ease. Why is that so, one may ask? The amount of data and information available is expanding rapidly. However, the key is not the quantity but the value of such. The value of data and resulting information has found its place as an important organizational asset and its importance is ever increasing. It has found daily usage in our homes, offices as well as throughout commerce and industry.

To get the most value out of their large and complex datasets, users require tools that simplify the tasks of collecting, aggregating, storing, and managing the data and extracting useful information in a timely fashion. Otherwise, data can become a liability, with the cost of acquiring it and managing

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it far exceeding the value derived from it. Databases and database management systems are now indispensable for extracting value from data.

As such, a course on the principles and practice of database and database management systems are now an integral part of computer science/information technology curricula. If any of you are new to this the computing field, this course will be extremely important to you as you advance in your degree and career in information technology.

The field of data management being a broad one, this course will provide a succinct introduction that is beneficial to all. It will provide students with the fundamental aspects of databases and their management using primarily the relational model. Foundational concepts are taught and built on with practical work being done using the Microsoft Access database management system. Students are expected to complete a relational database project at the conclusion.

Course Objectives

Upon completion of this course, students will:

1. Have a working knowledge of a database management system, it's functions and the various database models (with special attention on the Relational database model and the entity relationship model)
2. Create entity relational diagrams for database design.
3. Create and manipulate a simple database using Microsoft Access

Student Learning Outcomes

1. Differentiate between data and information.
2. Identify earlier database models and their limitations
3. Use data modeling tools like Entity-Relationship Diagrams.
4. Assemble a conceptual model of an application's data requirements using conceptual modeling tools
5. Design database schemas based on the conceptual model.
6. Design a basic database using the relational model.
7. Use relational database management software to implement basic relational databases.

Program Outcomes Met by This Course:

1. CTPO1 Analyze a problem, identify and define the computing requirements appropriate to its solution.
2. CTPO2 Apply current techniques, concepts, skills, tools, and best practices used in the core information technologies

Course Material

Text

- Coronel, C. M., Morris, S. & Rob, P. (2017). *Database systems: Design, Implementation, and Management* (13th ed.). Boston: Cengage Learning.

Presentations and Presentation notes

- Each module would be accompanied by PowerPoint slides most times with detailed notes when necessary.

References

- Additional material from Professional Journals, Library Resources, Web Sites, Annual Reports, Case Studies, Newsgroups, Magazines, and Personal Interviews

The above text is where most of the material concerning this course will be taken from. It would be in your best interest to obtain the book. However, the presentations, notes and readings supplied would be enough in order to get an A. From my experience, regular and punctual class attendance and participation plays a key role in success.

Software Resources

Microsoft Access - One of the most popular relational database management system (RDBMS) for small to medium sized datasets. Its popularity rest on the fact that it is included as part of the Microsoft Office Suite. All students of SGU would have access to a fully functional and registered version.

Diagrams.net – and indispensable tool run within your web browser that facilities easy ERD modeling. Models can be stored on dropbox, google drive, within your web browser etc. Available at: <https://www.diagrams.net/>

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- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
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- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Category	Percentage
Assignments	30%
Quizzes	20%
Midterm	15%
Final	15%
Project	20%
Participation ¹	-
	100.00%

¹Participation does not [only] involve regular attendance, as popular perception suggests, as a mere presence does not add to class quality. Conversely, it rewards each student's intellectual contribution to class discussion, by aiding in understanding and retention. It is not in the students' best interest to expect a bonus for attending class. Attendance is compulsory i.e. a fixed expectation of every student that enrolls in a university and its nature does not leave room for bonuses/rewards. It is left up to the discretion of the instructor whether attendance will be considered for inclusion in the overall grade of a student. Nevertheless, attendance will be noted and can positively impact the outcome.

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Course Schedule

Week	Topic	Details	Chapter & Slides
1	Syllabus Discussion	<ul style="list-style-type: none"> • Course Description • Student learning outcomes • Book and Software resources • Grading scheme • Attendance and Participation Policy • Professional obligations as a student • General conduct • Plagiarism • Etiquette 	
1	Introduction to Relational Databases	<ul style="list-style-type: none"> • Data vs Information • The importance of data, databases and database management systems, and why they are valuable assets for decision making • Different types of databases • Appreciate the massive amounts of data generated and manipulated daily 	1 (slides 1 - 12)
2	Evolution of Database Design	<ul style="list-style-type: none"> • Database Design importance • Evolution of file system data processing • Problems with file system data processing <ul style="list-style-type: none"> ○ Structural and data dependence ○ Redundancy 	1 (slides 13 - 32)
3	Data Models	<ul style="list-style-type: none"> • Data modeling and database design • Importance of data models 	2 (slides 1 - 25)
4	Data Models	<ul style="list-style-type: none"> • Evolution of Data models • Degrees of Abstraction 	2 (slides 26- 41)
4 Self Tutorial	Designing and creating a database in Microsoft Access	<ul style="list-style-type: none"> • Tables • Forms • Reports • Queries 	App M
5	Data Model Components	<ul style="list-style-type: none"> • The relational Model and Entity Relationship Model 	3 (slides 1 - 13)
6	Data Model Components	<ul style="list-style-type: none"> • Entities, attributes and relationships 	3 (slides 14 - 30)
7	Data Model Components	<ul style="list-style-type: none"> • Codd's rules 	3 (slides 31 - 36)
8	Midterm exam Chapters 1 - 3		

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9	The Entity Relationship Model (ERM)	<ul style="list-style-type: none"> • Comparison of the ERM to the relational model • Connectivity and cardinality • Relationship participation • Relationship degree 	4 (slides 1 - 19)
10	The relational model	<ul style="list-style-type: none"> • Characteristics of the relational model • Keys • Relationships within the relational model • Data redundancy and foreign keys • Associative entities 	4 (slides 20 - 40)
11	Advanced Data modeling Database Management System	<ul style="list-style-type: none"> • Selecting good primary keys • Flexible database design • Conceptual vs. Logical vs. Physical Design 	5 (slides 1 - 16)
12	Advanced Data modeling Database Management System	<ul style="list-style-type: none"> • Choosing good primary keys • DBMS software selection 	5 (slides 17 - 36)
13	(DBMS)Normalization	<ul style="list-style-type: none"> • The relational model and normalization • 1st Normal form 	6 (slides 1 - 13)
14	(DBMS)Normalization	<ul style="list-style-type: none"> • The relational model and normalization • 2nd, 3rd, 4th, Boyce-Codd normalization • 	6 (slides 14 - 31)
15	(DBMS)Normalization	<ul style="list-style-type: none"> • The relational model and normalization • Denormalization • Normalization checklist 	6 (slides 32 - 41)
16	Finals		

Policy Information

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020, page 28) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

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Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual. While plagiarism is often the focus, the University's honor code/code of conduct policy also covers issues such as which includes Fabrication and Falsification, Cheating, Complicity in Academic Dishonesty, Abuse of Academic Materials, & Multiple Submissions etc. Be mindful of these.

Your work may be subject to submission to plagiarism detection software, Turnitin. Submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

POLICY INFORMATION

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

- All submissions are required to be in the Sakai drop-box to be graded. Submission should be Word documents (or compatible format) unless required otherwise. Emails are not valid submissions. All work due by the deadline. Late submissions require an excuse as indicated in the student manual.

- Submissions should follow this naming convention:

Firstname**Lastname****CourseCode****Semester****Year**-**AssignmentNumber**.fileextension.

KestonBholaCOMP220Fall2020-Assignment1.docx

Online Etiquette (If and When required)

You are expected to communicate and behave in an ethical manner both in face-to-face and online settings. Ethical behavior includes but not limited to:

- You must not be involved in the practice of insulting, disrespecting or attacking another student. When expressing your disagreement on a subject matter please do so politely.
- You must not shout – avoid using all capitals in words because all-caps is considered ‘shouting’ when communicating online
- You must avoid using offensive language and making racist or sexist comments. • You must not commit illegal acts online.
- You must respect fellow students and others intellectual property.

Please read “Ten Commandments of Computer Ethics” at

<http://courses.cs.vt.edu/~cs3604/lib/WorldCodes/10.Commandments.html>

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for course, have not been specifically outlined in the course syllabus. These are contained in the St. George’s University Student Manual. It can be found by logging into the university web portal. Negligence to abide by the stated content could negatively affect your standing within this course and the university on a whole.



St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP221 Introduction to Robotics
Number of Credits: Three
Days and Times: Tuesday and Thursday, 8:30 am - 9:45 am
Semester and Year: Fall 2020
Classroom Location: E217/218
Pre-requisite(s): none

Course Lecturer Name(s): Dr. K. S. Senthilkumar
Course Director Name: Dr. K. S. Senthilkumar

Course Lecturer(s) Contact Information: ssomasun@sgu.edu
Course Director Contact Information: ssomasun@sgu.edu

Course Lecturer(s) Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am
Course Director Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am

Course Lecturer(s) Office Location: Leeward Hall
Course Director Office Location: Leeward Hall

Course Support: Carina Francois, Cfrancois@sgu.edu, 3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

In today's technology-driven world, it is important to prepare the students for the future. This course is an introduction to Robotics through which students can increase their ability to be creative and innovative thinkers. This is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, topics necessary to understand the fundamentals of designing, building, and programming robots.

Course Objectives:

1. Define and understand the broad scope of robotic applications.

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2. Demonstrate the knowledge of different types of sensors, actuators, architectures and technologies of Robots.
3. Demonstrate the standards and Ethics of Robot.
4. Develop and use different programs to control robots.

Student Learning Outcomes:

- (i) Learn the Standards and Ethics of Robots.
- (ii) Learn the usage of different sensor and actuators
- (iii) Use the basic components, building blocks and programming software to build a small Robot

Program Outcomes Met By This Course:

CTPO1. Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTPO2. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs, applying current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Grove - Starter Kit for Arduino, User Manual

Supplementary Readings/Resources: The presentations, notes and readings supplied in the class would be sufficient, in order to get a good grade. Please note that the course will not follow the structure of the book but draw on the sections that are needed.

Course Grading Requirement:

Class: Participation, behavior, exercise	10%
Quiz	20%
Practical Assignment	30%
Final Project	40%

Course Requirements:

Students will be required to:

- (i) be prepared for class/laboratory by doing the necessary readings;
- (ii) contribute thoughtful ideas to class discussions and engage in constructive discussion;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) listen carefully to instructions given by if you do not understand, ask the instructor and;
- (v) students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

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Course Schedule:

Week	Lesson plan
1	Course introduction, What is robotics, Law of Robotics, Types of robots, Robots applications
2	What is electricity, Voltage, Current, Resistance, Ohm's Law, Multi meter usage Components – LEDs, resistor, bread board, potentiometer, Laboratory session 1, Quiz 1
3	Introduction to Arduino micro controller board, Grove board, Arduino IDE programming, Laboratory session 2, Assignment 1
4	Make a circuit to control the LED function using grove button fixed trough Arduino board. Write an Arduino program to control the LED function. Make a circuit using the Rotary Angle Sensor to control the position of the Servo hand movement trough Arduino board. Write an Arduino program to control the Servo hand function, Laboratory session 3
5	Make a circuit using an LCD to display text message through Arduino board. Write an Arduino program to control the LCD. Write an Arduino program to use the serial monitor window to see the output of the program, Laboratory session 4, Quiz 2
6	Make a simple circuit using LED, resistor and Arduino board. Write an Arduino program to control the LED function automatically. Make a circuit using the sound Sensor to control the function of the LED trough Arduino board. Write an Arduino program to control the LED function, Laboratory session 5
7	Make a circuit using an ultrasonic range sensor to measure the distance and display on the LCD panel trough Arduino board. Write an Arduino program to receive signal from the ultrasonic range sensor, calculate the distance and display the result on the LCD. Make a circuit using the Light Sensor to control the function of the LED trough Arduino board. Write an Arduino program to control the LED function, Laboratory session 6, Quiz 3
8	Lab Assignment 2
9	Make a circuit using the Rotary Angle Sensor through Arduino board. Write an Arduino program to read sensor input and display on the screen. Make a circuit using a Temperature Sensor to read signal through Arduino board. Write an Arduino program to read sensor signal, calculate the temperature and display the result on the LCD panel, Laboratory session 7
10	Make a circuit using the temperature sensor, touch sensor and LCD through Arduino board. Write an Arduino program to display the temperature on the LCD panel and Convert the temperature from Celsius to Fahrenheit by the touch sensor input. Make a circuit using resistors, LEDs and a button to make a Pedestrian crossing operation through Arduino board. Write an Arduino program to control the Pedestrian crossing operation by a button, Laboratory session 8, Quiz 4
11	Make a circuit using resistors, LEDs to make an automated Pedestrian crossing operation through Arduino board. Write an Arduino program to automate the Pedestrian crossing operation. Make a circuit using the Infrared (IR) distance sensor and LED through Arduino board. Write an Arduino program to control the LED light using the IR sensor signal, Laboratory session 9
12	Assemble the mBot, Control the movement of the mBot by writing a mBlock program. Control the LED lights of the mBot by writing a mBlock program, Laboratory session 10
13	Change the colors of the LEDs on board randomly, Control the buzz sound by pressing a button, mBot will sing a song, control the LED and buzzer operations using the signal from light sensor, Laboratory session 11, Lab Assignment 3

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14	mBot movement control based on the tile color, obstacle avoidance, turn left or right randomly, Laboratory session 12
15	Line following movement (IR sensor) , LED Matrix 8x16 usage, Laboratory session 13
	Ultrasonic sensor and a servo, Introduction to block in a program, Infrared communication, Laboratory session 14
16	Final Project presentation

POLICY INFORMATION

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Students are required to submit their assignments on or before the due date and time. A penalty is applied to each late assignment. The penalty is as follows: within 1 day – 1 mark; greater than 1 day but less than or equal to 2 days – 2 marks; later than 2 days 5 marks.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Every student is entitled to full participation in class without interruption. Disruption of class

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual. Eating and drinking are not allowed during lectures.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP 230 Web Design
Number of Credits: 3
Days and Times: Mon & Wed 2.30 – 3.45 pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Dr. K. S. Senthilkumar
Course Director Name: Dr. K. S. Senthilkumar

Course Lecturer(s) Contact Information: ssomasun@sgu.edu
Course Director Contact Information: ssomasun@sgu.edu

Course Lecturer(s) Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am
Course Director Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am

Course Lecturer(s) Office Location: Leeward Hall
Course Director Office Location: Leeward Hall

Course Support: Carina Francois, Cfrancois@sgu.edu, Ext.3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is suitable for those with, or without, design experience / knowledge on Web Design, who wish to learn more about all aspects of web design. This course is designed for Information Technology degree and it provides a working knowledge of Web Design Technology and its implementation. The following topics will be covered in this course: static and dynamic web programming using scripting language such as HTML, CSS, PHP, SQL and web developing tools; the technical architecture for a website; design of a user interface and user services for a website; establishment of the development environment; testing a website using different web browsers. During the final project you will develop a professional-quality web site demonstrating your knowledge of accessible web design.

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Course Objectives:

1. Enhance their understanding of web development tools and techniques to make static and dynamic web pages.
2. Become familiar with using different font, color, background styles and style sheets.
3. Know how to add content and image, link, table, list, frame and form.

Student Learning Outcomes:

1. Define and understand the fundamentals of Web Design: tags, elements, attributes.
2. Handle Simple and impressive design techniques, to focus on goal oriented and user centric designs.
3. Understand and create web elements like form, button, banner, bar and data validation techniques
4. Setup page layout, color schemes, contract, typography in the designs
5. Design well-structured, easily maintainable, standards-compliant CSS code to present HTML pages in different ways including PHP Script to add dynamic content to pages.

Program Outcomes Met By This Course:

CTPO1. Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTPO2. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs, applying current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text:

1. HTML & CSS, Design and Build Websites, Jon Duckett, John Wiley & Sons, Inc publication, 2011.

Supplementary Readings/Resources: Supplementary Readings/Resources: The presentations, notes and readings supplied in the class would be sufficient, in order to get a good grade. Please note that the course will not follow the structure of the book but draw on the sections that are needed.

Course Grading Requirement:

Class Participation	5%
Quiz	15%
Practical Assignments	30%
Mid-term Exam	20%
Final Project	30%

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Course Requirements:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;
- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) listen carefully to instructions given by if you do not understand, ask the instructor and;
- (v) students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

Course Schedule:

Week	Topics
1	Introduction to Hypertext Markup Language (HTML) Tags, attributes and properties, Page Properties - Title, Heading, line brake, Paragraph, text formatting, background colour/image, super script, sub script.
2	Quiz 1 (week 2) , HTML Style – font, colour, background, image, text alignment
3	List - Unordered, ordered, definition; Tables, Table style, Hyper link – text, image, Frames, frame set, Lab Assignment 1
4	Quiz 2 (week 4)
5	Forms, labels, text input, action button, radio buttons, check box, group menu, HTML Layouts Script elements; playing audio and video, Figure caption, highlights (span tag usage), field set and more exercises
6	Lab Assignment 2 (week 6) ,
7	Cascading Styles Sheets (CSS), inline, internal, external types examples. inheritance & Specificity, cascading inheritance, rule of Specificity
8	MID-TERM (Theory Exam)
9	CSS – margins and padding, border, Building a font Stack, CSS transition/animation, Selectors - class, ID, element types, Pseudo-classes and grouping
10	Quiz 3 , Cursor properties, nesting, grouping, Iframe
11	Introduction to HYPERTEXT PREPROCESSOR (PHP): variables, types, operator, functions, arrays, conditions, loops, more exercises.
12	Lab Assignment 3 (week 12)
13	Form handling, different type of inputs and outputs, PHP validation, Web server: introduction to XAMPP and MySQL
14	
15	Final Project Presentation

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

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Assignment Submission Procedure:

Students are required to submit their assignments on or before the due date and time. A penalty is applied to each late assignment. The penalty is as follows: within 1 day – 1 mark; greater than 1 day but less than or equal to 2 days – 2 marks; later than 2 days 5 marks.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Every student is entitled to full participation in class without interruption. Disruption of class by

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inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Eating and drinking are not allowed during the class hours.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP 302 Computer Ethics
Number of Credits: 3
Days and Times: Mon-Wed 8:30 -9:45AM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Michael D Roberts
Course Director Name: NA
Course Lecturer(s) Contact Information: mrobrerts@sgu.edu 444-4175 Ext 2737
Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Mon:10:00AM-2:00PM TUE:10:00AM-1:00PM
WED: 10:00AM-1:00PM
Course Director Office Hours: NA

Course Lecturer(s) Office Location: Online
Course Director Office Location: NA.

Course Support: Carina Francois, cfrancois@sgu.edu X3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course provides Computers and Technology students with an understanding of computer ethics. The topics include. Introduction to Ethics, Intellectual Property, Privacy, Computer and Network Security.

Course Objectives:

- (1) To provide students with values to be used as a guide during the development and or use of computers /information systems

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Student Learning Outcomes:

- (1) Understand Privacy issues and legislative issues.
- (2) Demonstrate an appreciation of issues concerning intellectual property
- (3) Understand the principles of security and confidentiality in communication
- (4) Demonstrate an understanding of cyber-censorship and freedom of expression issues.
- (5) Understand and manage their ethical responsibilities

Program Outcomes Met By This Course:

CTP03: Demonstrate professional and ethical responsibilities

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
B+ = 84.5 - 89.4%
B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: Michael J Quinn, Ethics for the Information Age [8 ed.]

Sara Baase, Timothy M. Henry

A Gift of Fire: Social, Legal, and Ethical Issues for Computing Technology [5 ed.]

Supplementary Readings/Resources: These will be provided as necessary.

Course Grading Requirement:

Journal	15%
Exams	35%
Project	25%
Participation	5%
Assignments	20%
Total	100%

Course Requirements:

- (a) Attend all classes
- (b) Be punctual
- (C) Read chapter before attending class
- (d) Complete all Assignments

Course Schedule:

Week: 1-2: Introduction to ethics

Week: 3 -4 Networked Communications

week: 5-6 Intellectual Property

week 7-9 Information Privacy

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week 9-10-Privacy and the Government
week 11-13 Computer and Network Security

13-15 Computer Reliability

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Assignment Submission Procedure:

To be determined by course lecturer

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

To be determined by course lecturer

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St. George's University *School of Arts and Sciences*

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP305 Advance Programming I
Number of Credits: 3
Days and Times: Mon, Wed 11 AM – 12:45 PM
Semester and Year: Spring 2020
Classroom Location: TBA
Pre-requisite(s): COMP205

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3736 tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Wed 10:30am-11:30am, 1pm-2:30pm, Thu 1pm-5pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D, (Leeward Hall) 1st. Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is a continuation Introduction to Programming in Java (COMP205). Topics include: advanced topics in object-oriented programming, Graphical User Interfaces (GUIs), multithreaded programs, database connectivity, structured data types and reusable integral components.

Course Objectives:

The topics to be covered in the course include:

1. GUI Programming: designing Graphical User Interfaces in Java; components and containers;
2. AWT and Swing components; Java utilities;
3. Layout managers;

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

4. Event handling: event-driven programming in Java; event- handling process; event listeners;
5. Exception handling: types of exception; use of try, catch, finally, throw, throws in exception handling; checked and un-checked exceptions;
6. Collection of Useful Classes: using Scanner; streams and other I/O capabilities; working with File object; Class Collections;
7. Java Database Connectivity: creating and executing SQL statement, working with database MySQL

Student Learning Outcomes:

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

1. Develop software based on the software development lifecycle using teams;
2. Design, write, debug, and execute Java programs using an object-oriented approach;
3. Use the existing standard Java class libraries and their Application Programming Interfaces (APIs) to develop Java programs;
4. Design, write, and debug Java programs that include the use of the capabilities of the Java Collections class;
5. Design, write, and debug Java programs that incorporate connectivity and manipulation of a relational database

Program Outcomes Met By This Course:

CTPO1 - Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: How to Program in Java by Deitel & Deitel

Supplementary Readings/Resources: 9th edition available online: <http://www.gobookee.net/deitel-java-how-to-program-9th-edition/> or <http://www.ebooks-share.net/java-how-to-program-early-objects-9th-edition-deitel/>. IDE: NetBeans. MySQL.

Course Grading Requirement:

Midterm exam	15%
Final quiz/project	10%
Assignments	40%
Weekly work packages	20%
Attendance	10%
Quizzes	5%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;

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- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week	Topics	Assignments
1-2	Introduction to Java. Introduction to NetBeans. Dialog boxes.	Assignment 1
3	Constructors in Java. Class Collections.	
4-5	JLabel, JButton. Action listeners. Layouts	Assignment 2
6-7	JRadioButton, JCheckBox. Class AbstractButton Review	Assignment 3
8	Midterm Exam	
9	Midterm Exam results review. Exceptions.	Assignment 4
10-11	Coordinate system in Java. Graphical application in Java. Shapes, colors (predefined and non-predefined), filled shapes. Fonts, HTML-formatting.	Assignment 5
11-12	JTextField, JPasswordField, JTextArea. JMenu. JTabbedPane.	Assignment 6
13	Introduction to MySQL. Java and MySQL.	Assignment 7
14-15	File Processing. Treads in Java. Final quiz/final project (presentation)	

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP305 Advance Programming I
Number of Credits: 3
Days and Times: 2:30 PM – 3:45 PM - Tue, Thu
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): COMP205

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 9 AM - 11 AM - Thu or by appointments
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is a continuation Introduction to Programming in Java (COMP205). Topics include: advanced topics in object-oriented programming, Graphical User Interfaces (GUIs), multithreaded programs, database connectivity, structured data types and reusable integral components.

Course Objectives:

The topics to be covered in the course include:

1. GUI Programming: designing Graphical User Interfaces in Java; components and containers;
2. AWT and Swing components; Java utilities;
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6. Collection of Useful Classes: using Scanner; streams and other I/O capabilities; working with File object; Class Collections;
7. Java Database Connectivity: creating and executing SQL statement, working with database MySQL

Student Learning Outcomes:

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

1. Develop software based on the software development lifecycle using teams;
2. Design, write, debug, and execute Java programs using an object-oriented approach;
3. Use the existing standard Java class libraries and their Application Programming Interfaces (APIs) to develop Java programs;
4. Design, write, and debug Java programs that include the use of the capabilities of the Java Collections class;
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Program Outcomes Met By This Course:

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Course Materials:

Text: How to Program in Java by Deitel & Deitel

Supplementary Readings/Resources: 9th edition available online: <http://www.gobookee.net/deitel-java-how-to-program-9th-edition/> or <http://www.ebooks-share.net/java-how-to-program-early-objects-9th-edition-deitel/>. IDE: NetBeans. MySQL.

Course Grading Requirement:

Midterm exam	15%
Final quiz/project	10%
Assignments	40%
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Course Requirements:

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP 310 Data Communications & Networking
Number of Credits: 3
Days and Times: Mon & Wed 1:00pm - 2:15pm
Semester and Year: Fall 2020
Classroom Location: TBA
Pre-requisite(s): Comp200 (MATH203 Recommended)

Course Lecturer Name(s): Dr. Aleksandr Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Wed 3pm – 4 pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: TBA
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course covers Principles of networking; Data communications; Network types and design; Network components; Network models; Network architectures; TCP/IP protocol suite; Network applications; Data security and integrity.

Course Objectives:

The topics to be covered in the course include:

1. fundamentals of data and computer communications;
2. conceptual foundation of data communications using the open system interconnection (OSI) layered architecture model;

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3. concept and importance of TCP/IP layered architecture;
4. functionalities, concepts, standards and technologies involved with voice and data network services and voice/data integration;
5. link level analysis including error detection, error control and flow control;
6. circuit & packet switching technologies and their deployments in public networks;
7. Description of how wired and wireless local networks such as Ethernet, Token rings and Wi-Fi operate and distinction between different medium access control procedures;
8. hierarchy of IP addressing and subnetting;
9. routing in large open networking environment and the operations of major routing protocols such as RIP, OSPF and BGP;
10. standard Internet applications protocols such as FTP, SMTP, HTTP, DNS, etc.;
11. basic network security measures such as encryption, signatures and firewalls;
12. protocol analysis using Wireshark.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. explain how digital messages are transported across physical network media, including copper cables, fiber-optics, and radio waves;
2. explain how modern telecommunications is being transformed from an analog communication system designed for voice and video to a digital communication system supporting a broad range of information services;
3. describe the key components and design principles associated with wide area networks as used by carriers and enterprises to deliver global network services;
4. explain the fundamental characteristics of packet-switched data networks and the key Internet protocols that make up the TCP/IP communications suite;
5. explain the protocols, tools, and strategies used in the effective management of modern communication networks;
6. understand error detection and recovery mechanisms;
7. specify the implementation of a simple protocol;
8. understand how a collection of communication protocols co-operate and communicate to achieve the overall communication function.

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTPO5 - Demonstrate teamwork

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Lecture notes

Supplementary Readings/Resources: Data Communications and Networking, 5th edition, by B.A. Forouzan

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Course Grading Requirement:

Mid Term Exam	20 %
Final Exam	30 %
Labs	30 %
Assignments	20 %

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week 1	Introduction. Network models.	Assignment 1
Week 2	Introduction to physical layer. Digital and analog transmission.	Assignment 2
Week 3	Bandwidth utilization: multiplexing and spectrum spreading. Transmission media. Switching.	Assignment 3
Week 4	Introduction to Data-Link layer. Error detection and correction.	
Week 5	Data link control. Media access control.	Assignment 4
Week 6	Wired LANs: Ethernet. Other wired networks.	
Week 7	Wireless LANs. Other wireless networks. Connecting devices and Virtual LANs.	
Week 8	Midterm Exams	
Week 9	Introduction to Network Layer. Network-Layer protocols.	Lab 1
Week 10	Unicast routing. Multicast routing. Next generation IP.	Assignment 5, Lab 2
Week 11	Introduction to Transport layer. Transport layer protocols.	Lab 3
Week 12	Application layer. Standard client-server protocols. Network management. Multimedia.	Lab 4
Week 13	Peer-to-peer paradigm. Quality of service.	Lab 5
Weeks 14-15	Network security. Internet security.	
Week 16	Final Exam	

POLICY INFORMATION

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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Policy/Procedure Related to the Department:

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St. George's University *School of Arts and Sciences*

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP402 Systems Design and Implementation
Number of Credits: Three (3)
Days and Times: Tuesday & Thursday 10:00 to 11:15 AM
Semester and Year: Spring/Fall
Classroom Location: B1C
Pre-requisite(s): COMP407 Information Systems Analysis

Course Lecturer Name(s): Dr. Thompson Cummings
Course Director Name: **Dr. Thompson Cummings**

Course Lecturer(s) Contact Information: Tel#: 473-444-4175 Ext. 3178; Email: tcummings@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays: 9.30 – 11.30 AM; 1.00 – 4.00 PM. Tuesdays and Thursdays: 1.00 – 3.30 PM

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall) Top Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu Ext. 3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide students with appropriate tools and techniques for information design and implementation. It covers topics such as: Information design methods and techniques; Input and output design; File and database design; User interface design; Data-entry procedures design; Quality Assurance; System implementation; and Object-oriented design.

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Course Objectives:

1. This course is designed to provide students with the tools and techniques for designing and implementing information systems.

Student Learning Outcomes:

Upon successful mastering of the material in this course, students will be able to:

1. Understand the process of information systems development
2. Use appropriate techniques and methods for systems design
3. Identify the tasks involved in the implementation of systems
4. Conduct information systems review
5. Use appropriate methods to ensure quality systems

Program Outcomes Met By This Course:

CTPO2 Design, implement, and evaluate a computer based system, process, component, or program to meet desired need, applying current techniques, concepts, skills, tools and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Prescribed Text(s): Systems Analysis and Design. 9th edition, Kendall and Kendall, Prentice Hall

Supplementary Readings/Resources: The Internet

Course Grading Requirement:**Course Assessment**

- Course Work: 20%
- Mid-term: 20%
- Project: 20%
- Final Exam: 30%
- Participation: 10%

Course Requirements:

Attendance Policy

You are required to be present for at least 90% of classes or if arranged otherwise.

Plagiarism Policy

e.g. ACADEMIC INTEGRITY

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual.

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Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office.

Online behavior

When using Sakai you are expected to communicate and behave in an ethical manner. Ethical behavior includes but not limited to:

- You must not be involved in the practice of insulting, disrespecting or attacking another student. When expressing your disagreement on a subject matter please do so politely.
- You must not shout – avoid using all capitals in words because all-caps are considered ‘shouting’ when communicating online.
- You must avoid using offensive language and making racist or sexist comments.
- You must not commit illegal acts online.
- You must respect fellow students and others intellectual property.

Please read “Ten Commandments of Computer Ethics” at <http://courses.cs.vt.edu/~cs3604/lib/WorldCodes/10.Commandments.html>

Course Schedule:

Tentative Course Schedule

Week	Read Chapter(s)	Topic	Assignment/ Quiz/Project	Assignment/ Project due date
1		<ul style="list-style-type: none"> ■ Welcome and Introduction of Participants ■ Syllabus ■ Systems design methods & techniques 		
2	11	<ul style="list-style-type: none"> ■ Output design ■ Output design objectives ■ Designing printed output 	■ Assignment 1 Given	
3	11	<ul style="list-style-type: none"> ■ Output design (cont.) ■ Designing screen output ■ General guidelines for designing Web sites 		Assignment 1 due at the end of week 3
4	12	<ul style="list-style-type: none"> ■ Input design ■ Input design objectives ■ Quiz 1 		
5	12	<ul style="list-style-type: none"> ■ Input design (cont.) ■ Good form design ■ Good screen and Web forms design 	■ Assignment 2 Given	
6&7	13	<ul style="list-style-type: none"> ■ Files & Databases ■ Design objectives ■ Conventional files & databases ■ Databases 	■ Project Given at end of week 7	Assignment 2 due at the end of week 6

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		<ul style="list-style-type: none"> ■ Data concept ■ Normalization ■ Guidelines for file/database relation ■ Steps in retrieving and presenting data 		
8		■ Midterm/Quiz 2	■ Midterm/Quiz 2	■ Midterm/Quiz 2
9&10	14	<ul style="list-style-type: none"> ■ User interface <ul style="list-style-type: none"> ■ User interface objectives ■ Usability ■ Types of interface ■ Dialog design ■ Feedback for users ■ Design considerations for ecommerce ■ Query design 	■ Assignment #3 Given at the end of Week 10	
11	15	<ul style="list-style-type: none"> ■ Designing data entry procedures <ul style="list-style-type: none"> ■ Data-entry design objectives ■ Effective coding ■ Effective and efficient data capture 		Assignment 3 due at the end of week 11
12	15&16	<ul style="list-style-type: none"> ■ Designing data entry procedures <ul style="list-style-type: none"> ■ Ensuring quality through input validation ■ Quality assurance <ul style="list-style-type: none"> ■ Total quality management approach – six sigma, structured walkthrough, etc 	■ Assignment 4 Given	
13	16	<ul style="list-style-type: none"> ■ Quality assurance <ul style="list-style-type: none"> ■ Documentation approach ■ Testing, maintaining, and auditing ■ Implementation <ul style="list-style-type: none"> ■ Implementation approach 		Assignment 4 due at the end of week 13
14	16	<ul style="list-style-type: none"> ■ Implementation (cont.) <ul style="list-style-type: none"> ■ Training of users ■ Methods of changeover ■ Evaluation ■ Object-oriented design 		Project due at the end of week 14
15		■ Review	■ Review	Review

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Students are required to submit their assignments on or before the due date and time. A penalty is applied to each late assignment. The penalty is as follows: within 1 day – 1 mark; greater than 1 day but less than or equal to 2 days – 2 marks; later than 2 days 5 marks.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class.

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e.g. Disruptive Behavior

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Policy/Procedure Related to the Department:

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

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St. George's University *School of Arts and Sciences*

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP 405 Information Technology Project
Number of Credits: 6
Days and Times: Tue -Thu 11:30-12:45
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): Senior Standing /Comp 407

Course Lecturer Name(s): Michael D Roberts
Course Director Name: NA
Course Lecturer(s) Contact Information: mrobrerts@sgu.edu 444-4175 Ext 2737
Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Mon:10:00AM-2:00PM TUE:10:00AM-1:00PM
WED: 10:00AM-1:00PM
Course Director Office Hours: NA

Course Lecturer(s) Office Location: Leeward Hall Second Floor
Course Director Office Location: NA.

Course Support: Carina Francois Email :cfrancios@sgu.edu Ext 3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course requires students are to solve a real world information system problem using project management and information systems methodologies and techniques acquired throughout the Information Technology degree program. On completion of the first semesters the students are to provide the following deliverables (a) Project proposal (b) Systems requirements specifications (c) System design specifications At the end of the second semester the students are required to produce the following: (a) a fully functional information System (b) present the entire project write up(c) Present project .

Course Objectives:

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On completion of the first semesters the students are to provide the following deliverables (a) Project proposal (b) Systems requirements specifications (c) System design specifications
At the end of the second semester the students are required to produce the following: (a) a fully functional information System (b) present the entire project write up(c) Present project .

Student Learning Outcomes:

At the end of this Course the student should be able to:

- Create a project proposal, systems requirements specifications. and system design specifications
- To allow the student to put to practice the systems analysis, design and development skills they would have acquired throughout their Information technology program.

Program Outcomes Met By This Course:

CTP01: Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTP02 Design, implement, and evaluate a computer based system, process, component, or program to meet desired needs, applying current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTP04: Recognize the need for and engage in continuous professional development.

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- C = 69.5 - 74.4%
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- F = 65% or less

Course Materials:

Text: These will be provided as necessary.

Supplementary Readings/Resources: These will be provided as necessary.

Course Grading Requirement:

FIRST SEMESTER COURSE ASSESSMENT

Proposal and timely deliverables:	20%
Systems requirements Specifications	55%
Presentation:	25%
Total	100%

SECOND SEMESTER COURSE ASSESSMENT

Visits and timely deliverables:	20%
System design Specifications:	20%

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Information System & Report	50%
Presentation:	10%
Total	100%

Course Requirements:

- (a) Attend all classes
- (b) Be punctual
- (c) Complete all Assignments
- (d) Must attend all scheduled or announced class meetings and presentations

Course Schedule:

First Term

Topic submittal	6th September 2020
Topic Presentation	25th September 2020
Project proposal	20 th October 2020
Systems Requirements Specifications.	10 th April 2020
Presentation of work	10 th /12 th November 2020

SECOND TERM

DELIVERABLES DEADLINE

Regular Submission and visits at least 6 for Semester	Visit sheet will be provided
System Design Specifications	20 th October 2020
Information System	10 th November 2020
Presentation and Full Project Write up	10 th /12 th November 2020

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

To be determined by course lecturer

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

To be determined by course lecturer

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St. George's University *School of Arts and Sciences*

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP410 IT Service Learning
Number of Credits: Three (3)
Days and Times: Tuesday 11:30 AM – 12:45 PM
Semester and Year: Spring/ Fall
Classroom Location: Field work
Pre-requisite(s): Senior Standing or permission of Chair

Course Lecturer Name(s): Dr. Thompson Cummings
Course Director Name: **Dr. Thompson Cummings**

Course Lecturer(s) Contact Information: Tel#: 473-444-4175 Ext. 3178; Email: tcummings@sgu.edu

Course Director Contact Information: Tel#: 473-444-4175 Ext. 3178; Email: tcummings@sgu.edu

Course Lecturer(s) Office Hours: Wednesdays 11:30 – 12:45 PM
Course Director Office Hours: Wednesdays 11:30 – 12:45 PM

Course Lecturer(s) Office Location: Building D (Leeward Hall) 1st. Floor
Course Director Office Location: Building D (Leeward Hall) 1st. Floor

Course Support: Carina Francois, cfrancois@sgu.edu Ext. 3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide Information Technology students the opportunity to apply the knowledge and skills they would have acquired in the classroom to the community's needs. The Service learning is approximately 160 hours of workplace employment or research work that will benefit the community. Students will perform on-the-job assignments given by their workplace supervisor. Students are expected to keep a log of activities performed.

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Course Objectives:

- 1.To provide an excellent opportunity for students to put concepts, knowledge and skills learned in the classroom and lab while serving with a community partner.
- 2.To provide a stepping stone to (i) full-time employment in the Information Technology (IT) industry or (ii) research at the graduate level.

Student Learning Outcomes:

Upon successful mastering of the material in this course, students will be able to:

- 1.apply the IT knowledge and skills acquired in the classroom to the organization in which the service learning program is carried out.
- 2.to gain relevant workplace experience and exposure to IT in organizations and/or in the community.
- 3.Acquire the skill set necessary to enable them to undertake successful IT projects.
- 4.Carry out research and report on it. This applies to students undertaking research.

Program Outcomes Met By This Course:

Click or tap here to enter text.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: • Prescribed Text(s): No prescribed text however the book Systems Analysis and Design. 8th. Edition. Kendall and Kendall. Prentice Hall can be helpful.

Supplementary Readings/Resources: Other Readings/Resources: The Internet

Course Grading Requirement:

Grades will be assigned as follows:

- S: $\geq 69.5\%$
- U: $< 69.5\%$

Course Requirements:

Course Requirements and Percent of Grade:

Workplace supervisor evaluation: 70%

Academic supervisor evaluation - Presentation and Reports: 30%

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Course Schedule:

N/A

POLICY INFORMATION

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Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

Workplace – guided by workplace policy.

Classroom - Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class.

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e.g. Disruptive Behavior

Where appropriate: Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

Online behaviour

When using Sakai you are expected to communicate and behave in an ethical manner. Ethical behavior includes but not limited to:

- You must not be involved in the practice of insulting, disrespecting or attacking another student. When expressing your disagreement on a subject matter please do so politely.
- You must not shout – avoid using all capitals in words because all-caps are considered ‘shouting’ when communicating online.
- You must avoid using offensive language and making racist or sexist comments.
- You must not commit illegal acts online.
- You must respect fellow students and others intellectual property.

Please read “Ten Commandments of Computer Ethics” at <http://courses.cs.vt.edu/~cs3604/lib/WorldCodes/10.Commandments.html>

Policy/Procedure Related to the Department:

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for course, have not been specifically outlined in the course syllabus. These are contained in the St. George’s University Student Manual.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other requirements must contact the course director so that appropriate arrangements can be made.

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: COMP 415 management Support Systems
Number of Credits: 3
Days and Times: Mon-Wed 10:00 -11:15AM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Michael D Roberts

Course Director Name: NA

Course Lecturer(s) Contact Information: mrobrerts@sgu.edu 444-4175 Ext 2737

Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Mon:10:00AM-2:00PM TUE:10:00AM-1:00PM
WED: 10:00AM-1:00PM

Course Director Office Hours: NA

Course Lecturer(s) Office Location: Online

Course Director Office Location: NA.

Course Support: Carina Francois, cfrancois@sgu.edu X3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide support for management decision-making in a business environment. It focuses on decision making processes in semi-structured situations. Different theories and practices related to decision theory will be covered. Other general topics that will be covered include (i) decision support systems concepts, methodologies and technologies, (ii) modeling and analysis, (iii) data mining for business intelligence, (iv) text and web mining, (v) collaborative computer-supported technologies and group support systems, (vi) knowledge management, (vii) intelligence systems, and (viii) management support systems: emerging trends and impacts. decision modeling software will be used to demonstrate model implementations.

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Course Objectives:

1. To enable students to understand how the application of computer information system can be used in business to support management in their decision making.

Student Learning Outcomes:

Upon completion of this course, students should be able to:

1. Understand the key issues of managerial decision making
2. Discuss the major frameworks of computerized decision support
3. Demonstrate how Management Support Systems (MSS) support for decision making can be provided in practice
4. Describe tools of knowledge management and how they relate to decision support
5. Enable students to attain an understanding of the basic concepts and skills associated with decision theory
6. Enable students to recognize the different types of MSS and the different situations in which they may be used effectively
7. Appreciate how different types of computer systems support the operation of MSS within organizations
8. Appreciate how different types of computer systems support the operation of MSS within organizations

Program Outcomes Met By This Course:

CTP02 Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs, applying current techniques, concepts, skills, tools, and best practices used in the core information technologies

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: . Decision Support, Analytics, And Business Intelligence, Third Edition Daniel J. Power and Ciara Heavin

Business Intelligence and Analytics: Systems for Decision Support, 10th Edition y Ramesh Sharda (Author), Dursun Delen (Author), Efraim Turban

Supplementary Readings/Resources: These will be provided as necessary.

Course Grading Requirement:

Assignments	30%
Exams	30%
Project	30%
Participation	10%
Total.	100%

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Course Requirements:

- (a) Attend all classes
- (b) Be punctual
- (C) Read chapter before attending class
- (d) Complete all Assignments

Course Schedule:

- 1 Modern Decision Support
- 2 Decision Support Concepts
- 3 Recognizing Types of Decision Support
- 4 Using Big Data for Decision Support
- 5 Business Intelligence and Data-Driven DSS
- 6 Predictive Analytics and Model-Driven Decision Support
- 7 Decision Support Benefits and Trade-Offs
- 8 Identifying Decision Support Opportunities

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Assignment Submission Procedure:

To be determined by course lecturer

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

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St. George's University *School of Arts and Sciences*

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP 420 – Database Systems
Number of Credits: 3
Days and Times: Monday, Wednesday | 11:30 – 12:45 am
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): COMP402- Systems Design and Implementation

Course Lecturer Name(s): Keston Bhola
Course Director Name: N/A

Course Lecturer(s) Contact Information: kbhola001@sgu.edu, Ext. 3750
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 10:30am – 3:30pm | Tue, Thur
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Leeward Hall, 2nd Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3726

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The course covers the design, implementation and management of Database Systems. While SQL based systems have been the standard of databases in recent years, there is recently an exodus towards a classification of systems referred to as NoSQL systems. SQL performs well in structured contexts. As the world is now defined in unstructured contexts, with a plethora of data being generated every day, such NoSQL systems offer scalability and performance improvements over the standard SQL systems. Nevertheless, SQL based systems still form the bedrock of numerous modern systems and its importance and proven stability is important to the functioning of mission critical systems globally. Both systems will be covered with a focus on real world examples. This course builds on Entity Relationship modeling concepts taught in the prerequisite, Introduction to

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Relational Databases, and introduces NoSQL concepts using the popular MongoDB suite of applications.

Course Objectives:

1. Students will appreciate the importance of data as a tool to enable proper decision making.
2. Students will be able to understand and relate to structured and unstructured data and the applications of both.
3. Students will gain an understanding of the practical aspects of database design and be able to use data modeling tools. They will develop real and useful design skills.
4. Students will be introduced to unstructured data languages such as JSON and XML
5. Students will be taught how to implement basic unstructured databases using MongoDB.
6. Students will learn Structured Query Language (SQL) and use it to implement and manage databases.
7. Students will understand how databases are affected by real-world transactions. They will understand the characteristics of database transactions and how they affect database integrity and consistency. They will examine solutions to the potential problems that concurrent transactions may introduce.
8. Students will be introduced to basic database performance tuning parameters for SQL based systems. They will build an understanding of the file structures that constitute a database, specifically indexes and be able to implement measures to improve database performance in enterprise databases.
9. Students will be introduced to the managerial and technical roles of a Database Administrator.

Student Learning Outcomes:

1. Differentiate between structured data models based on their level of abstraction.
2. Create and defend a given entity relational diagram against a set of business requirements.
3. Compose SQL statements for the purpose of creating, accessing and modifying relational databases.
4. Discuss issues affecting performance of relational databases.
5. Argue and defend the need for alternative data management practices to manage the ever-growing sources and repositories of data.
6. Design a NOSQL schema using MongoDB software suite of tools
7. Compose basic CRUD statements using the MongoDB query language
8. Propose data management solutions for small for medium sized businesses.

Program Outcomes Met By This Course:

- CTPO-1 - Analyse a problem, identify and define the computing requirements appropriate to its solution
- CTPO-2 - Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs

SAS Grading Scale: Grades will be assigned as follows:

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- B = 79.5 - 84.4%
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Course Materials:

Text: Database Systems: Design, Implementation, & Management, 13th Edition, Cengage Learning

Supplementary Readings/Resources: Additional material from Professional Journals, Library Resources, Web Sites, Annual Reports, Case Studies, Newsgroups, Magazines, and Personal Interviews, ACM Transactions on Database systems

Course Grading Requirement:

Assignments: 40%

Practical Labs and In Class Exercises: 30%

Exams/Quizzes: 30%

Course Requirements:

Software required: XAMPP, Draw.io, Notepad++, MongoDB Compass, MongoDB Enterprise Server, mongo shell

Course Schedule:

Week	Topics	
Week 1	Syllabus Discussion	Plagiarism Exercise
	Introduction to Database Systems	
Week 2	The Relational Model: Recap	In class exercise
Week 3	Advanced Entity Relationship Modelling (ERM)	In class exercises
	Normalization	Assignment 1 given
Week 4	Relational Algebra	SQL Lab 1 & 2 Given
	Structured Query Language (SQL)	SQL Lab 2
		Assignment 1 due
Week 5	Relational Algebra	Assignment 2 given
	Structured Query Language (SQL)	
Week 6	Transaction Management and Database Performance Tuning	Assignment 2 due
		Assignment 3 given
Week 7	Midterm Review	Assignment 3 due
Week 8	MIDTERM WEEK	Midterm Exam
Week 9	XML and JSON Introduction	Assignment 3 given
Week 10	XML and JSON continued...	
Week 11	Databases and the Internet: JavaScript Basics	Assignment 3 due
		Assignment 4 given
Week 12	Unstructured Data and NoSQL	Assignment 4 Due
Week 13	MongoDB -databases, collections and documents -using compass to connect to MongoDB	
Week 14	MongoDB Software: Compass, Atlas, Enterprise Server	MongoDB Lab 3

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Week 15	MongoDB Query Language: A deeper look	MongoDB Lab 4
Week 16	FINAL EXAM WEEK	MongoDB Online Quiz

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Assignment Submission Procedure:

- All submissions are required to be in the Sakai dropbox to be graded. Emails are not valid submissions. All work due by the deadline. Late submissions require an excuse as indicated in the student manual.
- Submissions should follow this naming convention:

FirstnameLastnameCourseCodeSemesterYear-AssignmentNumber.fileextension.

KestonBholaCOMP420Fall2020-Assignment1.docx

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Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ECON 100 - Principles of Economics
Number of Credits: 3
Days and Times: Mondays, Wednesdays, Fridays 4:30 p.m. – 5:20 p.m.
Semester and Year: Fall 2020
Classroom Location: N/A
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick
Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: Balisier Building ext 3361/414-7500
Course Director Contact Information: Same

Course Lecturer(s) Office Hours: Open and by appointment
Course Director Office Hours: Same

Course Lecturer(s) Office Location: Balisier Building
Course Director Office Location: N/A

Course Support: Ms. Phillip and Ms. N. Thomas

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This is an introductory course of economic theory to introduce the student to the disciplines of economics and to provide a basic understanding of how it functions in today's society. The course can be divided into two broad segments: microeconomics and macroeconomics. Microeconomics analyzes the interactions of individual consumers (households) and producers (firms) in specific markets (e.g., the market for shoes or automobiles). Macroeconomics, on the other hand, focuses at the national level, examining the determination of important national variables, such as the level and rate of growth of output (gross domestic product), as well government's broad management policies and their effects on society. **No previous knowledge of economics is required.**

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

The primary aim is to familiarize students with the basics of conventional economic theory and to lay the foundation for further study in economics. At the end of the course students should be able to:

1. Articulate the role and importance of economics as a social science.
2. Recall the basic terminology of economics.
3. Analyze and apply basic economic concepts to real world economic situations.
4. Interpret and illustrate economic information presented verbally, graphically and numerically.
5. Begin the process of recognizing the merits and limitations of the economic way of reasoning.

Student Learning Outcomes:

On successful completion of this course, students will be able to:

1. Describe and explain how microeconomic models can be used to consider fundamental economic choices of households and firms.
2. Describe and explain how macroeconomic models can be used to analyse the economy as a whole.
3. Explain how government policy influences microeconomic choices and macroeconomic outcomes.
4. Interpret and use economic models, diagrams and tables and use them to analyse economic situations.

Program Outcomes Met By This Course:

PO 3. Develop quantitative literacy skills and confidence using numerical data.

PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials: Course Materials:

Text: **Economics Today** by Roger LeRoy Miller.

Supplementary Readings/Resources:

www.investopedia.com

www.khanacademy.org

Supplementary Readings/Resources: Relevant handouts

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Grading Requirement:

Assignments	30%
Mid Semester Assignment	30%
Final Special Assignment	30%
Class participation	10%

Course Requirements:

1. Students will be required to read material on the relevant topics before class.
2. Submit assignments in a timely manner.
3. Participate in classroom discussion.
4. Be courteous and respectful of other participants' contribution.
5. Attend and be punctual in attendance for class.

Course Schedule:

WEEKS	MAIN TOPIC HEADINGS	TOPICAL READINGS
Weeks 1-2	The Nature of Economics	<ol style="list-style-type: none"> 1. What is economics? 2. The difference between micro and macroeconomics. 3. The Economic approach to decision making 4. Basic questions in Economics 5. Positive and Normative approaches to Economic analyses. 6. The use of graphs and equations in Economic analyses. <i>Reading: Miller, Chap 1.</i>
Week 3	Scarcity and Trade-Offs	<ol style="list-style-type: none"> 1. Scarcity and shortage. 2. Choices as trade-offs. 3. Production Possibility Curve. <i>Reading: Miller, Chap 2</i>

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Week 4-5	Demand and Supply	<ol style="list-style-type: none"> 1. What is Demand Theory? 2. Types of demand 3. Changes and shifts in demand. 4. What is Supply. 5. The Supply schedule and Curve 6. Markets and the Price mechanism <i>Miller, Chaps 3&4</i>
Week 6	Elasticities of Demand and Supply	<ol style="list-style-type: none"> 1. Price elasticity and its range. 2. Revenue considerations and elasticity. 3. Income elasticity 4. Normal and inferior goods. <i>Miller, Chap 19</i>
Week 7	Consumer Choice	<ol style="list-style-type: none"> 1. Utility Theory. 2. Diminishing Marginal Utility. 3. Consumer choice optimization. 4. Price change and consumer choice. 5. Behavioral economics and choice issues. <i>Miller, Chap 20</i>
Week 8	<i>MIDTERM ASSIGNMENT</i>	
Week 9	The Macro Economy	<ol style="list-style-type: none"> 1. Measuring the Macro economy. 2. The Circular Flow of Income and Expenditure. 3. GDP and GNP measurements. 4. Nominal and Real values. <i>Miller, Chap 8</i>
Week 10 -11	Economic growth and Development.	<ol style="list-style-type: none"> 1. Differences between development and growth. 2. Productivity and Growth. Saving and Growth. 3. Immigration and Growth. 4. New Growth Theories Country comparisons. <i>Miller, Chap 9</i>
Weeks 12 -13	Fiscal Policy	<ol style="list-style-type: none"> 1. Government's obligations

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		2. Discretionary and Non-discretionary Fiscal Policy. 3. Policy time lags. <i>Miller, Chap 13</i>
Week 14 -15	Money and Monetary Policy	1. Defining money. 2. Properties and functions of money. 3. The role of Central Banks in monetary policy. <i>Miller, Chap 15</i>
Week 16	<i>Final assignment</i>	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Late submission of assignments will result in an automatic mark reduction unless there was prior notification and approval.

Classroom/Online Etiquette Procedure:

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library. Mobile devices should be off or muted.

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Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

Policy/Procedure Related to the Department:
N/A

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ECON 201 - Microeconomics
Number of Credits: 3
Days and Times: Tuesdays & Thursdays; 5:30pm - 6:45pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): ECON 100 – Principles of Economics

Course Lecturer Name(s): Mr. Lennox Andrews
Course Director Name: **Mr. Gregory Renwick**

Course Lecturer(s) Contact Information: leandrews@sgu.edu; ext. 3692
Course Director Contact Information: grenwick@sgu.edu; ext. 3361

Course Lecturer(s) Office Hours: By appointments only
Course Director Office Hours: **Open & by appointment**

Course Lecturer(s) Office Location: N/A
Course Director Office Location: Online

Course Support: Nikisha Thomas, nstomas@sgu.edu & ext. 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Economics is the study of how people and societies allocate resources among competing demands. This course offers an introductory treatment of the microeconomics theory which focuses on decision making at the level of the individual and the firm. The course will begin with the theory of the consumer, which explains the production decisions of firms to maximize profit and remain competitive in the market. The reason for market failure will also be examined. The government's intervention to correct market failure will be assessed with particular attention to its effectiveness and relevance.

Course Objectives:

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1. The primary aim is to familiarize students with the basics of conventional economic theory and to lay the foundation for further study in economics.
2. To provide students with the basic tools that will allow them to better appreciate economic decision making and economic policy in the real world.
3. Introduce students to the economic way of thinking that will lead to and understanding of the role and importance of economics as a social science.

Student Learning Outcomes:

At the end of the course students should be able to:

1. Understand the role and importance of microeconomics.
2. Recall the basic terminology utilized in micro economics.
3. Apply basic economic concepts to real world economic situations.
4. Appreciate the various methods used by economists to analyze economic problems.
5. Begin the process of recognizing the merits and limitations of the economic way of reasoning.
6. Use a learned set of analytical and problem solving skills.

Program Outcomes Met By This Course:

PO.1 – Be able to apply microeconomic analysis to everyday problems in real world situations, to understand current events and evaluate specific policy proposals and to evaluate the role played by assumptions in arguments that reach different conclusions to a specific economic or social policy problem.

PO.2 – Be able to analyze problems and address problems in policy applications that impact society.

PO.3 – Students are expected to understand how to use empirical evidence and interpret statistical results to evaluate the validity of an economic argument.

PO.4 – Be able to communicate effectively in written, oral and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypotheses supported by evidence.

PO.5 – Students are expected to develop critical and quantitative thinking skills specific to microeconomic and related social issues

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

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- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Campbell, R. McConnell & Stanley L. Brue “Microeconomics: Principles, Problems & Policies” McGraw Hill, Inc.

Supplementary Readings/Resources: “The Economist”

“Eastern Caribbean Central Bank economic & financial review.

“CANA Business: The financial magazine of the Caribbean community”

Course Grading Requirement:

Attendance & Participation online	10%
Online Assignments	40%
Midterm Exam	25%
Final Exam	25%

Course Requirements:

Attendance and class participation is important
 Completion of all assignments & exams.

Course Schedule:

Weeks 1 and 2: The Nature of Economics

1. Introduction to Economics.
2. The fundamental problem in Economics.
3. Scarcity.
4. Economic resources.
5. Opportunity costs.

Week 3, 4 and 5: The Theory of the Consumer

1. Demand issues.
2. Supply issues.
3. Market equilibrium.
4. Elasticity.
5. Consumer Choice

Week 6: The Theory of the Firm-Production and cost in the short-run

1. Profit and costs.
2. Choices available to the firm.
3. Production function in the short-run.
4. Cost variation in the short-run.

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Week 7: Production and cost in the long-run

- 1. Profit maximization and cost minimization**
- 2. The principal of substitution.**
- 3. Long-run cost curves.**
- 4. Technological change.**

Week 8: Mid-Term Exam

Week 9: Perfect Competition

- 1. Competitive market structure and firm's behaviour**
- 2. The theory of perfect competition**
- 3. Short-run decisions under perfect competition**
- 4. Long-run decisions under perfect competition**

Week 10: Imperfectly Competitive Markets

- 1. Short-run monopoly cost and revenue.**
- 2. Short-run monopoly profit maximisation**
- 3. Long-run monopolistic equilibrium.**
- 4. Cartels as monopolies**
- 5. Price discrimination in monopoly**

Week 11: Imperfectly Competitive Markets continued

- 1. Monopolistic competition**
- 2. Oligopoly**

Week 12, 13, 14: Revision of unclear topics

Week 15: Market Failure and Government's intervention

- 1. Causes and symptoms of market failure**
- 2. Rationale for government intervention.**
- 3. Government intervention.**

Week 16: Course Review

Final Exam

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments must be clearly written or typed.

Must be submitted by the due date and on time.

Classroom/Online Etiquette Procedure:

The use of cell phones is prohibited during lectures.

Policy/Procedure Related to the Department:

Students must be dressed appropriately when delivering presentations.

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ECON 202 - Macroeconomics
Number of Credits: 3
Days and Times: Mondays and Wednesdays 5:30 p.m. – 6:45 p.m.
Semester and Year: Fall 2020
Classroom Location: N/A
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: Balisier Building ext 3361 or 414 - 7500
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Open and by appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balisier Building
Course Director Office Location: N/A

Course Support: Ms. Phillip and Ms. N. Thomas

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Macroeconomics is the branch of economics that examines the economic behavior of the entire economy. It deals with national income, national output and employment, wealth and money creation and the external sector. It is concerned with the study of real life economic issues and problems. This is an introductory course in Macroeconomics which attempts to provide a common-sense approach to economics, covering basic economic laws and how they apply to our world and everyday life.

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Course Objectives: By the end of the course students must be familiar with key macroeconomic variables and the skills to

1. Define economic growth in terms of changes in the production possibilities curve and in real gross domestic product.
2. Define nominal gross domestic product and real gross domestic product
3. Compare and contrast as well as discuss various measures of output and income;
4. Identify the components of the expenditure and the income approaches to the measurement of GDP.
5. Analyze the effects taxation during a macroeconomic recession and expansion.

Student Learning Outcomes:

At the end of the course students should be able to:

1. Explain the role and importance of the study of macroeconomics.
2. Recall the basic terminology utilized in macroeconomics.
3. Evaluate basic economic concepts that are applied to real world economic situations.
4. Demonstrate the various methods used by economists to analyze economic problems.
5. Demonstrate the ability to analyze and respond to arguments about the merits and limitations of the economic way of reasoning.

Program Outcomes Met By This Course:

PO 3. Develop quantitative literacy skills and confidence using numerical data.

PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials: Course Materials:

1. An Introduction to Modern Economics by Hardwick, Langmead & Khan.
2. Introductory Economics – Barry Harrison, Charles Smith and Brinley Davies
3. Supplementary Readings/Resources: Economics Today by Roger LeRoy Miller.

www.investopedia.com

www.khanacademy.org

Any Macroeconomics text would be adequate.

As there is no specifically assigned course text, assigned readings would be by subject matter.

Supplementary Readings/Resources: Relevant handouts

Course Grading Requirement:

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Assignments	30%
Mid Semester exam	30%
Final exam	30%
Class participation	10%

Course Requirements:

1. Students will be required to read material on the relevant topics before class.
2. Submit assignments in a timely manner.
3. Participate in classroom discussion.
4. Be courteous and respectful of other participants' contribution.
5. Attend and be punctual in attendance for class.

Course Schedule:

WEEKS	TOPIC	TOPICAL READINGS
Weeks 1-2:	<i>Introduction to Macroeconomics</i>	1. What is Macroeconomics? 2. Microeconomic foundations of Macroeconomics 3. Scarcity, choice and PPF
Weeks 3-5	<i>Measuring output and economic growth</i>	1. The Circular flow of factors of production , goods and services. 2. National Income Accounting. Price level. 3. Nominal and Real GDP 4. Aggregate demand and supply. 5. Aggregate expenditure and National Income. 6. Equilibrium. <i>Recommended reading: Roger Miller 'Economics Today', Chap 8</i>
Week 6	<i>Theories of Economic Management</i>	1. The Classical Theory. 2. Limitations of the Classical Theory. <i>Miller, Chaps.10-12</i>

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Week 7	<i>Theories of Economic Management -continued</i>	<ol style="list-style-type: none"> 1.The Keynesian and Monetarist Theories. 2.Limitations of both. 3.Effectiveness of Classical, Keynesian theories.
Week 8	Midterm Exam	
Weeks 9 -10	<i>What is money?</i>	<ol style="list-style-type: none"> 1.Definition of money 2.Types of money 3.Functions of money 4.Money creation and the Central Bank 5.Monetary Policy 6.The Quantity Theory of Money <i>Miller Chap15</i>
Weeks 11-12	<i>Fiscal Policy, the Budget and National Debt</i>	<ol style="list-style-type: none"> 1.Discretionary and non-discretionary fiscal policy. 2.Taxation-types and effectiveness. 3.The Laffer Curve. <p>Government's Budget and the Public Debt. <i>Miller Chap14</i></p>
Week 13	<i>Inflation and Unemployment</i>	<ol style="list-style-type: none"> 1.Types and causes of Inflation 2.Types and causes of Unemployment 3.Impact of inflation and unemployment 4.The Phillip's Curve 5.The Beveridge Curve
Weeks 14 -15	<i>Trade Theories, Balance of Payments and Forex</i>	<ol style="list-style-type: none"> 1.Trade and Economic Growth 2. Absolute and Comparative Advantage. 3.The Balance of Payments and Exchange rates

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		4. Balance of Payments equilibrium and disequilibrium
Week 16	FINAL EXAM	

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Late submission of assignments will result in an automatic mark reduction unless there was prior notification and approval.

Classroom/Online Etiquette Procedure:

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library. Mobile devices should be off or muted.

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Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: ENGL002-0: Foundation English, section 0
Number of Credits: 3
Days and Times: Mon, Wed, Fri 3:30 p.m. – 4:20 p.m.
Semester and Year: Fall 2020
Classroom Location: ONLINE
Pre-requisite(s): Placement Exam

Course Lecturer Name(s): Mrs. Pauline Waldron
Course Director Name: Ms. Queen Annie Gill

Course Lecturer(s) Contact Information: pwaldron@sgu.edu
Course Director Contact Information: agill@sgu.edu

Course Lecturer(s) Office Hours: 9:00 a.m. – 4:00 p.m.
Course Director Office Hours: 9:00 a.m. – 4:00 p.m.

Course Lecturer(s) Office Location: Ballsier Building, G Block
Course Director Office Location: Ballsier Building, G Block

Course Support: Nichole Phillip nphilli2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The ability to read and write clearly and correctly is a skill that will help students in their career and personal life. At the end of this course students should have acquired the skill to speak, write clearly and effectively in Standard English; work with the writing process, using prewriting, writing and revising techniques; become proficient in the application and practice of proper grammar, punctuation and writing structure; develop the ability to understand printed material; to qualify them for the other English courses and the challenges of reading and writing in other disciplines.

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Course Objectives:

1. Gain skills of academic reading, writing and critical thinking
2. To write clearly and intelligently in various program disciplines
3. Improve academic, professional and personal writing

Student Learning Outcomes:

1. Develop the necessary skills required for college level writing
2. Use relevant information from various conventional and electronic sources
3. Improve the reading effectiveness of students academically, professionally and personally
4. Sharpen ability to think clearly, logically, critically and effectively through reading.

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
B+ = 84.5 - 89.4%
B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: The Curious Writer, a Concise 5th Edition – by Bruce Ballenger

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Assignments (4 total)	20%
Midterm Exam	20%
Short Talk	15%
Final Exam	20%
Writing Portfolio	20%
Attendance and Participation	5%

Course Requirements:

[Click or tap here to enter text.](#)

Course Schedule:**POLICY INFORMATION****Plagiarism policy: Academic Integrity**

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“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

- Assignment details will be provided in-class or posted on Sakai.
- APA format must be used for all written assignments.
- Papers are due on time. For each day that a paper is late, the student's grade on it will be lowered by one (1) letter grade.

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- All electronic copies are to be submitted to the appropriate online Turnitin drop box. It is your responsibility to ensure that you are able to view the drop box on Sakai at least 24 hours before the submission time. If you cannot view it, you need to notify me at least 24 hours ahead of due time.
- If you should have technical difficulties, please proceed as follows to minimize the delay (and therefore the penalty). As soon after you recognize that you have an issue:
 - o send your assignment by email attachment
 - o in the subject line, identify the assignment that is attached (i.e., “Week 3 Assignment”)

Classroom/Online Etiquette Procedure:

Active class participation is expected. This active participation will assist in your ability to learn and apply the information presented. Students are expected to turn off all cell phones, tablets, laptops, or any other device that may disrupt the class. Please do not sleep, do work for other classes, or carry on conversations with friends, as this is disrespectful to your instructor and your classmates. If you need to leave in the middle of the class, please offer the courtesy of notifying us before the class begins. Behaviour in violation of the student Code of Conduct (see Student Manual) will be reported to the Dean of Students Office.

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

DAILY SCHEDULE

Lectures & Assignments: The following schedule may be adjusted as needed.
Week 1 Course introduction (outline, grading policy, homework, textbook , office hours, Writing Centre etc.) Administrative Reminders: Registration, Add/Drop, Sick Leave, LOA, plagiarism, late assignments. A Look at Language: Standard English vs. Dialect (+ Discussion) Benefits of Language Flexibility (CSME, self-marketability, etc.) Preliminary Quiz ; Avoidance of Plagiarism & APA Style

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<p>Week 2</p> <p>Types of Sentences and End Punctuation (Give study sheets: Root Words, Prefixes, Suffixes: Commonly Misspelled Words)Review</p> <p>Basic Sentence analysis; Complete and Incomplete Sentences</p> <p>Subjects and Predicates</p> <p>Simple Subjects and Simple Predicates</p> <p>Correcting fragments, run-ons and comma splices</p> <p>Vocabulary Context clues; Syllabication</p>
<p>Week 3</p> <p>Basic Parts of Speech ; Types of Nouns</p> <p>Types of Verbs (action, linking, verb phrase; Transitive and Intransitive Verbs</p> <p>Prepositions and Prepositional Phrases & relationship to subject</p>
<p>Week 4 TEST #1 (in-class)</p> <p>READING Main Idea; Patterns of Development</p> <p>Paragraph Structure/Topic sentence; Major and Minor Details</p> <p>Introduction to Class Project</p>
<p>Week 5</p> <p>Capitalization Rules/ Paragraph Writing Types of writing; Writing paragraphs; paragraph structure</p> <p>(topic sentence, main idea, major/minor details, transitions)</p> <p>Narrative Writing – Essay</p> <p>Parts of the Essay</p> <p>Quotation Marks and Writing Dialogue/Conversation</p>
<p>Week 6 TEST #2 (online))</p> <p>More Vocabulary and Reading Exercises</p> <p>Written Assignment #1)Narrative Essay/Conversation</p>
<p>Week 7</p> <p>Catch up and Review of APA</p> <p>(Figures of Speech (Simile, metaphor, personification, onomatopoeia)</p>
<p>Week 8 TBA</p>
<p>Week 9</p> <p>Descriptive Writing Subject/verb agreement) (Written Assignment 2 Descriptive paragraph</p> <p>Punctuation: part 1 Semicolons, Colon, Dash, Hyphen, Ellipsis</p> <p>Comma Usage</p>

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Week 10
Presentations
Week #11 (Online Comprehension) Examining an essay: Expository writing Planning an essay (Essay planning sheet) Reading and Comprehension Comprehension: Literal/Inferential Plurals and Possessives: Using the Apostrophe Vocabulary
Week #12 Online TEST #3 Grammar/Reading Analysis of sample expository essay using skeleton outline Essay writing continued Writing an introduction and a conclusion for expository essay Reading, Comprehension and Vocabulary review and practice
Week #13 (Written Assignment #4: Writing a 5-paragraph Faulty Parallelism Dangling Modifiers
Week #14 TBA
Week #15 TBA
Week16 TBA

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL107-1: College English 1, section 1
Number of Credits: 3
Days and Times: Tues & Thurs 4:00 p.m. – 5:15 p.m.
Semester and Year: Fall 2020
Classroom Location: ONLINE
Pre-requisite(s): ENGL002 or Placement Exam

Course Lecturer Name(s): Ms. Novia John
Course Director Name: Ms. Queen Annie Gill

Course Lecturer(s) Contact Information: njohn@sgu.edu
Course Director Contact Information: agill@sgu.edu

Course Lecturer(s) Office Hours: 9:00 a.m. – 4:00 p.m.
Course Director Office Hours: 9:00 a.m. – 4:00 p.m.

Course Lecturer(s) Office Location: Ballsier Building, G Block
Course Director Office Location: Ballsier Building, G Block

Course Support: Nichole Phillips nphilli2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

At the end of this course, students will be familiar with the skills of academic reading, writing and critical thinking that will prepare them for more advanced college work. This course aims to train students to write clearly and intelligently, and think critically within their various program disciplines, with an overall goal of improving students' academic, professional and personal writing.

Course Objectives:

1. Gain skills of academic reading, writing and critical thinking
2. To write clearly and intelligently in various program disciplines

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3. Improve academic, professional and personal writing

Student Learning Outcomes:

1. Develop the necessary skills required for college level writing
2. Use relevant information from various conventional and electronic sources
3. Improve the reading effectiveness of students academically, professionally and personally
4. Sharpen ability to think clearly, logically, critically and effectively through reading.

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

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Course Materials:

Text: The Curious Writer, a Concise 5th Edition – by Bruce Ballenger

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Assignments (4 total)	20%
Midterm Exam	20%
Short Talk	15%
Final Exam	20%
Writing Portfolio	20%
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Course Requirements:

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Course Schedule:

POLICY INFORMATION

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 - o in the subject line, identify the assignment that is attached (i.e., “Week 3 Assignment”)

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

DAILY SCHEDULE

Lectures & Assignments: The following schedule may be adjusted as needed.

OLQ = online quiz; C & C = Compare & Contrast; C & E = Cause & Effect

Week	Topic	Assignment
1 (Week of August 17)	<ul style="list-style-type: none"> • Introductions/Course Overview; Learning Styles/Multiple Intelligences • Efficiency & Flexibility Focus, Attention & Concentration; • Comprehension, Learning & Retention Strategies; Introduction to the Writing Portfolio and Short Talk 	Diagnostic paragraph (<i>Forum</i>) Comprehension Exerciss (<i>Sakai Quizzes</i>)
2 (Week of Aug. 24)	<ul style="list-style-type: none"> • Avoiding Plagiarism – Quoting, Paraphrasing, Summarizing; • Techniques for Learning Textbook Material, Note-taking; Dealing with Internet Information; • Using English Effectively: Grammar Review/Sentences 	Assignment #1 (LS/MI) Assigned

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<p>3 (Week of Aug. 31)</p>	<ul style="list-style-type: none"> • Alternative Means of Reading – Skimming & Scanning; • Metacognition & Comprehension pointers • Vocabulary Commonly confused words 	<p>Assignment #1 Due</p> <p>Assignment #2 (OLQ) Assigned</p>
<p>4 (Week of Sept 7)</p>	<p>The Paragraph:</p> <ul style="list-style-type: none"> • Main ideas & paragraph structure Patterns – relationships between ideas; • Writing paragraphs (expository and persuasive) • Using English Effectively: Subject/Verb Agreement Review • Punctuation Review: commas, semicolons, colons 	<p>Assignment #2 (OLQ) Due</p> <p>Assignment #3 Assigned <i>(2 paragraphs: 1 expository or persuasive, and 1 other pattern)</i></p>
<p>5 (Week of Sept. 14)</p>	<p>The Essay : Expository</p> <ul style="list-style-type: none"> • The Writing Process • Structure of an expository/research essay (5W's) • Creating an essay outline (expository) • Developing good thesis statements; introductions and conclusions 	<p>Assignment #3 Due</p>
<p>6 (Week of Sept. 21)</p>	<p>The Essay : Persuasive</p> <ul style="list-style-type: none"> • Structure of a persuasive essay (arguments for/against, counterarguments etc.) • Creating an essay outline (persuasive) • Developing good thesis statements; introductions and conclusions 	

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<p>7 (Week of Sept. 28)</p>	<p>The Essay: Compare & Contrast; Cause & Effect</p> <ul style="list-style-type: none"> • Structure of an Essay (C&C vs. C&E) • Developing thesis statements; introductions and conclusions • Introduction to the Short Talk: <ul style="list-style-type: none"> -Cultural Practice -Short Story Analysis -Other instructor-approved topic • <i>Choosing theme for Portfolio and</i> • <i>Approval of Short Talk Topics</i> 	<p>Assignment #4 (Choice of essay type) Assigned</p>
<p>8 - (Week of Oct 5)</p>	<ul style="list-style-type: none"> • Essay Due on Tuesday of midterm week (Choice of Expos., Persuas., C&C or C&E) • OLQ 	<p>Assignment #4 (Choice of essay type) Due</p>
<p>9 (Week of Oct.12)</p>	<p>COMPREHENSION & THINKING:</p> <ul style="list-style-type: none"> • Comprehension, Critical Thinking and Analysis Practice • Variety of comprehension and critical thinking/analysis exercises. 	<p>Short Talk outline due for peer review</p>
<p>10 (Week of Oct.19)</p>	<p>Short Talk Presentations (live on campus)</p>	
<p>11 (Week of Oct. 26)</p>	<ul style="list-style-type: none"> • Figurative Language and Tone • The Descriptive Essay (short post in Forums); read and respond to at least one essay 	<p>Assignment # 5 (OLQ) Assigned</p> <p><i>Descriptions Forum Post</i></p>
<p>12 (Week of Nov 2)</p>	<ul style="list-style-type: none"> • The Narrative Essay (short post in Forums); read and respond to at least one essay 	<p>Assignment # 5 (OLQ) due</p> <p><i>Narratives Forum Post</i></p>
<p>13 (Week of Nov. 9)</p>	<p>Grammar Review and Vocab Using English Effectively: Faulty parallelism/Dangling modifiers</p>	<p><i>Review and Feedback for Portfolio</i></p>

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14 (Week of Nov.16)	Portfolio paragraph outlines due; peer review and instructor session	
15 (Week of Nov.23)	WORK ON PORTFOLIOS AND PRESENTATIONS (NO CLASSES)	Portfolio Submission
16 (Week of Nov.30)	VIDEO PRESENTATIONS ON PORTFOLIOS	

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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 205: Business Communication
Number of Credits: 3
Days and Times: Mon., Wed., Fri., 12:30 p.m. – 1:20 p.m.
Semester and Year: Fall 2020
Classroom Location: E-Learning
Pre-requisite(s): Click or tap here to enter text.

Course Lecturer Name(s): Mr. Ronald Charles
Course Director Name: Mr. Ronald Charles

Course Lecturer(s) Contact Information:

rocharles@sgu.edu, or 449-4666 (Whatsapp) or 435-5797 (H)

Course Director Contact Information:

rocharles@sgu.edu, or 449-4666 (Whatsapp) or 435-5797 (H)

Course Lecturer(s) Office Hours:

Mon. & Wed., 1:00 p.m. – 4:30 p.m., Tues. & Thurs., 11:00 a.m. – 12:30 p.m.

Course Director Office Hours:

Mon. & Wed., 1:00 p.m. – 4:30 p.m., Tues. & Thurs., 11:00 a.m. – 12:30 p.m.

Course Lecturer(s) Office Location: Virtual

Course Director Office Location: Virtual

Course Support: Nichole Phillips nphilli2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The Business Communication course is designed to enable students to become effective communicators in the business world. The course deals with written forms of business communication, for example business letters such as an e-mail, fax, memorandum, formal report, employment application letter and CV as well as business letters written in a routine, negative, positive and persuasive context. Furthermore, it emphasizes those good communication practices

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(oral included) which will equip students to approach the job market with confidence and once there, to communicate appropriately.

Course Objectives:

Same as Course Description.

Student Learning Outcomes:

1. Develop planning, writing and completion of business messages.
2. Write a variety of business formats including employment applications.
3. Demonstrate an understanding of the major types and typical sequence of job interviews as well as the attributes employers look for during an interview.
4. Create a formal report/proposal and give an oral presentation of an executive summary.
5. Demonstrate an understanding of Customer Service, professionalism and conflict resolution.
6. Demonstrate an understanding of the rules of engagement in Business Communication.

Program Outcomes Met By This Course:

PO.1- Utilize psychology knowledge in the understanding of self, and how one relates to others.

PO.2- Practice and analyze decision making and positions on ethical issues.

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Excellence in Business Communication (Eleventh Edition)

John V. Thill & Courtland L. Bovee.

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Attendance/Participation	10%
Assignments	10%
Mid-term (Cover letter + CV/Resume)	20%
Quizzes (5% per)	25%
Employment Interview	5%
Oral Presentation	5%
Final Exam (Formal Report)	25%
TOTAL	100%

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Course Requirements:

Assignments:

I. Speeches:

Introductory Speech – The first speech is a 2-3 minute brief self-introduction that tells the audience what you want them to know about you. It should tell the audience who you are and what you are about. The speech provides you with the opportunity to develop and support a clear thesis and to begin working on a conversational delivery style using a brief outline.

Informative Speech – In this speech, you develop a 5 minutes presentation in which you share information about some phenomenon of personal interest. This might include a skill you have learned through a hobby, an organization you are affiliated with, or “consumer” information important to you and you audience. Develop a central idea (thesis) with two different kinds of support material using an appropriate and discernible organizational structure. You are required to develop and use a visual aid for this assignment.

Persuasive Speech – This is a 5 minute persuasive presentation. The speech will focus on the development of logical proofs for clear thesis statements (central claims). This is your attempt to change an audience’s attitudes, beliefs, or actions. It’s about letting audiences know they have choices and presenting your offerings in the best possible light. You are required to develop and use a visual aid to support your arguments.

Third Party Speech – This is a 5 minute speech that is written by another classmate. It may involve discussions with the speech writer to ensure the message of the speech is not lost. Visual aid may be used. Prior to your delivery, the written portion of your work is graded, so you must submit the original copy of your speech. (You will be guided accordingly)

Debates – Since this period is a new norm, you will be advised accordingly. Bear in mind that the traditional debate is not possible under the present circumstances.

Note: Speeches and written work are graded in accordance with the non-negotiable criteria outlined in your course material.

Speech requirements

1. Time Limits on Speeches:

Because of the nature of the course and the limited time available, prepare your presentations carefully to adhere to the time limits indicated on each assignment. Your grade will be penalized if your speech is too long or too short.

2. Citing Sources in your speeches:

Good speeches always cite sources. Because the informative and persuasive speech assignments require that you do research (i.e. rely on sources outside yourself- books, internet, magazines, journals, interviews, etc.), for every main point in your speech you must cite at least one source in your content outline and verbally as you deliver your speech. Failure to cite sources would result in

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a reduced grade on the assignment.

3. Deliver speeches extemporaneously.

Maintain eye contact with your audience. Reading of any speech (focusing on paper) reflects lack of preparation and will result in a significant grade penalty.

Written Third Party Speech – To complete the speech cycle you will be required to write a 5 minute speech (either persuasive or informative) that will be delivered by a classmate. This assignment highlights your ability to write a speech. It also examines your understanding of the degree of clarity and empathy required in speech writing.

II. Outlines of Speeches:

You may use a Speaking Outline which is the use of key words or phrases to jog your memory. This is a brief outline on a note card, prepared in advance rather than from a fully written manuscript. It also helps you to stay on track and better develop ideas and delivery.

A Rough Outline of the speech is required and must be submitted as you approach the podium prior to delivering your speech. This material establishes the topic of your speech, clarifies your purpose, and identifies a reasonable number of ideas. Failure to submit typed content/sentence outlines on the due date of each speech assignment may result in a grade penalty. (Due to the present circumstances, this step is not necessary this semester)

In addition, you will be required to conduct research for required speech assignments.

III. Quizzes:

Quizzes on reading material (assigned in the book but not necessarily discussed in class) will be given throughout the term. A one week notice will be given for all quizzes, which will be given in class. There is no excuse for missing a quiz. Quizzes cannot be made up unless you have a medical/acceptable excuse or had made previous arrangements with the instructor.

IV. Listening Exercises and Peer Feedback:

As a means to promote better listening and to provide feedback to improve your peers' public speaking skills, you will provide brief written responses each speech assignment. You will return these responses to the speakers. This peer feedback will be done during class time. These responses are required but not graded.

In addition, this portion of your grade will reflect the degree to which you meet three non-negotiable expectations of you.

1. Come to class prepared to contribute to the class discussion in a positive manner.
2. Listen attentively and do not engage in side conversation or other distractions.
3. Provide sincere reactions to the comments of other people in the class, but do not engage in negative attacks or put-downs of any person in the class (verbally or nonverbally).

Course Schedule:

Tentative Course Schedule:

Week 1: Introduction

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- Overview of course content & assessment / venues and times / participation grade dependent on attendance
- Writing principles (exercises)
- Assignment
- Read Chapter 1 (Achieving Success through Effective Business Communication)

Week 2: Achieving Success through Effective Business Communication

- Theory of communication – communication model (sender, receiver, medium, channel, feedback, etc. etc.)
- Read Chapter 2-3 (Mastering Team Skills and Interpersonal Communication / Communicating in a World of Diversity)

Week 3: Verbal / Non-verbal Communication / Barriers to Communication and Intercultural Communication / Customer Service

- Team-based Learning
- Customer Service (supplemental reading)- hand out
- Read Chapters 4-5 (Planning Business Messages / Writing Business Messages)

Week 4: Applying the Three-Step Writing Process / Customer Service / Conflict Resolution

- Read Chapter 6 (Completing Business Messages)
- Presentation
- Customer Service Exercise
- Conflict Resolution (supplemental reading) – hand out
- Quiz 1, chapters 1-6

Week 5: Writing Business Letters, Memos, Faxes & Emails/ Preparing Planning and Writing Business Messages

- Practice Exercises
- Quiz 2, Customer Service & Conflict Resolution
- Read Chapter 7 (Crafting Messages for Electronic Media)

Week 6: Writing Cover Letters and Resumes / Interviewing

- Presentation
- Practice Exercises
- Lecture on supplemental reading – hand out
- Read Chapters 15-16 (Building Careers and Writing Resumes / Applying and Interviewing for Employment)

Week 7: Writing Cover Letters and Resumes/ Interviewing

- Presentation
- Writing Employment Messages and Interviewing for Jobs
- Quiz 3, chapters 15-16

Week 8: Midterms

- Cover Letter/Resume Assignment due
- Read Chapters 8-9 (Writing Routine and Positive Messages / Writing Negative Messages)

Week 9: Writing Routine, Positive, Negative and Persuasive Messages

- Presentation
- Read Chapter 10 (Writing Persuasive Messages)

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Week 10: Planning and Writing Business Reports and Proposals

- Presentation (supplemental reading) – hand out
- Quiz 4, chapters 6-10
- Read chapters 11-12 (Planning Reports and Proposals / Writing Reports and Proposals)

Week 11: Completing Business Reports and Proposals

- Presentation
- Distribution of Letter of Authorization – Re: Assignment
- Read Chapter 13 (Completing Reports and Proposals)

Week 12: Designing and Delivering Oral and Online Presentations

- Guest Lecturer for Business Report Assignment
- Read Chapters 14 (Designing and Delivering Oral and Online Presentations)

Week 13: Employment Interviews

- Re-read Chapter 16 (hand outs provided)
- Tips / strategies for effective interviews (do's and don'ts)
- Quiz 5, Chapters 11-14

Week 14: Oral Presentation

- Oral presentation (Executive Summary) of Formal Report Assignment

Week 15: Employment Interviews

- Actual – One and One interview sessions with students
- Formal Report is due at the end of this week

Week 16: Exam period

Assignment Submission Procedure:

All assignments must be submitted in class as scheduled by Mr. Charles.

As far as possible, follow the most current APA Style Manual when submitting your work:

- Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,
- All pages must be numbered,
- All pages must have one inch top/bottom, and left/right margins, and 12 point fonts.
- All sources of information used in your paper must be documented.
- Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
- Papers that do not adhere to these guidelines will be graded accordingly.

Classroom/Online Etiquette Procedure:

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

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Test For Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If possible, it is a good idea to have someone proofread your work before submission.

Citations and Other Etiquette Sources

Many of the points made here were taken from [The Core Rules of Netiquette](#) excerpted from the book Netiquette, by Virginia Shea.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 213-0: College English 2, section 0
Number of Credits: 3.0
Days and Times: Recordings + Thurs 10:00 am - 11:15 am. OR Thurs 7:00 pm - 8:15 pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): ENGL 107

Course Lecturer Name(s): June Douglas
Course Director Name: QueenAnnie Gill

Course Lecturer(s) Contact Information: jdouglas@sgu.edu
Course Director Contact Information: agill@sgu.edu

Course Lecturer(s) Office Hours: Virtually, 8 am – 6 pm

Course Director Office Hours: TBA

Course Lecturer(s) Office Location: Balisier Building 1st Floor
Course Director Office Location: Balisier Building 1st Floor

Course Support: Nichole Phillips nphilli2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course aims to train students to think critically and write clearly and intelligently in their various program disciplines. At the end of the course, students should be able to express themselves effectively in a variety of writing forms for academic, professional and personal purposes.

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Course Objectives:

1. To develop critical thinking
2. To write clearly and intelligently in various program disciplines
3. Use expression effectively in a variety of writing forms for academic, professional and personal purposes.

Student Learning Outcomes:

1. Develop proficiency in the higher levels of reading and thinking – analysis, inference and evaluation
2. Empower students to critically read and analyse challenging texts
3. Develop logical arguments in writing
4. Develop research writing skills specific to students' major academic disciplines

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Readings will be made available online

[Click or tap here to enter text.](#)

Course Grading Requirement:

Assignments (5 total) 30%

- 1. Personal Reading Response
- 2. Personal Response
- 3. Proposal
- 4. Analytical Essay
- 5. Personal Response
- Midterm – Video Presentation of Research Project Topic 5%
- Class Presentation 15%
- Research Project 30%
- Final -Video Presentation of Research Project 10%
- Attendance and Participation 10%

Course Requirements:

[Click or tap here to enter text.](#)

Course Schedule:

Week (W/C = Week Commencing)

Topics

Assignment

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(Given / Due)

1 (W/C Aug, 17 th)	Introductions/Course Overview; <i>Response to letter essay</i> Writing Review; Comprehension pointers; Vocabulary	
2 (W/C Aug, 24 th)	Review: Avoiding plagiarism; Summarizing & Paraphrasing; Citing and Using Sources correctly; Using English Effectively: Common writing errors and vocabulary	Response to letter essay <i>Assignment #1 Personal response to article.</i>
3 (W/C Aug, 31 st)	Evaluating & Analyzing Arguments/Reasoning; Types of reasoning; Errors in logical reasoning	Assmt # 1 Due <i>Assignment #2 Research Project Topics</i>
4 (W/C Sept. 07)	Persuasive writing: elements of persuasion The Proposal	<i>Assignment # 3 Persuasive Proposal</i>
5 (W/C Sept. 14)	Evaluating the quality and completeness of evidence; Identifying & evaluating inferences and assumptions	Assmt #2 Due <i>Class Presentation Group & topic selection</i>
6 (W/C Sept. 21)	Recognizing bias, Analytical Essay	<i>Assignment # 4 Analytical Essay</i>
7 (W/C Sept. 28)	Analytical Essay and <i>preparation for video presentation on research topic</i>	Assmt #3 Due
8 (W/C Oct. 05)	Short video presentation on Research topic	
9 (W/C Oct. 12)	Research Writing: Journal articles and research projects; Finding & Evaluating Sources; Using Sources effectively. Library Skills	
10 (W/C Oct. 19)	Speech Presentations [Campus]	Assmt #4 Due
11 (W/C Oct. 26)	Annotated Bibliography / Research Writing: Literature Reviews	<i>Assignment #5 Literary Analysis</i>
12 (W/C Nov. 2)	Annotated Bibliography & Literature Reviews on Research Project/topics	Assmt #5 Due <i>Assignment # 6 Research Proposal & Annotated Bibliography</i>

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13 (W/C Nov. 9)	Feedback on Research Project Literature Review & Annotated Bibliography	
14 (W/C Nov. 16)	Feedback on Research Project Literature Review & Annotated Bibliography	Assmt # 6 Due
15 (W/C Nov. 23)	Final Review	
16 (W/C Nov. 30)	Final Exam Week: 3-5 mins. Video Presentation on Research Topic	

Assignments with due dates:

Week 2: Response to Letter Essay

Week 3: Assignment #1: Personal Response to Article Essay

Week 5: Assignment #2: Research Topic

Week 7: Assignment #3: Persuasive Proposal

Week 8: Short video presentation on research topic

Week 10: Assignment #4: Analytical Essay

Week 10: Group Presentations analyzing speeches

Week 12: Assignment #5: Literary Analysis

Week 14: Assignment # 6: Research Project and Annotated Bibliography

Week 16: Video Presentation on Research Topic

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 323: Organizational Communication
Number of Credits: 3
Days and Times: Mondays and Wednesdays 5:30 a.m. – 6:45 p.m.
Semester and Year: Fall 2020
Classroom Location: Virtual
Pre-requisite(s): ENGL 213

Course Lecturer Name(s): Ms. QueenAnnie Gill, TBA
Course Director Name: Ms. QueenAnnie Gill

Course Director Contact Information: agill@sgu.edu
Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: Tuesdays & Thursdays 9:00 a.m. – 12:00 noon
(virtual)

Course Director Office Location: Ground Floor , Ballsier Building (not available)

Course Support: Nichole Phillip, nphillip2@sgu.edu, ext. 3823

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to communication in organizations. It exposes students to relevant communication theories, and to issues of ethics, leadership, teamwork, diversity, global organizations, and technologies. It focuses on how effectively human communication generates success within organizations, and across various contexts, cultures, channels and media.

Course Objectives:

This course:

1. Focuses on communication as a process and skill that can help individuals and their organizations gain competitive advantage.

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2. Introduces students to contemporary philosophies, methods and designs for studying the communication systems within organizations of varying sizes.
3. Exposes students to organizational needs assessment and to a variety of the methods available for improving communication in organizations.
4. Addresses the more sensitive and challenging issues facing managers and employees in their efforts to communicate with each other.
5. Teaches students the techniques and specifications of group communication and relationships between the leader and members.
6. Develop in students the values and ethics, professional attitudes and personal skills needed for their preparation as good communicators in the organization.

Student Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Compare and contrast major theories of organizational communication.
2. Describe the major functions of communication in organizations
3. Discuss the impact of technology on organizational change and employee empowerment.
4. Define corporate culture, leadership, teamwork, diversity, and ethics, and discuss how they impact organizational communication.
5. Describe the various forms of communicative relationships within organizational networks and the functions that they serve
6. Understand the relation between communication practices and culture and how this can affect the organizational communication
7. Discuss and practice decision-making and conflict-management processes utilized in organizations
8. Identify effective means of transparency and disclosure in organizations.
9. Identify effective means of crisis communication in organizations

Program Outcomes Met By This Course:

GEPO – 1: Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

GEPO -2 : Ability to demonstrate knowledge and skills related to global issues in a social, cultural, political and environmental context.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: To be provided by course instructors

Supplementary Readings/Resources:

Miller, Katherine. Organizational Communication

Adler et al. Communicating at Work

Daniels et Al. Perspectives on Organizational Communication

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Course Grading Requirement:

Continuous assessment (4 Milestones) – 40 marks

Midterm exam – 30 marks

Final exams – 30 marks

Course Requirements:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;
- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in ways that are appropriate to a respectful academic environment
- (iv) be respectful of the opinions of other
- (v) be responsible team-members

Course Schedule:

This is a draft schedule and may be subject to change

Week	Topic	Lecturer	Assignment
Week 1 Aug. 17, 19	Course Overview Communication Theory	Ms. Gill	
Week 2 Aug. 24.26	Management Theory and its Impact on the Flow of Communication	TBA	Opening Date for Milestone #1
Week 3 Aug. 31, Sept. 2	Writing Principles for Effective Communication	Ms. Gill	
Week 4 Sept. 7, 9	Current technological trends affecting Organizational Communication	TBA	Due date for Milestone #1
Week 5 Sept. 14, 16	Non-Verbal Communication	Ms. Gill	
Week 6 Sept. 21, 23	Communication Networks: Structures and Group Dynamics Leadership, team management and communication	TBA	Milestone # 2 – In- class Activity
Week 7 Sept. 28, 30	Interpersonal Communication: The impact of Race, Class and Gender	Ms. Gill	Opening Date for Milestone # 3
Week 8 Oct. 5 - 9	MID TERM WEEK		Midterm exam Using Examsoft
Week 9 Oct. 12, 14	Intercultural Communication	TBA	

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Week 10 Oct. 19, 21	Appreciating Cultural Diversity	TBA	Due date for Milestone #3
Week 11 Oct 26,28	Decision making and Problem-solving	TBA	Opening Date for Milestone # 4
Week 12 Nov. 2, 4	Transparency	TBA	
Week 13 Nov. 9, 11	Disclosure Public Communication	TBA Miss Gill	
Week 14 Nov. 16, 18	Crisis Communication	Miss Gill	
Week 15 Nov. 23, 25	Crisis Communication	Miss Gill TBA	Due date for Milestone #4 - Group Presentations
Week 16 Nov.30, Dec. 2	WEEK OF FINAL EXAMS –		Final exam Using Exam soft

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

FFC Course Syllabus & Schedule



St. George's University

Department of Education Services

Specialized English Language Programs Unit

English for Medicine Pathway

Foundations for Communication

Course Code: ENGL 335

Mon - Fri 8:00-9:40 am

10 credits

Course Syllabus

Course Description

“Foundations for Communication” is a skills-based course, intended to provide multilingual students with the foundations for communication necessary for success in their academic pursuits at SGU. In this course, students will develop and practice the foundational skills necessary for communication in academic and scientific contexts. These skills include the development of the macro-language skills (reading, writing, listening, and speaking) as well as micro-communication skills, critical thinking, and cultural awareness. Students will engage with these skills by investigating and exploring different topics within a scientific and medical framework. Overall, students will gain confidence in their ability to communicate effectively through the language and culture of medicine.

This course is divided into four themed modules, allowing students to develop and apply language, skills, and strategies within a meaningful context. Each module culminates in a final project where students will demonstrate their mastery of the language, skills, and strategies from that module and previous modules.

The course carries 10 credits and meets for a total of 500 minutes per week over the 16-week term, following the calendar of St. George's University School of Arts and Sciences. The course is composed of interactive, face-to-face classes.

Student learning outcomes (EMP course goals can be found in program syllabus)

- Identify the university services at SGU that improve your student experience
- Reflect on cultural differences
- Reflect on challenges in oral and written communication
- Demonstrate professionalism in pre-clinical and academic contexts
- Use effective strategies for professional communication orally and in writing
- Use technology to effectively meet course requirements
- Use rhetorical patterns orally and in writing using info synthesized from various sources
- Use self-directed learning strategies
- Apply paraphrasing and summarizing skills orally and in writing
- Apply appropriate linguistic registers in formal and informal communicative situations
- Appraise the credibility of sources
- Examine rhetorical patterns in written and spoken forms
- Evaluate participation within the greater SGU community
- Evaluate your own and others' oral and written communication

Interactive classes

This class meets for five, 100-minute classes per week online. This schedule is available in Sakai.

20–30% Teacher-led instruction

70–80% In-class individual, pair, and group assignments and tasks

Course Instructors

Name	Title	Email	Phone
Cassie Leoni	Course director	cleoni@sgu.edu	444-4175 (ext. 3885)
Emily Harms	Instructor	eharms@sgu.edu	444-4175 (ext. 3263)
Todd McKay	Instructor	tmckay@sgu.edu	444-4175 (ext. 3886)

Contacting instructors

All faculty appointments need to be made using YouCanBookMe. Use the links below to set up individual appointments with the faculty.

Cassie Leoni: <https://cleoni.youcanbook.me/>

Emily Harms: <https://emilyharms.youcanbook.me/>

Todd McKay: <https://tmckay.youcanbook.me/>

The Department of Educational Services is open from 08:00–17:00 during weekdays and is closed over the weekend and on public holidays.

Emails must be professionally formatted, use professional language, and include an informative subject line. Emails without an informative subject line will be regarded as spam and will not be opened for security reasons.

SGU email is the official email communication tool for this course and the university. All correspondence received from outside email addresses will be ignored. In the event of a university-wide system crash, an assignment may be accepted from an outside email address to avoid being counted as a late submission; however, instructors will not respond to external emails.

Classroom Policies

Cellphones. The use of cell phones or other technology for non-class purposes is not allowed.

Laptop use. You should take part in synchronous Zoom sessions with a computer and *not your smartphone*. We will use computers a lot in class to complete written assignments, surf the internet, share documents, draft emails, and so on.

Tardiness. You must be sitting in your seat when class begins. Tardiness is unprofessional, and it is distracting to your instructors and peers; as a result, frequent tardiness can significantly impact your attendance. If you miss more than 10 minutes of a class, you will be marked absent.

Missing class. If you miss class, it is your responsibility to find out what you missed and get the materials that you need from your colleagues or Sakai.

*Please see the EMP Program Syllabus for policies on academic integrity.

Attendance

Online attendance and class expectations. SGU requires that students “attend all classes [...] for which they have registered” (SGU Student Manual, 2020, p. 7). Attendance and participation in the English for Medicine Pathways courses is mandatory and is 10% of your course grade. Students should be online and prepared at the start of all synchronous (face-to-face) class sessions as well as to complete all asynchronous (offline) class activities on time.

Attendance also includes professional conduct and active participation, as “the University considers participation to be an essential component of professionalism” (SGU Student Manual, 2020, p. 60). The required behaviors and attitudes include those identified in the Student Manual’s specific policies (pp. 59-60) and those in the statements listed below.

- You must...
 - Be appropriately clothed
 - Have access to SGU’s Student Portal
 - Complete assignments on time and be prepared for class
 - Know how to access Zoom sessions through your course’s Sakai page
- To *actively participate*, you should...
 - Ask questions when necessary
 - Add input through stating your opinions and responding to classmates
 - Complete in-class assignments and actively engage in discussions
 - Join breakout rooms when asked
 - Turn video on when requested
- Your *computer* must...
 - Be on and fully charged before the start of class
 - Have a stable internet connection
 - Have a working video camera and microphone
- Your *location* must...
 - Have minimal background distractions (i.e., no people walking behind you)
 - Be quiet
 - Have adequate lighting (we should be able to see your face clearly)
- In *synchronous class sessions*, you should...
 - Join meeting and be prepared by the start of the meeting
 - Use ‘chat’ appropriately
 - Have microphone on when speaking
 - If you need to take a quick break, turn off your camera and mute your microphone. If you will be gone more than a couple minutes, it will impact your participation score.

*If you anticipate that you will be unable to meet the attendance or participation requirements, or if an unanticipated circumstance prevents you from meeting the requirements, notify your course instructors *before* the next class/deadline.

Table 1. Attendance and participation point breakdown

1 attendance point per class day
0.5 point for arriving 0-10 minutes late
0 points for arriving more than 10 minutes late
1 participation point for responding to questions in class

Course Components

Communication. Instructors will respond to emails from 08:00–17:00 (GMT-4) during weekdays.

Assignment guidelines. A specific set of guidelines is issued for each assignment. Review those carefully along with the rubric for each assignment. Guidelines are posted in the Assignment and Course Guidelines folder in Sakai Resources.

Submitting assignments. You must submit an electronic copy of each assignment to Sakai unless otherwise stated. It is your responsibility to ensure that your assignments are properly submitted to Sakai. We highly recommend logging back on to Sakai five–ten minutes after you submit to confirm that your assignment is there.

Deadlines. Part of learning to behave professionally is learning to follow deadlines. All tasks and assignments to be submitted for marking will have specific deadlines. All work must be submitted on or before the stated deadline.

Late assignments. Late assignments will NOT be accepted unless previous arrangements are made on a case-by-case basis with the instructors.

Grading

Table 2. Course assessments and percentage of grade

Assessment	%
Module assignments	25
Module-1 project (group)	5
Group presentation	5

Module-2 midterm project	20
Presentation	10
Compare-contrast paper	10
Module-3 project	20
Presentation	10
Cause-effect paper	10
Module-4 final project (group)	20
Debate	10
Group persuasive paper	10
Attendance and participation	10

Note. Students must meet the minimum academic standards for the Preclinical program and maintain the minimum WMPG. Also, students must earn a minimum of 69.5% in each EMP English course.

Module assignments (25%). Students will complete various short, in-class and homework assignments for each module. These assignments are designed for students to practice the relevant skills developed throughout the course and build up to the culminating project for each module. They include readings, short written assignments (e.g., summaries, paragraphs, reflections, etc.), vocabulary development, role plays, videos, discussions, proposal pitches, and quizzes. They will be evaluated based on the extent to which students demonstrate the learning outcome(s) for the assignment. This category also includes

- Module-1 writing diagnostic
- Module-2-4 selectives

Module projects (65%). For the following module projects, students will demonstrate their ability to meet the course learning outcomes and engage further with the module's topic through the completion of these projects. These projects will be evaluated using guidelines and rubrics found in Sakai.

- Module-1 project: Intro to University Life: Reflective group presentation (5%)
- Module-2 midterm project: U.S. Medical System: Compare-and-contrast paper and presentation (20%)
- Module-3 project: Human Health & The Environment: Cause-and-effect paper and presentation (20%)
- Module-4 final project: Nutrition: Group persuasive paper and debate (20%)

Attendance and participation (10%). See information about attendance and participation above. In class, there will be occasional questions that you will be asked to respond to (e.g., via Zoom or on Sakai); your response to these questions will count towards your participation points. If you fail to respond to these questions—or if you respond late—you will not receive the day’s participation point.

FALL 2020 COURSE OUTLINE

Foundations for Communication

ALL ASSIGNMENTS DUE AT 7:30 AM (GMT-4) UNLESS OTHERWISE NOTED

Week	Date	Day	Topic	Major assignment due dates
<i>Module 1: Introduction to University Life (Mini Mod)</i>				
1	Aug 17	M	<p><i>The Basics</i></p> <ul style="list-style-type: none"> • Welcome • Poll • Icebreaker • Syllabus • Expectations • Introduce Rubric 0-2 • Intro Writing Diagnostic • Intro Mod 1 • Intro Group Presentation <p><i>Student Info Survey</i></p> <ul style="list-style-type: none"> • Demographic info • Computer literacy 	
	Aug 18	T	<p><i>Professionalism: Article</i></p> <ul style="list-style-type: none"> • Debrief article • Reading strategies <p><i>Professionalism: Behaviors</i></p> <ul style="list-style-type: none"> • Sandwich approach • Article discussion 	Professionalism Article Quiz

			<ul style="list-style-type: none"> • Behavior card game 	
	Aug 19	W	<p><i>Guest Lecture</i></p> <ul style="list-style-type: none"> • Dr. Constantin: multiculturalism & diversity <p><i>Group Discussion</i></p> <ul style="list-style-type: none"> • Debrief guest lecture content and presentation style • Introduce strategies for asking questions, etc. 	Info Survey
	Aug 20	H	<p><i>Tech Literacy</i></p> <ul style="list-style-type: none"> • File Sharing • Uploading files to Sakai • Renaming files • Creating folders on laptop • Using Google • Using Adobe • Using OneDrive • Using Internet • Using Sakai 	
	Aug 21	F	<p><i>Guest Lecture (50 min)</i></p> <ul style="list-style-type: none"> • Dr. Landon & Ms. Steele: PSC <p><i>Group Discussion</i></p>	

			<ul style="list-style-type: none"> Debrief guest lecture content and presentation style 	
2	Aug 24	M	Professional Emails	Writing diagnostic
	Aug 25	T	<i>Guest Lecture (50 min)</i> <ul style="list-style-type: none"> Tracy Penny Light: power & privilege <i>Group Discussion</i> <ul style="list-style-type: none"> Debrief guest lecture content & presentation style 	Professional Email
	Aug 26	W	<ul style="list-style-type: none"> Cultural Differences and Education Presentation Prep Sample Video 	
	Aug 27	H	Group Presentation Day <ul style="list-style-type: none"> Q & A 	Presentation Notes
	Aug 28	F	Feedback Day <ul style="list-style-type: none"> Presentation Professionalism Module Questionnaire 	
	Aug 31	M	Intro to Module 2 <ul style="list-style-type: none"> Rubrics, assignments Potential PCLN faculty visit * US Med System 	
3	Sep 1	T	<ul style="list-style-type: none"> Reading RAs, CRAAP, etc. 	

			<ul style="list-style-type: none"> • Topic sentences and thesis • evidence 	
	Sep 2	W	<ul style="list-style-type: none"> • Article discussion • Synthesis 	Article discussion assignment
	Sep 3	H	Presentation Skills <ul style="list-style-type: none"> • CC language • Sample video 	CRAAP tests
	Sep 4	F	<i>Selective 1</i>	
4	Sep 7	M	Proposal Pitch <ul style="list-style-type: none"> • Debrief in cohorts 	Synthesis
	Sep 8	T	Compare/contrast essay structure <ul style="list-style-type: none"> • Outlining • Sample paper 	
	Sep 9	W	No class Student exams	
	Sep 10	H	No class Student exams	
	Sep 11	F	No class Student exams	
	5	Sep 14	M	Writing Workshop
Sep 15		T	MEAL plan	CC Essay Draft 1 (TS, thesis, synthesis, C/C)
Sep 16		W	<ul style="list-style-type: none"> • APA/Plagiarism • Sample paper 	
Sep 17		H	Conferences	
Sep 18		F	<i>Selective 1</i>	Selective assignment
6		Sep 21	M	Presentation Workshop <ul style="list-style-type: none"> • Sample video
	Sep 22	T	Student Presentation Day	Presentation Materials (notes & slides)

	Sep 23	W	Writing Feedback Day <ul style="list-style-type: none"> • Proofreading 	
	Sep 24	H	Presentation Feedback Day	
	Sep 25	F	<i>Selective 1</i>	Selective assignment
7	Sep 28	M	Intro to Module 3 <ul style="list-style-type: none"> • Potential PCLN faculty visit • Rubrics, assignments • *Human Health & Environ. 	CC Essay Final Draft
	Sep 29	T	Cause & effect structure and language <ul style="list-style-type: none"> • Sample paper 	
	Sep 30	W	Article discussion	Article discussion assignment
	Oct 1	H	Proposal Pitch	
	Oct 2	F	<i>Selective 2</i>	CRAAP test
	8	Oct 5	M	No class Mid-term exams
Oct 6		T	No class Mid-term exams	
Oct 7		W	No class Mid-term exams	
Oct 8		H	No class Mid-term exams	
Oct 9		F	No class Mid-term exams	
9	Oct 12	M	Paraphrasing and summarizing	Outline
	Oct 13	T	Writing Workshop	
	Oct 14	W	Presentation Skills <ul style="list-style-type: none"> • CE language • Sample video 	CE Essay Draft 1 (CE structure)
	Oct 15	H	Biased language and Conciseness <ul style="list-style-type: none"> • Sample paper 	
	Oct 16	F	<i>Selective 2</i>	Selective assignment
10	Oct 19	M	Conferences	
	Oct 20	T	Peer review	CE Essay Draft 2 (biased

				language, conciseness)
	Oct 21	W	Presentation Workshop <ul style="list-style-type: none"> • Sample video 	Peer review
	Oct 22	H	Student Presentation Day	Presentation Materials (notes & slides)
	Oct 23	F	<i>Selective 2</i>	Selective assignment
11	Oct 26	M	No class Holiday	
	Oct 27	T	Writing and Presentation Feedback Day	
	Oct 28	W	Intro to Module 4 <ul style="list-style-type: none"> • Potential PCLN faculty visit • Rubrics/assignments • Nutrition 	CE Essay Final Draft
	Oct 29	H	Forming Arguments: Ethos, Pathos, Logos	
	Oct 30	F	<i>Selective 3</i>	Mod 4 topics and groups
12	Nov 2	M	<ul style="list-style-type: none"> • Article discussion • Group writing strategies 	Article discussion assignment
	Nov 3	T	Proposal Pitch	
	Nov 4	W	No class Student Exams	
	Nov 5	H	No class Student Exams	
	Nov 6	F	No class Student Exams	
13	Nov 9	M	<ul style="list-style-type: none"> • Persuasive writing • Sample paper 	
	Nov 10	T	<ul style="list-style-type: none"> • Counterargument • Sample paper 	CRAAP Test
	Nov 11	W	Writing Workshop	
	Nov 12	H	<ul style="list-style-type: none"> • Intro to debate • Sample debate 	Group Draft 1
	Nov 13	F	<i>Selective 3</i>	Selective assignment
14	Nov 16	M	Conferences	
	Nov 17	T	Debate Skills	

	Nov 18	W	Rebuttals <ul style="list-style-type: none"> • Video examples 	
	Nov 19	H	<ul style="list-style-type: none"> • Debate Structure • Politely disagreeing • Mock debate (non- research) 	Group Draft 2
	Nov 20	F	<i>Selective 3</i>	Selective assignment
15	Nov 23	M	Debate Workshop	
	Nov 24	T	Debate Day	Debate Materials
	Nov 25	W	Debate Day	Debate Materials
	Nov 26	H	Writing Feedback Day	
	Nov 27	F	Presentation Feedback Day	
16	Nov 30	M	No class Final exams	Final Draft (TBD: Nov 30–Dec 4)
	Dec 1	T	No class Final exams	
	Dec 2	W	No class Final exams	
	Dec 3	H	No class Final exams	
	Dec 4	F	No class Final exams	

Date	Day	Event
Aug 28	F	Whitecoat ceremony
Aug 28–30	W	Family weekend
Oct 25	Su	Thanksgiving
Oct 26	M	Thanksgiving holiday
Dec 4	F	Last day of course examinations

Note. This schedule may change. Students will be notified of all changes through Sakai.



St. George's University

Department of Educational Services
Specialized English Language Programs Unit
English for Medicine Pathway

Foundations for Medical Communication
Course Code: ENGL 336
Classroom: Online
4 credits

Tuesday & Thursday 8:30 - 9:45 AM
Friday 8:00 - 8:50 AM

Course Syllabus

1. Course Description

The Foundations for Medical Communication course builds on the skills developed in the Foundations for Communication course and is intended to provide students with the foundations for the medical communication necessary for success in their academic pursuits at SGU and beyond. These skills include the development of the macro language skills (reading, writing, listening, and speaking) as well as micro communication skills, critical thinking, and cultural awareness. Students will engage with these skills by investigating and exploring different topics within a medical framework and move beyond the foundations to explore how culture, bias, race, gender identity, socioeconomic status, and other factors impact patient care in the North American health care system. Overall, students will gain confidence in their ability to communicate effectively through the language and culture of medicine.

This course carries 4 credits and uses a hybrid/flipped classroom approach involving both asynchronous assignments and interactive synchronous sessions. The asynchronous assignments help you prepare for the interactive synchronous sessions. Please pay careful attention to the detailed schedule found in MyCourses resources.

There are three themed modules: Medical Research, Medicine and the Media, and Narrative Medicine. These modules will allow students to develop and apply language, skills, and strategies within a meaningful context. Each module culminates in a final project where students will demonstrate their mastery of the language, skills, and strategies from that module and previous modules. In addition to the three modules, students will learn and use both formal and informal medical terminology. Friday classes have been earmarked for the medical terminology thread of this course. However, there may be instances where Friday's class may be used for other synchronous activities as represented on the course schedule. Students are encouraged to consult the FMC Schedule frequently for weekly activities.

2. Faculty and Staff

Course Director: Kasey Larson

Faculty: Zoë Hagley

3. Faculty Appointments

All faculty appointments need to be made using **YouCanBookMe**. Use the links below to set up individual appointments with the faculty.

Kasey Larson: <https://kasey-larson.youcanbook.me/>

Zoë Hagley: <https://zoehagley.youcanbook.me/>

The Department of Educational Services is open from 8:00 AM - 5:00 PM during weekdays and is closed over the weekend and public holidays.

4. Course Materials

Textbook:

The Required textbook for FMC can be purchased or rented from <https://www.vitalsource.com/>

Chabner, D.E. (2014). *Medical Terminology: A Short Course (7th ed.)*. Maryland Heights, MO: Elsevier.

Course Materials on MyCourses:

All course materials, including lecture slides, handouts, additional readings, etc. will be posted in MyCourses (Sakai)

5. Components of the Course

I. Interactive classes

The class meets on the following days:

Tuesdays & Thursdays from 8:30-9:45 am (75 minutes)

Fridays from 8:00 - 8:50 AM (50 minutes)

Interactive Class Format

- 20-30% Teacher-led instruction
- 70-80% In-class individual, pair, and group tasks
- Synchronous sessions and asynchronous assignments

Course Expectations:

Please see the EMP Program Syllabus in MyCourses Resources for a detailed description of the EMP Program Policies. Students in the Foundations to Medical Communication Course are expected to meet these program policies that guide student expectations.

II. Attendance (2.5%)

Students can earn a maximum of 2 attendance points per day. Students will lose points for arriving late. Students are allowed up to two unexcused absences.

III. Participation & Professionalism (2.5%)

Students are expected to actively participate and display professionalism. Please see the SGU student manual for a description of professional and unprofessional behaviors.

IV. Module Assignments (30%)

Students will complete various short in class and homework assignments for each module. These assignments are designed for students to practice the relevant skills developed throughout the course and build up to the culminating project for each module. They include readings, short written assignments (e.g. summaries, paraphrases, paragraphs, reflections), vocabulary development, role plays, videos, discussions, and debates. They will be evaluated holistically on whether students have demonstrated the learning outcome(s) for the task.

V. Module Projects (x3 @ 15% each) 45%

Students will complete a culminating project at the end of each of the three modules. The projects will vary. See separate guidelines and rubrics for each project, posted in MyCourses. Students will demonstrate their ability to meet the course learning outcomes and engage further with the module's topic through the completion of these projects.

VI. Medical Terminology Project and Written Rationale 10%

Throughout the course, there will be an ongoing thread of medical terminology, both formal and informal. The medical terminology project will allow students to demonstrate their mastery of using word parts to dissect and build formal medical terminology and appropriately switch between formal medical terminology and the informal language used by patients and the public to describe medical conditions. This project will be evaluated using guidelines and rubrics found in MyCourses.

VII. Medical Terminology Tests (x2 @ 5% each) 10%

Students will take two tests on medical terminology. Questions will include multiple choice, fill in the blank, and short response. Students will demonstrate their mastery of the medical terminology.

6. Student Learning Outcomes:

1. Apply academic literacy skills to complete course tasks and assignments
2. Critique medical research
3. Analyze and critically apply information to complete course tasks and assignments
4. Create sound arguments orally, visually, and/or in writing using information compiled and synthesized from multiple sources
5. Arrange and synthesize information from multiple sources in a logical and organized manner
6. Use and evaluate strategies for moderating and participating in formal and informal discussions and roleplays
7. Demonstrate improved fluency and confidence in participating in formal and informal conversations and roleplays
8. Apply the fundamentals of word parts for the appropriate interpretation and use of medical terminology
9. Use informal medical vocabulary appropriately
10. Give and apply feedback on courses tasks and assignments
11. Practice self-reflection skills

Course Goals

1. Gain a better understanding of the socio-economic and cultural issues surrounding medicine (for critical analysis)
2. Develop and support various arguments
3. Develop oral and written language and communication skills
4. Develop informal and formal medical terminology

7. Medical English Pathway Program Goals

1. To prepare students for the medical and academic language and skills necessary to be successful at SGU and in clinical settings
2. To extend understanding and skills for sociocultural communications in academic and medical contexts
3. To engage in the application of critical thinking and analysis
4. To develop and integrate skills for reading, writing, speaking and listening in an academic and medical context.

8. Course Assessments and Percentage of Grade

Assessment	%
Attendance	2.5
Professionalism & Participation	2.5
Module Assignments	30
Module Project 1: Poster Presentation	15
Module Project 2: Multimedia Project and Written Rationale	15
Module Project 3: Narrative Medicine Project	15
Medical Terminology Project and Written Rationale	10
Medical Terminology Test 1	5
Medical Terminology Test 2	5
Total	100

9. Course Schedule

Week	Module
1	Module 1: Intro to the Course & Medical Research
2	Module 1: History of Medical Research and Introduction to Synthesis

3	Module 1: Reading Medical Research, Finding Medical Research, Critical Appraisals, & More Synthesis
4	Module 1: Poster Presentation Preparation
5	Module 1: Poster Presentation
6	Module 2: Introduction to Medicine & the Media and Medical Terminology Test 1
7	Module 2: The Effects of the Media on Medicine
8	Midterms: PSA Project Prep
9	Module 2: Understanding and Analyzing PSAs
10	Module 2: Understanding and Analyzing Pharmaceutical Marketing
11	Module 2: PSA Presentations & Medical Terminology Test 2
12	Module 3: Building Your Brand
13	Module 3: Narrative Writing
14	Module 3: Introduction to Narrative Medicine & Patients' Stories
15	Module 3: Implicit Bias, Review Narrative Medicine & Class Wrap Up
16	Module 3: Narrative Medicine Assignment Due

**Note: this schedule is subject to change. Students will be notified of all changes through MyCourses.*



St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of Educational Services

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 377 Integrated Medical Communication
Number of Credits: 3
Days and Times: Monday and Wednesday 8:30 – 9:45 AM (- 4 GMT)
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): ENGL 375

Course Lecturer Name(s): Deborah Weinheimer & Marie Benjamin
Course Director Name: Deborah Weinheimer

Contact Information:

Deborah Weinheimer

E-mail: dweinhei@sgu.edu; Virtual appointments: <https://dweinheimer.youcanbook.me>

Marie Benjamin

E-mail: mbernam2@sgu.edu; Virtual appointments: <https://mariebenjamin.youcanbook.me>

Office Hours: All faculty appointments must be made using **YouCanBookMe**. Use the links above to set up individual zoom appointments with the faculty. If the available appointment times listed on youcanbook.me conflicts with your schedule, the faculty is willing to schedule an online meeting via ZOOM at an alternate time by request. Please email the faculty with your request and availability.

Course Support: Instructors will host scheduled appointments and respond to e-mails during Grenadian working hours (weekdays from 08:00 – 17:00 –4 GMT). Please feel free to email the faculty at any time. Please note that the faculty may not be able to respond outside of working hours. While occasional responses outside of working hours will occur, this should not be expected as the norm.

The faculty will generally respond to email within 24 working hours. If you do not hear from them within 24 working hours, feel free to follow up.

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Integrated Medical Communication is a project-based course that combines the basic communication skills developed in Foundations for Communication and the medical terminology and literacy skills learned in Foundations for Medical Communication. This course is comprised of 4 major projects, allowing students to develop and apply language skills and strategies within a meaningful context. Students will individually choose a medical condition and use that condition as the theme for the coursework. Each project builds on previous projects to apply learned skills and develop new strategies.

Course Objectives:

In this course, students will apply their previously learned skills through researching medical journals, writing a medical research paper that is accessible to the general public, and conducting a patient informational session on the implications of a medical disorder. Students will improve skills in critical thinking, academic research, article analysis, synthesis, academic writing, and presenting professional informational sessions through project development. Overall, students will gain confidence in using the language and culture of medicine to clearly communicate medical topics to the general public.

Student Learning Outcomes:

1. Apply academic literacy skills to complete course tasks and assignments
2. Analyze and evaluate medical research, peer writing, and personal writing
3. Analyze and critically apply information in charts and figures
4. Create sound arguments orally and in writing using information compiled and synthesized from various sources
5. Apply appropriate linguistic registers in different communicative situations both orally and in writing
6. Formulate constructive feedback in response to discussions and assignments
7. Demonstrate reading strategies that improve comprehension
8. Use formal and informal medical terminology appropriately
9. Develop writing through feedback application
10. Understand and apply the writing process

EMP Program Outcomes Met by This Course:

1. To prepare students for the medical and academic language and skills necessary to be successful at SGU and in clinical settings
2. To extend understanding and skills for sociocultural communications in academic and medical contexts
3. To engage in the application of critical thinking and analysis
4. To develop and integrate skills for reading, writing, speaking and listening in an academic and medical context.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 64.4% or less

Course Materials:

Text: There is no required textbook for this course.

Supplementary Readings/Resources: All course materials, including lecture videos, slides, assignment descriptions, and additional readings, will be posted in MyCourses. You will be required to utilize OneDrive and Microsoft Word through your @sgu.edu e-mail for class assignments.

Course Grading Requirement:

Students must meet the minimum academic standards for the preclinical program and maintain the minimum WMPG. Additionally, students must earn a minimum of 69.5% in each EMP English course.

Grade Distribution

<u>Graded Components</u>	<u>Percentage of Total Grade</u>
Attendance & Professionalism	10%
In-class & HW Assignments	10%
Peer Review and Drafts	10%
Projects (1 - 4)	70%
Total	100%

Course Requirements:

In-class & Homework Assignments (10%)

Students will complete various short in class and homework assignments. In-class assignments are due within 24 hours of the class start time. Homework assignments are due at the time stated on Sakai and announced in class. Both in-class and homework assignments are designed for students to practice the relevant skills developed throughout the course and build upon the culminating projects. They include readings, short written assignments (e.g. summaries, paraphrases, paragraphs, reflections), rhetoric development, videos, discussions, worksheets, and quizzes. Points will vary based on assignment rubrics and add up to 10% of the entire grade.

Peer-review and Drafts 10%

Students will participate in various Peer-review activities and drafts to demonstrate their abilities to provide and address feedback, engage with a chosen topic and meet course learning outcomes. Each student will have the opportunity to provide and receive feedback on written and oral assignments. The guidelines for each review activity and their rubrics will be in MyCourses.

Projects (x4) 70%

Project 1: Graphic Organizer & Annotated Bibliography 15%

Project 2: Outline 15%

Project 3: Literature Review 25%

Project 4: Social, Cultural, & Economic Implications Presentation 15%

Separate guidelines for each project will be posted in MyCourses. Students will demonstrate their ability to meet the course learning outcomes and engage further with each project through applying feedback and building on previous projects. These projects will be evaluated using guidelines and rubrics found in MyCourses.

Course Schedule:

S = Synchronous class session; **A** = Asynchronous class session; **TBA** = To be announced**

Wk	Dates	Class Topic	Homework Assigned***	HW Due****
1	Aug 17 S	Intro, Syllabus, Academic Integrity, Plagiarism	Pre-evaluation & expectation reflection	
	Aug 19 S	Research: topics, brainstorming, mind-maps	Create mind-map & topic ideas for next class	Pre-eval & reflection due
2	Aug 24 S	Research topic and research question	Final topic, RQ & background worksheet (WS)	Bring mind-map and topic ideas to class
	Aug 26 S	Research: Techniques, article types, & reading strategies	<ul style="list-style-type: none"> Find 5 scholarly articles and complete Article WS. Begin annotating articles 	Topic RQ & background WS due
3	Aug 31 A	Organization techniques & introduction to Graphic Organizer (G.O) assignment	<ul style="list-style-type: none"> Finish annotating articles G.O: URLs, type, credibility, & bullets of main points 	Article WS due
	Sep 2 S	Research Themes & identifying supporting details	<ul style="list-style-type: none"> Add themes to G.O. Add details supporting each theme from your articles 	<ul style="list-style-type: none"> Annotated articles due G.O status check
4	Sep 7 TBA	Summarizing & Intro to AB	<ul style="list-style-type: none"> Annotated Bibliography (AB) 	Completed G.O due
	Sep 9	<i>Wed-Fri: Exams (NO CLASS)</i>		
5	Sep 14 S	APA Reference & In-text	<ul style="list-style-type: none"> Add reference page to AB AB D1 peer review (PR) 	AB D1 due
	Sep 16 A	Intro to lit review (structure/type/format)	Edit AB according to PR feedback	AB D1 PR due
6	Sep 21 S	Thesis	Finalize thesis	
	Sep 23 A	Outlines & M	Begin outline (background, main points, thesis, sources)	AB Final & thesis due
7	Sep 28 A	Synthesizing sources –paraphrasing & quoting (E)	Add paraphrases and quotes	Outline D1 due
	Sep 30 S	Analysis (A)	Add analysis to outline	Outline D1 PR due

8	Oct 5-9	<i>Midterms Week – NO CLASS</i>	<i>Edit outline according to PR feedback</i>	
9	Oct 12 S	Round Table Pitch & Lit Review Assignment Intro		Final Outline due
	Oct 14 S	Outline Conferencing & Workshop	Work on Literature Review (LR) D1	
10	Oct 19 TBA	Intro/Conclusion & L	Incorporate intro/conclusion/L into LR D1	
	Oct 21 S	Workshop: PR Brainstorm + Transition/Flow/Synthesis/Analysis	Complete LR D1 self-reflection by 11:55 PM on 10/22	<ul style="list-style-type: none"> • LR D1 due • LR reflection due 11:55 PM 10/22
11	Oct 26	<i>Thanksgiving: NO CLASS</i>	Revise LR & create flow (cohesion and links)	
	Oct 28 A/S	Workshop: Bias/tone/formality(A) + conferencing appointments (S)	<ul style="list-style-type: none"> • Edit LR for bias/tone/formality • Use feedback to revise LR 	<ul style="list-style-type: none"> • Attend conference appt
12	Nov 2 S	Social, economic, and cultural implications assignment intro + Peer Review Session	<ul style="list-style-type: none"> • Social, economic, and cultural (S.E.C) WS • Review assigned peer's LR by 11:55 PM on 11/03 	<ul style="list-style-type: none"> • LR D2 due • LR PR due by 11:55 PM on 11/03
	Nov 4	<i>Wed-Fri: Exams (NO CLASS)</i>		
13	Nov 9 S	Intro to presentation & brochure	Continue researching implications	
	Nov 11 S	<i>Workshop: Conciseness & APA</i>	Edit LR for conciseness, APA, & according to feedback	S.E.C WS due
14	Nov 16 A	Workshop: Social, cultural, and economic research & brochure	Create brochure	LR Final Due
	Nov 18 TBA	Workshop: Presentation	Create presentation	
15	Nov 23 S	Presentation	Presentation self-assessment	Final presentation & brochure due
	Nov 25 TBA	Debrief & Course Evaluation	Course Reflection	Presentation self-assessment due
16	Nov 30-Dec 4	<i>Finals Week – NO CLASS</i>	<i>Course reflection & presentation self-assessment due</i>	

**Schedule is subject to change. All changes will be announced and posted on Sakai.*

***See "Online Classes" in "Classroom Etiquette Procedure" section for details*

****Additional resources assigned will be announced in lessons and available in Sakai.*

*****Homework is due at the time stated on each Sakai assignment.*

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Attendance and professionalism are essential in IMC and will be worth 10% of the overall course grade. Student will be marked absent when arriving 10+ minutes late. Four points will be allotted for every class based on the following rubric:

	0	1	2
Attendance	Student is absent without previously alerting instructors OR joins more than 10 minutes late. Asynchronous sessions are	Student joined session after class start time but within 10 minutes OR left within 10 minutes of class. Asynchronous sessions are completed late.	Student is on time and prepared for synchronous sessions when class begins. Asynchronous sessions are completed within 24 hours of posting.

	not completed before the next class.		
Professionalism	Student is disruptive or unresponsive in a way that material is not processed.	Student is occasionally disruptive or unresponsive in communication and/or assignment submissions.	Student is professional in communications, is prepared for class, and submits assignments on time.

If you anticipate that you will be unable to meet the attendance or participation requirements, or if an unanticipated circumstance prevents you from meeting the requirements, notify your course instructors *before* the next class/deadline. See *EMP Program Syllabus* for further details.

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignment Submission: Assignments should be submitted through the Sakai assignments tab unless otherwise stated. If you are unable to complete an assignment, please contact your instructors *before* the assignment is due. If you are unable to upload an assignment due to technical difficulties, e-mail the assignment as an attachment to your instructors. The time stamp on the e-mail will count as the submission time. No late submissions will be accepted for homework assignments. *Assignments submitted after the due date and time will receive a score of zero.*

Assignment Feedback: Feedback and grades will be posted within 1 week of assignment deadlines unless otherwise stated. Assignment feedback will be posted in the instructor's response box or as an attachment in the corresponding assignment. Feedback posted as an attachment will use the comment and track changes functions of Word. Students will need to change both of these functions to "viewable" in the "Review" tab on Word.

Classroom/Online Etiquette Procedure:

Online Classes: Class will consist of both synchronous and asynchronous sessions. Students are expected to check the Sakai Lessons at the time of class on each class day.

Synchronous – The ZOOM link and lesson assignments will be posted on the corresponding lesson day in the "Sakai Lessons" tab. Students will join class via the Zoom link at the regularly scheduled class time. Class session will be recorded and posted after class for review.

Asynchronous – A video lecture or reading with supporting activities will be posted to Sakai Lessons on asynchronous class days. *Students are expected to review the lesson and complete the in-class assignments within 24 hours of the posting time unless otherwise stated.*

Classroom Technology: Students are required to have an active internet connection and computer access. Laptops are expected to be charged and ready to use. A working microphone and video camera should be connected and ready to use upon request.

General Expectations:

- Remain professional, respectful and courteous at all times
- Keep comments on-topic and professional.
- Proofread prior to submitting an e-mail, feedback, or comment. Use professional font, color, and capitalization in all written communication.
- Remember that comments are recorded and visible to the entire class. Use e-mail for any private comments to the instructor. Inappropriate comments will be removed and/or addressed individually.

Policy/Procedure Related to the Department:

See EMP Program Syllabus for details

AMC Course Syllabus



St. George's University

Department of Education Services

Specialized English Language Programs Unit

English for Medicine Pathway

Applied Medical Communication

Course Code: ENGL 338

Tuesday 9:00-9:50 am

1 credit

Course Syllabus

Course Description

“Applied Medical Communication” is designed to help students develop communication skills for the medical interview. Students will discuss the impact of culture on medical professionalism and how that relates to doctor-patient interaction. Students will identify culturally appropriate modes of communicating with patients. Students will have the opportunity to practice these skills and techniques through interviewing peers and simulated patients. Students will discuss and evaluate performances of themselves, their peers, and professionals.

This course is divided into five, themed modules, allowing students to develop and apply language, skills, and strategies within a meaningful context. Major modules culminate in a final role play or standardized patient interview where students will demonstrate their mastery of the language, skills, and strategies from that module and previous modules.

The course carries 1 credit and meets for one 50-minute session per week over the 16-week term, following the calendar of St. George's University School of Arts and Sciences. The course is composed of interactive, face-to-face classes.

Student Learning Outcomes

1. Explain the role of culture in medicine and medical professionalism
2. Discuss the cultural norms for medical professionalism in a North American context
3. Demonstrate culturally appropriate communication in the medical interview
4. Demonstrate history taking
5. Describe effective interviewing techniques
6. Develop the grammar and pragmatic skills required for effective interviewing
7. Practice interviewing skills and gain confidence in conducting medical interviews

**EMP course goals can be found in the Program Syllabus*

Course Instructors

Name	Title	Email	Phone
Cassie Leoni	Course Director	cleoni@sgu.edu	444-4175 (ext. 3885)
Heather Brathwaite	Instructor	hbrathwaite@sgu.edu	444-4175 (ext. 3551)

Contacting Instructors

All faculty appointments need to be made using YouCanBookMe. Use the links below to set up individual appointments with the faculty.

Cassie Leoni: <https://cleoni.youcanbook.me/>

Heather Brathwaite: <https://heatherbrathwaite.youcanbook.me/>

The Department of Educational Services is open from 08:00–17:00 during week days and is closed over the weekend and public holidays.

Emails must be professionally formatted, use professional language, and include an informative subject line. Emails without an informative subject line will be regarded as spam and will not be opened for security reasons.

SGU email is the official email communication tool for this course and the university. All correspondence received from outside email addresses will be ignored. In the event of a university-wide system crash, an assignment may be accepted from an outside email address to avoid being counted as a late submission; however, instructors will not respond to external emails.

Communication Expectations

We will respond to emails from Monday-Friday during our office hours.

- Heather: 8:00-16:00
- Cassie: 7:00-15:00

Online Classroom Policies

Cellphones

The use of cell phones or other technology for non-class related purposes is not allowed.

Laptop Use

You should take part in Zoom sessions with a computer and *not your smartphone*. We will use computers in class to discuss readings, share documents, watch videos, do role plays, begin write-ups, and interview standardized patients.

Attendance

Online attendance and class expectations. SGU requires that students “attend all classes [...] for which they have registered” (SGU Student Manual, 2020, p. 7). Attendance and participation in the English for Medicine Pathways courses is mandatory and is 10% of your course grade. Students should be online and prepared at the start of all synchronous (face-to-face) class sessions as well as to complete all asynchronous (offline) class activities on time.

Attendance also includes professional conduct and active participation, as “the University considers participation to be an essential component of professionalism” (SGU Student Manual, 2020, p. 60). The required behaviors and attitudes include those identified in the Student Manual’s specific policies (pp. 59-60) and those in the statements listed below.

- You must...
 - Be appropriately clothed
 - Have access to SGU’s Student Portal
 - Complete assignments on time and be prepared for class
 - Know how to access Zoom sessions through your course’s Sakai page
- To *actively participate*, you should...
 - Ask questions when necessary
 - Add input through stating your opinions and responding to classmates
 - Complete in-class assignments and actively engage in discussions
 - Join breakout rooms when asked
 - Turn video on when requested
- Your *computer* must...

- Be on and fully charged before the start of class
- Have a stable internet connection
- Have a working video camera and microphone
- Your *location* must...
 - Have minimal background distractions (i.e., no people walking behind you)
 - Be quiet
 - Have adequate lighting (we should be able to see your face clearly)
- In *synchronous class sessions*, you should...
 - Join meeting and be prepared by the start of the meeting
 - Use ‘chat’ appropriately
 - Have microphone on when speaking
 - If you need to take a quick break, let us know in the chat box; then turn off your camera and mute your microphone. If you will be gone more than a couple minutes, it will impact your participation score.

*If you anticipate that you will be unable to meet the attendance or participation requirements, or if an unanticipated circumstance prevents you from meeting the requirements, notify your course instructors *before* the next class/deadline.

**Please see the EMP Program Syllabus for policies on academic integrity.*

Table 1. Attendance and participation point breakdown

1 attendance point per class day

0.5 point for arriving 0-9 minutes late

0 points for arriving 10 or more minutes late

1 participation point per class day for responding to questions and contributing to discussions in a professional way

Tardiness

You must be sitting in your seat when class begins. Tardiness is unprofessional, and it is distracting to your instructors and peers. If you miss more than 10 minutes of a class, you will be marked absent.

Components of the Course

Interactive Classes

This class meets for one 50-minute class per week. This schedule is available on Sakai.

Interactive Class Format

- 20-30% Teacher-led instruction
- 70-80% In-class individual, pair, and group tasks

Textbook

Coulehan, J. L., & Block, M. R. (2006). *The medical interview: Mastering skills for clinical practice*. Philadelphia: F.A. Davis Company.

Course Materials

All course materials, including lecture slides, handouts, additional readings, etc. will be posted on Sakai.

Course Assignments

Table 2. Course assessments and percentage of grade

Assessment	%
Role Plays & Reflections	45
Module 2	10
Module 3	10
Module 4	10
Module 5	10
Reflections	5
Standardized Patient Interviews & Reflections	30
Module 4	15
Module 5	15
Weekly Assignments	15

Note. Students must meet the minimum academic standards for the Preclinical program and maintain the minimum WMPG. Also, students must earn a minimum of 70% in each EMP English course.

I. *Role Plays and Reflections*

Students will participate in role plays based on given scenarios within the context of the medical interview. The role plays allow students to practice skills and concepts covered in class. Students will reflect on their performance and their peer's performance in these role plays and submit written reflections. These assignments will be worth a set number of points each and will be evaluated using guidelines and rubrics found on Sakai. Students will be assessed based on their mastery of skills and concepts covered in class as well as their self-awareness in the written reflection.

II. *Standardized Patient Interviews and Reflections*

Students will conduct two medical interviews with a standardized patient to demonstrate mastery of skills and concepts covered in class through effective doctor-patient communication. Students will reflect on their performance and submit written reflections. These assignments will be worth a set number of points each and will be evaluated using guidelines and rubrics found on Sakai.

III. *Weekly Assignments*

Students will complete various in-class and homework assignments. These assignments are designed for students to practice the relevant skills developed throughout the course and prepare students for role plays and standardized patient interviews. They include readings, short written assignments (e.g. summaries, paraphrases, paragraphs, reflections, and responses), vocabulary development, videos, and discussions. These assignments will be evaluated holistically on whether students have demonstrated the learning outcome(s) for the task.

IV. *Attendance and Participation*

See information about attendance and participation above. Each day you are in class, you will receive 1 attendance point. If you are late to class, a half point (.5) will be deducted from your daily attendance record. In class, there will be questions that you will be asked to respond to (e.g., via Zoom or on Sakai) and discussions you will need to contribute to; your response to these questions and discussions will count towards your participation grade. If you fail to respond to these questions or discussions in a professional manner—or if you respond late—you will not receive the day's participation point.

Course Evaluation

Table 2. School of Arts and Sciences Grading Scale

Letter Grade	Grade Point	Percent
A+	4.0	100
A	4.0	90-99
B+	3.5	85-89
B	3.0	80-84
C+	2.5	75-79
C	2.0	70-74
D	1.0	65-69
F	0	0-64

Course Schedule

Applied Medical Communication Schedule: Fall 2020

ALL ASSIGNMENTS DUE AT 8:00 AM (GMT-4) UNLESS OTHERWISE NOTED

Date	Topic	Homework
Week 1	Module 1 : Intro to Interviewing	-----
08/18	1. Syllabus review 2. Ch. 12- Cultural Differences 3. Needs Analysis	<ul style="list-style-type: none"> • Prelim Vocabulary Quiz • Read Ch. 1 & 2 & take notes • Post notes on Sakai
Week 2	-----	-----
08/25	1. Ch. 1- Interviewing as a Clinical Skill 2. Ch. 2- Basic Skills	<ul style="list-style-type: none"> • Read Ch. 3, 4, 5 & take notes • Post notes on Sakai
Week 3	-----	-----
09/01	1. Ch. 3, 4, 5 – Basic History	<ul style="list-style-type: none"> • Read Ch. 8 & 19 & take notes • Post notes on Sakai • Vocabulary assignment
Week 4	Module 2 : Angina	-----

09/08	<ol style="list-style-type: none"> 1. Integrated Medical Encounter (SOM) 2. Ch. 8, 19 – The Clinical Narrative 3. Interview Examples – family history 4. Vocabulary Review 	<ul style="list-style-type: none"> • Read Angina article • Prepare for role play: review Ch. 2-5, 8, 19 + prepare Qs for interview
Week 5	-----	-----
09/15	<ol style="list-style-type: none"> 1. Role Plays 2. Review & Discuss 3. Go over write-up format 	<ul style="list-style-type: none"> • Post role play write-up on Sakai • Post role play reflection on Sakai • Read Ch. 6 & take notes • Post notes on Sakai • Vocabulary assignment
Week 6	Module 3 : UTI	-----
09/22	<ol style="list-style-type: none"> 1. Ch. 6- Sexual History 2. Interview Examples – uncomfortable topics/ sexual history 3. Vocabulary Review 	<ul style="list-style-type: none"> • Read UTI article • Prepare for role play: review Ch. 2-6, 8, 19 + prepare Qs for interview
Week 7	-----	-----
09/29	<ol style="list-style-type: none"> 1. Role Plays 2. Review & Discuss 	<ul style="list-style-type: none"> • Post role play write-up on Sakai • Post role play reflection on Sakai • Vocabulary assignment
Week 8 10/05- 10/09	Midterms	
Week 9	Module 4 : Depression	-----

10/13	<ol style="list-style-type: none"> Ch. 3, 4, 5 – Revisit Basic History Interview Examples – mental illness Vocabulary Review 	<ul style="list-style-type: none"> Read Ch. 13 & Depression article + take notes Post notes on Sakai Prepare for role play: review Ch. 2-6, 8, 19 + prepare Qs for interview
Week 10		-----
10/20	<ol style="list-style-type: none"> Role Plays Review & Discuss Ch. 13 – Difficult Patient Interactions 	<ul style="list-style-type: none"> Post role play write-up on Sakai Post role play reflection on Sakai Review for patient interview
Week 11		-----
10/27	<ol style="list-style-type: none"> Standardized Patient Interview Review & Discuss Give Feedback using rubric & comment sheets 	<ul style="list-style-type: none"> Post individual video reflection based on goals for future & comments from instructor & patient on Sakai Post interview write-up on Sakai Vocabulary assignment
Week 12		-----
Module 5 : HIV		
11/03	<ol style="list-style-type: none"> Ch. 2, 6 – In-depth look Interview Examples – STDs/ fatal STDs Discuss HIV interview order of Qs Vocabulary Review 	<ul style="list-style-type: none"> Read HIV article & take notes Post notes on Sakai Prepare for role play: review Ch. 2-6, 8, 13,19 + prepare Qs for interview
Week 13		-----

11/10	<ol style="list-style-type: none"> 1. Role Plays 2. Review & Discuss 3. Ch. 13 Review 	<ul style="list-style-type: none"> • Post role play write-up on Sakai • Post role play reflection on Sakai • Review for patient interview
Week 14		
11/17	<ol style="list-style-type: none"> 1. Standardized Patient Interview 2. Review & Discuss 3. Give Feedback using rubric & comment sheets 	<ul style="list-style-type: none"> • Post individual video reflection based on goals from previous SP interview & comments from instructor on Sakai • Post interview write-up on Sakai
Week 15		
11/24	<ol style="list-style-type: none"> 1. Reflection 2. Discussion 3. Needs Analysis 	<ul style="list-style-type: none"> • Submit reflection • Submit Needs Analysis
Week 16		
11/30-12/04	Final Exams	

Note. This schedule may change. Students will be notified of all changes through Sakai.



St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: FREN 101 – Introductory French I
Number of Credits: 3
Days and Times: Tues & Thurs - 2:30pm-3:45pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Mae Breedy-Patterson
Course Director Name: Mae Breedy-Patterson

Course Lecturer(s) Contact Information: mapatterson@sgu.edu / 456-4208
(Whatsapp/cellphone)

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: By appointment

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

It is usually said that French is the Language of Love and of Lovers... but is that true? Are you planning to visit a Francophone country? Do you have friends, relatives or colleagues who speak French but you feel inadequate when you try to communicate with them? Would you like to navigate your way in the Language using “basic survival skills”? Are you fascinated by some aspect of the French Culture and would like to better understand it? Or maybe you simply want to fulfill a Foreign Language requirement for your Programme of study and you have not had any previous knowledge of the Language... If your answer to any ONE of the questions is “Yes” then FREN 101 is for YOU! This

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Course is designed to provide you with basic oral and written skills to function in real-life situations in a French-speaking Community or where you have to interact with Francophone speakers.

Course Objectives:

1. Listen and respond to simple, spoken French in a variety of contexts
2. Read simple continuous texts in French
3. Respond clearly and appropriately in French, both orally and in writing to stimuli in French
4. Demonstrate knowledge of socio-cultural norms in Francophone countries

Student Learning Outcomes:

1. Identify at least 2 areas/contextes/domains in which the French presence in Grenada has influenced Grenada's linguistic landscape
2. Greet formally and informally, a French speaker; ask someone, in French, how her/his name is spelt; be able to spell one's name in French.
3. Use short, learned expressions appropriately, in specific seasons/occasions
4. Navigate one's way, when talking to a Francophone speaker, about one's profession, nationality, future plans and family relationships
5. Use numbers (1 -100) and the French Calendar to state one's age, the date, the time; ask for and give a telephone number (*cf. document: Carte des zones téléphoniques en France*)
6. Interpret weather patterns in French

Use appropriate French expressions to navigate one's way in the streets of a Francophone country

Program Outcomes Met By This Course:

PO-1 Critically analyze global and regional issues

PO-2 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: **Text: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris**

Supplementary Readings/Resources:

Websites : RFI.fr ; Tv5.fr;

YouTube videos

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Course work (4 quizzes)	30%
Mid-Term Examination	30%
Final Examination	30%

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Attendance	5%
Participation	5%

Course Requirements:

Students are expected to attend all classes unless there is a valid excuse for absence.

- Since this is a language course participation in activities, exercises and discussions is expected.
 - Students are expected to be prepared for class by completing homework and assigned readings
 - Students are expected to listen carefully to instructions given and to seek clarification from the Instructor if these instructions are not clear
- Respect for differing opinions is expected

Course Schedule:

Week	Topic	Activities/Assignments
1	Leçon zero: Period of sensitization using information that's already familiar to students; brief introduction to French influence in their own experiences;	Students listen to and look at (visual and audio) documents expressed in various languages and attempt to identify as many as possible, justifying their answers Students do some research on: the French reality in the Caribbean, North America, Europe, Africa, Asia. some popular French icons and symbols
2	The French Alphabet :	Students are introduced to the French Alphabet and are asked to spell their first name, in French. They are introduced to the expressions: <i>Quel est ton prénom?/Comment ça s'écrit ?</i> On-line Games using the Alphabet
3	Accents and symbols in French	<i>Exercices de discrimination</i> (Activities that engage the learner to differentiate the various sounds produced by the various accents)
4	Greetings and Farewells (Formal and Informal)	Use of the <i>CIEP (Centre International d'Études Pédagogiques)</i> site Students match pictures/short audio/video clips with expressions of Greetings and Farewell Students role play using new expressions
5	Nationalities and Professions <i>« Salutations à la française »</i>	Students look at recording of TV 5 Presenter Meeting and Greeting various Guests on his programme Activities: Students identify the various ways the Presenter greets his guests and surmise on the differences Lecturer introduces the notion of "tu" / "vous" and reviews the video with students

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		Role play: Students role play a TV Programme and its presenter introducing various guests on the Programm
6	Présentations en français: se présenter et parler de son métier	Students look at recording of TV 5 Presenter Meeting and Greeting various Guests on his programme Activities: Students identify the various ways the Presenter greets his guests and surmise on the differences Talking about one's plans for the future: <i>En ce moment je suis ... mais dans le futur je voudrais être...</i>
7	Review of work done so far!	Game using the same letter of the alphabet to say who one is, what is one's nationality and one's profession; Role play Greeting someone formally or informally, introducing oneself and talking about one's plans for the future
8	Mid-Term	
9	Home and Family: L'arbre généalogique Numbers 1 -100	Students are introduced to the vocabulary that describes the various family relationships The Modern French Family structure Stating one's age Asking for and giving a telephone number <i>à la française</i> Telephone zones in France
10	Days of the week and months of the year	State one's date of birth. Ask someone his date of birth. Important dates in France A French Calendar
11	Stating the Time	Asking and giving the time using the 24-hour clock Interpreting information on Monitors in a Train station/an airport in France
12	The Weather	The Weather: comparing weather patterns in France and in the Caribbean Asking about and describing the weather Cultural Content: How the weather affects daily life: clothing, sporting activities, eating habits
13	Making an appointment	Role- play Calling an office to make an appointment: using vocabulary/expressions previously learnt to successfully do this.

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14	Asking and giving Directions on a street in France	Role-play: Greeting someone and asking him how to locate a specific street building/office
15	Final Exam	

Assessment Plan

Week	Type of Quiz	Weighting
4	Quiz 1 Listening Content: using letters in the French alphabet to spell ; differentiating the various sounds produced by some of the French accents discussed in class	7.5%
7	Quiz 2 (Role Play) Speaking Content: Nationalities, Professions, Future Plans. In assigned Groups Students role play a scenario where the talk about themselves in French	7.5%
8	Mid-Term Exam	
11	Quiz 3 Writing Content: Info based on the family, time, the weather, days of the week months of the year to complete a simple Bio data in French; Students also complete simple questionnaires	7.5%
Week	Type of quiz	Weighting
14	Quiz 4 Reading Content will include topics and vocabulary previously discussed in Class.	7.5%
15	Final Examination	

POLICY INFORMATION

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Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Late homework assignments will be worth nothing if the answers were discussed in class. Projects submitted late will lose 5 marks for each day that they are late, unless previous permission has been given.

Classroom/Online Etiquette Procedure:

Students are expected to apprise themselves of the Course outline and to keep up with the readings and listening activities prescribed by the Instructor. Group work is to be equitably distributed and completed. While allowances will be made for the fact that we do not live in a francophone country, students must accept that this is a Foreign Language Course that they have signed up for and they are, therefore, expected

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

to participate, as much as possible in the language. Students are expected to treat the Instructor and other students with dignity and respect, especially in cases where differences of opinion arise.

Policy/Procedure Related to the Department:

All presentations must be done in professional attire.

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: FREN 102 – Introductory French II
Number of Credits: 3
Days and Times: Tues & Thurs - 11:30am-12:45pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): FREN 101 (or equivalent)

Course Lecturer Name(s): Mae Breedy-Patterson
Course Director Name: **Mae Breedy-Patterson**

Course Lecturer(s) Contact Information: mapatterson@sgu.edu / 456-4208
(Whatsapp/cellphone)

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: **By appointment**

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

So you have a basic knowledge of French and would like to venture into a deeper understanding of some aspects of the Language and Culture! In this Course you will be engaged in activities that have been designed to hone the skills necessary to function within specific social contexts in a Francophone community. As in any Language Course, the receptive and reproductive skills (listening, reading, speaking and writing) will be emphasized with support from the Instructor and online resources. You will also make some forays into vignettes of *la vie pratique* of Francophone speakers!

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Course Objectives:

1. Listen to “*documents authentiques*” (online recordings: YouTube videos, short audio clips, etc.) and extract information to respond in English to questions posed in English.
2. Engage a native speaker to elicit information pertaining to the topic being studied
3. Read and interpret Signs, Notices, Menu Cards, short newspaper articles from online sources
4. Write emails, brief letters, notes, Bio-data and complete brief questionnaires

Student Learning Outcomes:

1. Listen to and identify factual information and main ideas in conversations, short speeches, news reports, advertisements, etc., using authentic documents and online resources
2. Pronounce with reasonable accuracy, the sounds of French, when speaking or reading aloud
3. Engage a native speaker/other Learners in conversation pertaining to **eating out, health and fitness, shopping, travelling**, using the present, the *passé composé*, and the imperfect tenses
4. Interpret and respond to information in various ‘*documents authentiques*’ (ex: Menu Cards, Fashion Catalogues, Business Cards, etc...)
5. Use with reasonable accuracy the aforementioned tenses to write postcards, send email, write short biographies, and messages
6. Use basic “survival skills” in French to navigate in simulated real-life situations such as talking about one’s dietary preferences, describing a specific ailment, expressing one’s opinion on fashion, responding to information or announcements in a train station or an airport.
7. Demonstrate knowledge and appreciation of certain aspects of Francophone culture

Program Outcomes Met By This Course:

PO-1 Critically analyze global and regional issues

PO-2 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
B+ = 84.5 - 89.4%
B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: *Text: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris*

Supplementary Readings/Resources: **Websites : RFI.fr ; Tv5.fr;**
YouTube videos, online recordings

Course Grading Requirement:

Course work (4 quizzes)	20%
Mid-Term Examination	30%
Final Examination	30%
Attendance	10%
Participation	10%

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Course Requirements:

Students are expected to attend all classes unless there is a valid excuse for absence.

- Since this is a language course participation in activities, exercises and discussions is expected.
- Students are expected to be prepared for class by completing homework and assigned readings
- Students are expected to listen carefully to instructions given and to seek clarification from the Instructor if these instructions are not clear
- Respect for differing opinions is expected

Course Schedule:

Week	Topic	Activities/Assignments
1	<i>Bon appétit!</i> Eating out...	Students research the various types of meals in specific Francophone countries, and compare with those in Grenada. They are introduced to vocabulary in French to describe a dish/drink and to talk about their dietary preferences
2	<i>Bon appétit!</i> Eating out...	Students look at a YouTube video and identify the preferences of the client (s) Students look at a French <i>BD</i> (comic strip) and identify the various expressions linked to the topic and the humour
3	<i>There's a fly in my soup!</i> Expressing, in French, satisfaction/dissatisfaction with the service	Students look at a YouTube video and identify the satisfied/dissatisfied client based on their facial expressions and their comments They assume the role of the satisfied/dissatisfied client and sent a review to Trip Advisor
4	Quiz 1	<i>Role Play (cf Assessment Plan below)</i>
5	<i>That cost an arm and a leg!</i> Talking about parts of the body in French (i)	Talking about where one is experiencing pain/ describing ailments (i) At the Doctor's: Students role play a visit at the Doctor's Some idiomatic expressions in French and in English using parts of the body

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6	<p><i>He is a pain in the neck!</i></p> <p>Talking about parts of the body in French (ii)</p>	<p>Talking about where one is experiencing pain/describing ailments (ii) Students complete a medical form</p> <p>Talking about and recommending sporting Activities <i>Chez le médecin:</i> Students read an article that gives advice to persons of various ages in respect of recommended activities suitable for their age and stage of life. They discuss the article</p>
7	<p>Quiz 2</p>	<p><i>Completing on-line questionnaire (cf Assessment plan below)</i></p>
8	<p>Mid-Term</p>	
9	<p><i>Let's shop 'til we drop, today!</i></p> <p>Talking about Shopping, Colours and giving one's opinions on Fashion Trends</p> <p><i>"Do you know the way to San Jose?"</i> Asking for and getting directions in a Department Store</p>	<p>In French, students are introduced to various colours, how to describe various items of clothing, various types of fabric; expressing an opinion on someone's fashion choices and talking about the popular colour or style for a specific season</p> <p>Students talk about their own fashion preferences</p> <p>Students are introduced to the vocabulary that can help them find their way in a street, in a Department store, in any area where they have to locate an office, building, etc... in a Francophone setting</p>
10	<p><i>"Don't make me over!"</i> Making recommendations to a client in a make-over session</p>	<p>Students listen to a French stylist making recommendations to an unwilling client! They are introduced to vocabulary pertinent to the topic.</p> <p>Students use the information to write short article in French in a Fashion Magazine, making recommendations about fashion choices</p>
11	<p>Quiz 3</p>	<p><i>Listening and Writing (cf Assessment Plan below)</i></p>

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12	<i>"All my bags are packed, I'm ready to go..."</i> Going on a vacation	Basic preparations required to take a plane/train... French vocabulary associated with travel extracted from an online <i>document authentique</i> Students listen to recordings in an airport or train station in a Francophone country and answer questions
13	<i>"I prefer places off the beaten track!"</i> Describing holiday spots	Students read various online tourist "brochures" in French and select the places that they would like to go and why
14	Quiz 4	<i>Listening (cf Assessment Plan below)</i>
15	Final Exam	

Assessment Plan

Week	Type of Quiz	Weighting
4	Quiz 1 (Role play) Speaking Rubric will be posted	7.5%
7	Quiz 2 (Online questionnaire) Writing Content: Vocabulary and expressions pertaining to parts of the body and sporting activities	7.5%
8	Mid-Term Exam	
11	Quiz 3 Listening and Writing - Responding to questions on an online audio clip based on a Fashion makeover - Completing a Questionnaire based on Shopping	7.5%

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Week	Type of quiz	Weighting
14	Quiz 4 Listening Listening and responding to recordings in an airport and/train station	7.5%
15	Final Examination	

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St. George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: GENL 105 - Introduction to University Life
Number of Credits: 1
Days and Times: Mondays: 8:30 a.m– 10:20 a.m.
Wednesdays 5:30 p.m – 7:20 p.m
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Ms. Krystal Da Breo
Course Director Name: Lornadale L. Charles

Course Lecturer(s) Contact Information: kdabreo1@sgu.edu
Course Director Contact Information: lcharles2@sgu.edu

Course Lecturer(s) Office Hours: Tues, Wed, Thurs – 2:00 pm to 4:00 pm; Mon & Fri – By Appointment
Course Director Office Hours: By Appointments Only

Course Lecturer(s) Office Location: Top Floor, St. Andrew's Hall
Course Director Office Location: G Building, Upstairs / Balliser Building
Course Support: Nikisha Thomas: nthomas@sgu.edu; Ext: 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The information provided in this course is vital to the freshman student's success at St. George's University. Some modules in this eight (8) week course will be facilitated by various departments of the University.

Course Objectives:

1. Explain university services that enhance students' academic experiences.
2. Identify and apply key aspects of professional behaviour that are applicable in the university setting.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

3. Describe avenues for active participation in the life of the University and surrounding communities, and their value to all-round student development.

Student Learning Outcomes:

On completion of this course, students should be able to:

1. Initiate responsible and self-directed learning as academic citizens.
2. Utilize the university services that enhance students' academic experiences.
3. Explain the importance of health and wellness to the overall success of the university experience.
4. Identify and apply key aspects of professional behaviour that are applicable in the university setting.
5. Seek opportunities to actively participate in the life of the University and surrounding communities, and appreciate its value to all round student development.

Program Outcomes Met By This Course:

PO-1. Effective communication of information by extracting and constructing meanings through analysis and critical thinking.

PO-2. Effective application of perspectives to an ethical question, and demonstrated ability to consider full implications of the application in the decision making process.

PO-3. Effective application and integration of appropriate qualitative and quantitative techniques as supportive pillars of analysis and argumentation.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Grading Requirement:

Grading Scale:

This is a pass /fail course. Grades will be assigned as follows:

Pass/ Satisfactory = 69.5 % or better

Fail/ Unsatisfactory = less than 69.5%

Course Materials:

Text: N/A

Supplementary Readings/Resources: N/A

Course Grading Requirement:

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Assignments/Activities:	20%
Met appointment with DES L-Strategists:	20%
Attendance:	60%
Total:	100%

Course Requirements:

Course Schedule:

Click or tap here to enter text.

NB: This schedule is subject to change.

Date	Session	Topic
August 17 & 19	Welcome to University Life	<ul style="list-style-type: none"> The Centre for Academic Excellence: What is it? Its importance to your academic success.
		<ul style="list-style-type: none"> Overview of student manual; expectations
August 24 & 26	Professionalism in the academic environment 1	<ul style="list-style-type: none"> Operating responsibly in an academic online environment.
		<ul style="list-style-type: none"> West Indian Language vs. Academic English
August 31 & September 2	Professionalism in the academic environment cont'd	<ul style="list-style-type: none"> Professional behavior <ul style="list-style-type: none"> Responding to email Teamwork/ group learning Punctuality Cell phones for Mobile learning Writing to Professors (respecting boundaries)
	Becoming a responsible academic citizen	<ul style="list-style-type: none"> Improving Critical -thinking skills.
September 7 & Sept 9	Academic Preparation 101	<ul style="list-style-type: none"> Time management; learning styles; note taking, etc.
	Academic Preparation 101 cont'd	<ul style="list-style-type: none"> Developing Help-Seeking Skills
September 14 & 16	Guidelines to Writing a research paper	APA & Avoiding Plagiarism
		<ul style="list-style-type: none"> Using the Library Databases
September 21 & 23	Preparing for exams	<ul style="list-style-type: none"> Test-taking strategies MCQs
		<ul style="list-style-type: none"> Strategies for coping with Test taking anxieties
September 28 & 30	Preparing for exams cont'd	<ul style="list-style-type: none"> Examination policies How to fill out Scantron forms Using Examsoft The importance of completing Course evaluation

Please Note that the DES CAE workshop schedule has been posted in MyCourses.

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Assignment Submission Procedure:

All assignments must be submitted on Sakai via the drop box provided

Classroom/Online Etiquette Procedure:

Classroom Etiquette:

Active class participation is expected. This active participation will assist in your ability to learn and apply the information presented. Students are expected to turn off all cell phones, tablets, laptops, or any other device that may disrupt the class. Please do not sleep, do work for other classes, or carry on conversations with friends, as this is disrespectful to your instructor and your

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classmates. If you need to leave in the middle of the class, please offer the courtesy of notifying us before the class begins. Behaviour in violation of the student Code of Conduct (see Student Manual) will be reported to the Dean of Students Office.

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

Online Etiquette:

A key distinguishing feature of online behaviour is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of face-to-face conversation are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humour and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Ownership of Lectures:

Lectures given in this course may not be quoted, recorded, copied in whole or in part without the instructor's permission. Students registered for this course are permitted to take notes, share them with other course participants, and reproduce them for the purpose of completing course assignments and taking exams. Reproduction of course notes for any other reason is prohibited.

Do not sell the course notes.

Policy/Procedure Related to the Department:

[Click or tap here to enter text.](#)

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St. George's University
School of Arts and Sciences
Department of Choose an item.

GENERAL COURSE INFORMATION

Course Code and Title: Foundation Mathematics MATH 001

Number of Credits: 0 Credits

Days and Times: Tuesdays and Thursdays 5:30pm to 6:45pm

Semester and Year: Fall 2020

Classroom Location: N/A

Pre-requisite(s): None

Course Lecturer Name: Sally-Ann Clement

Course Director Name: Dr. Aleksandr Myllari

Course Lecturer(s) Contact Information: SClement@sgu.edu Ext: 3520

Course Director Contact Information: amyllari@sgu.edu; Ext: 3728

Course Lecturer(s) Office Hours: Make arrangement via email

Course Director Office Hours: Mon/Wed 1:30pm-4:00pm & Tue/Thur 2:45pm-5:15pm

Course Lecturer(s) Office Location: Founders Library Room E204

(CAE) Course Director Office Location: Building D (Leeward Hall)

Course Support: Carina Francois. 1-473 -444 – 4175. Ext. 3726. Email cfrancois@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The main focus of this course is to further solidify the student's foundation in mathematics with a view of making them successful at higher level courses of the University. It is hoped that having attained a pass mark in the course, students would be able to display their improved competence in mathematics in these higher-level courses and definitely in their future lives.

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Foundation mathematics is specifically designed to booster the quantitative skills of students with weak backgrounds in mathematics. The course is also designed to assist the student in acquiring a good intuitive grasps of basic Mathematical skills in terms of what it is, and how and when to apply various mathematical techniques. In today's world, the employment of simple but powerful mathematical tools is critical to successful business practices and to the general understanding of how mathematics is applicable in the real world. These skills will be developed through the study of various basic concepts and techniques in this course. Additionally, the students will begin to develop a systematic approach to problem solving.

Course Objectives:

After completing this course, students should have developed a clear understanding of the fundamental Mathematics concepts, also acquire the range of skills to allow them to work effectively with the concepts. The basic concepts are: fractions, whole numbers and decimals, angles and sets and Pythagoras' theorem.

Student Learning Outcomes:

On completion of this course, students will be able to:

1. Identify and evaluate whole numbers and fractions, including that of prime factorizations of numbers
2. Identify and compute percentages of Math Problems. Compute: Significant Figure, Standard Notation and Round- Off techniques of numbers
3. Identify and calculate Cost Price, Selling Price, Profit, Profit, Loss, and Commission of Math Problems.
4. Identify and Calculate Direct and Indirection proportions.
5. Identify and calculate: Simple Interest, Rate, Time and Principal of worded problems
6. Identify: universal set null set, intersection, union, subset of, compliment of two sets.
7. Calculate Set Problems of two sets.
8. Identify and calculate algebraic equations of a single variable.
9. Solve inequalities of one variable.
10. Identify and factorize algebraic terms; (two and four terms ONLY).
11. Solve two linear equations simultaneously.
12. Calculate angles located between two parallel lines.
13. Calculate Math Problems using Pythagoras' Theorem.

Program Outcomes Met By This Course:

This course seeks to accomplish the following goals/outcomes:

1. To overcome the "Math Phobia"
2. To develop problem solving techniques
3. To reinforce basic Mathematical principles and concepts
4. To build self-confidence and Mathematical competence.
5. To effectively demonstrate and apply knowledge and skills of Foundation Maths to real life situations.

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B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: **A Complete Course with CXC Questions Volume 1 Raymond Toolsie, Caribbean Education Publishers.**

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Course Work	Allocated Mark
Class Participation/ Attendance	10%
Pop Quizzes (6)	10%
In-Class Quizzes (2)	20%
Take home Quizzes (average of 2)	10%
Mid-Term Exam	25%
Final Exam	25%
Total	100%

Course Requirements:

As far as possible, the course would be interactive and a part of the course mark would be allocated for this interaction. To facilitate the allocation of marks awarded to students for class participation, each student would be required to post at least one home-work problem on the board and present it to the class. Volunteering to present in-class assignments to the rest of the class would also contribute to the class participation marks. Attendance and punctuality would also play a role in this mark.

The remainder of the marks would come from six ‘pop’ quizzes or problem sets, (2 take home quizzes and 2 in-class quizzes), the mid-term examination and the final examination. Topics examined in the mid-term examination would not be examined in the final examination. The allocation of marks for each component is presented in the assessment section below.

Students will be required to:

- (i) be prepared for class by doing the necessary readings

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- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others.
- (iv) listen carefully to instructions given, if you do not understand, ask the instructor
- (v) students should bring the text to class at all times, unless instructed otherwise-or all other materials, as directed.

Course Schedule:

COURSE SCHEDULE WEEKS 1-8		
Week #	Dates by Week	Topics
1	08/18, 08/20	Course Introduction, Use of the Calculator, Number Theory
2	08/25, 08/27	Computation: Whole numbers, fractions, prime factorizations and word problems.
3	09/01, 09/03	Computation: Decimals, percents, word problems, significant figures, standard notation, and round-off techniques of numbers.
4	09/08, 09/10	Consumer Arithmetic: Identify and compute cost price, selling price, profit, loss and commission.
		Take Home Assessment I – out Tuesday
5	09/15, 09/17	Consumer Arithmetic: Calculations of: Ratios, Simple interest problems.
		Take Home Assessment I – in Tuesday
6	09/22, 09/24	Set Theory: Identification of set notations and computation of set theory problems.
		Take Home Assessment I – returned Tuesday
7	09/29, 10/01	Quiz I – in class Tuesday
		Return Quiz I – Thursday and reviewed
8	10/06, 10/08	Mid-term Exam week
Mid-Term Exam Date TBA		

COURSE SCHEDULE WEEKS 9-16		
9	10/13, 10/15	Algebra Introduction
		Using symbols to represent numbers
10	10/20, 10/22	Substituting numeral for symbols in algebraic expressions
11	10/27, 10/29	Addition, subtraction, multiplication and division of algebraic terms
		Factorization (HCF, Grouping)
12	11/03, 11/05	Addition, subtraction of algebraic fractions
		Take Home Exam 2 – Given out (Tuesday)
		Multiplication, division of algebraic fractions
		Simplifying algebraic expressions

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13	11/10, 11/12	Solving linear equations and inequalities for one unknown.
		Take Home Exam 2 – Handed in for correction
		Take Home Exam 2 – Returned and reviewed
14	11/17, 11/19	In Class Exam 2 (Tuesday)
		Solving two linear equations simultaneously
		Geometry: Identification of types of triangles and angles.
15	11/24, 11/26	In Class Exam 2 – Returned and reviewed (Thursday)
		Geometry: Calculation of angles. The use of Pythagoras' Theorem to calculate the unknown side of a right-angled triangle.
		Review for Final Exams
16	12/01, 12/03	Final Exam week - Exam date T.B.A.

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Assignment Submission Procedure:

All assignments should be handed in at the scheduled date and time and should be neatly and clearly written and presented. Late submissions: At the discretion of the instructor, there will be a minimum of 5% for each class session or portion thereof that an assignment is late. Failure to complete any assignments may cause an ‘incomplete’ in lieu of a letter grade.

Classroom/Online Etiquette Procedure: Click
or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: MATH120 College Mathematics
Number of Credits: 3
Days and Times: Tue, Thur, 8:30-9:45am
Semester and Year: Fall 2020
Classroom Location: NA
Pre-requisite(s): Placement test or MATH001

Course Lecturer Name(s): Mrs. Sally-Ann Clement
Course Director Name: Dr. Aleksandr Myllari

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3520 sclement@sgu.edu
Course Director Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu

Course Lecturer(s) Office Hours: Email to make appointment
Course Director Office Hours: Tue, Thu 2:30 – 5 pm
Course Lecturer(s) Office Location: Founders Library East wing
Course Director Office Location: Building D, (Leeward Hall) 2d. Floor

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed for Arts and Sciences majors and it provides a working knowledge of college-level mathematics and its applications. The following topics will be covered in this course: Computation, Measurement, Algebra, Relations, Functions and Graphs, Geometry and Trigonometry, Matrices and Vectors.

Course Objectives:

This course aims to help students develop and demonstrate problem solving strategies using mathematical concepts and to communicate mathematical ideas orally and in writing.

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Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Perform operations on real numbers and polynomials.
2. Simplify algebraic, rational, and radical expressions.
3. Solve both linear and quadratic equations and inequalities.
4. Graph linear, quadratic etc. functions.
5. Solve and graph exponential and logarithmic equations.
6. Make basic operations with matrices and vectors; apply matrices to solve systems of linear equations

Program Outcomes Met By This Course:

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B = 79.5 - 84.4%

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F = 65% or less

Course Materials:

Text: Thinking Mathematically, 5th Edition, Robert Blitzer, Miami-Dade College, Pearson Prentice Hall.

Supplementary Readings/Resources:

Course Grading Requirement:

Midterm exam	25%
Final exam	25%
Assignments	10%
Pop-up Quizzes	15%
Quizzes 1,2	20%
Class participation and attendance	5%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week 1

Course syllabus and Review

Review:

Factors, Multiple, Prime Numbers, Prime Factorization, Rational and Irrational numbers, Integers

Week 2

Computation

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Week 3
Arithmetic Progression, Geometric Progression

Week 4
Linear Equations,
Applications of Linear Equations, Ratio, Proportion & Variation

Week 5
Relations, Functions and Graphs
Solve Inequalities (One Variable)

Week 6
Factorize Quadratic Trinomials,
Solve Quadratic Equations (Use of Quadratic Formula)
Simplify functions, Find the inverse of a function.

Week 7
Midterm Review

Week 8
Midterm Examination

Week 9 – 11 (Matrices)

Week 9
Matrix Algebra
Add, Subtract and Multiply Matrices

Week 10
Inverse of a 2x2 matrix,
Solve Linear Systems of second order (Matrix Method)
Calculate the Determinant of a 3x3 Matrix
Solve Linear Systems of third order (Cramer's Rule)

Week 11
Solve Linear Systems of third order: Reduce Row Echelon Method
Determine the inverse of a 3x3 Matrix
Solve Linear Systems of third order by Matrix Method

Week 12
Geometry
Calculate the Perimeter/Area of: Rectangle, Square, Circle, Cuboid, Cylinder, Trapezium
Calculate the Volume of: Cuboid, Cylinder, Cone,
Use of Trig Ratios (Sine, Tan, Cos), Pythagoras' Theorem.

Week 13
Exponential and logarithmic functions and equations
Simplify Logarithmic expressions (Without the use of a calculator)
Solve simple Logarithmic equations

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Week 14

Vectors

Calculate the Length of a vector

Identify Orthogonal Vectors

Calculate the Dot (Scalar) Product of two Vectors.

Week 15

Introduction to Statistics;

Mean, Mode and Median of ungrouped data; Basics of Normal Distribution

Review

Week 16

Final Examination

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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St. George's University

School of Arts and Sciences

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH 131
Number of Credits: 3
Days and Times: Tuesdays, Panopto Offline Recordings; Thursdays, Zoom synchronous sessions 10 am to 11.15 am EST and 7 pm to 8.15 pm EST
Semester and Year: Fall 2020
Classroom Location: N/A
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: wwiltshi@sgu.edu
Course Director Contact Information: wwiltshi@sgu.edu

Course Lecturer(s) Office Hours: Monday 9am to 12 pm, Tuesday 1pm to 3pm, and; Wednesday 9am to 12 pm, Thursday 1 pm to 3 pm
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: N/A
Course Director Office Location: Same as above

Course Support: Akima Ventour, Email: aventou2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course explores topics such as: Exponents, Logarithms and Scientific Notation; Measurement, Significant Figures, Ratios and Proportions; Simplifying Algebraic Expressions and Solving Linear Equations; The Equation of a straight line, its slope and intercept on the Y axis; Solving a Formula for one variable and Changing the Subject of the Formula; Solving Linear Equations with two variables and Quadratic Equations; Area of a triangle and Properties of Right Angle Triangles; Area and Circumference of a Circle; Characteristics of other geometric figures: Tangent, Sine and Cosine and their interrelationships; Vectors and Introduction to Statistics.

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Course Objectives:

Students having adequate mathematical tools to cope with the mathematical applications encountered in their chemistry and physics courses.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

- 1.0 Convert exponential form to logarithmic form and convert large and small numbers to scientific notation
- 2.0 Convert one SI unit to another using dimensional analysis, and demonstrate knowledge of proper use of significant figures
- 3.0 Use knowledge of ratios to make quantitative deductions from balanced chemical equations
- 4.0 Simplify algebraic expressions and solve linear equations with two variables
- 5.0 Factorize quadratic expressions and solve quadratic equations
- 6.0 Change the subject of any given formula
- 7.0 Determine area and circumference of a circle given its radius or diameter
- 8.0 Solve trigonometric problems
- 9.0 Determine horizontal and vertical component of vectors, and recognize difference between vectors and scalars
- 10.0 Determine mean, median, mode and standard deviation given various data sets.

Program Outcomes Met By This Course:

BIOL 6: Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Thinking Mathematically by Blitzer

Supplementary Readings/Resources: Internet resources such as

Course Grading Requirement:

Evaluation will consist of 5 quizzes worth 25% of the overall course grade, a midterm exam worth 35% and a final exam contributing 40% to the overall course grade

Course Requirements:

N/A

Course Schedule:

Aug 18, 20	Wk 1	Exponents, Logarithms and Scientific Notation
Aug 25, 27	Wk2	Units of Measurement, Dimensional Analysis

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Sept 1, 3	Wk 3	Significant Figures, Ratios and Proportions
Sept 8, 10	Wk 4	Quiz 1, Equation of a Straight Line, Solving Equations with one and two variables
Sept 15, 17	Wk 5	Algebraic Expressions, Changing the subject of a formula
Sept 22, 24	Wk 6	Significant Figures, Ratios and Proportions
Sept 29, Oct1	Wk 7	Quiz2 Quadratic Equations
Oct 5 - 9	Wk 8	Midterm Exams
Oct 13, 15	Wk 9	Angles, Triangles, Circles and other geometric figures, Pythagoras Theorem
Oct 19, 21	Wk 10	Trigonometry
Oct 26, 28	Wk 11	Quiz 3, Angles of Elevation and Depression
Nov 2, 4	Wk 12	Quadratic Equations
Nov 9,11	Wk 13	Quiz 4, Vectors
Nov 16, 18	Wk 14	Introduction to Statistics
Nov 23, 25	Wk 15	Quiz 5, Revision for Final Exam
Nov 30 – Dec 4	Wk 16	FINALS EXAM WEEK

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May 4		FINAL EXAM WEEK

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

This course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Handbook

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St. George's University

School of Arts and Sciences

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH205 Algebra 1
Number of Credits: 3
Days and Times: 4 PM – 5:15 PM – Tue, Thu
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): No

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: TBA
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D, (Leeward Hall) 1st. Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to key concepts and theories that provide a foundation for further study in mathematics. It deals specially with the fundamental components of algebra and explores its applications and its relevance to other disciplines.

Course Objectives:

The contents of the course:

1. Sets of natural, rational, irrational and real numbers
2. Complex numbers
3. Basic algebraic structures
4. Algebraic expressions

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5. Linear equations and inequalities
6. Functions, graphs and their properties, transforming functions
7. Quadratics
8. Polynomials:
 - Graphing polynomials, polynomial division, root finding, rational functions
 - Algebra of polynomials, factorization of polynomials
 - Fundamental theorem of algebra
9. Exponents and logarithms
10. Trigonometric functions
11. Solving geometric problems using algebra

Student Learning Outcomes:

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

1. Transform and evaluate algebraic expressions
2. Solve systems of equations symbolically, graphically and numerically
3. Increase students' problem solving and critical thinking skills
4. Solve equations that utilize exponents, logarithms and trigonometric functions

Program Outcomes Met By This Course:

CTPO1 - Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: **Lecture notes**

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Midterm Exam	25 %
Final Exam	25 %
Attendance /work in class	10 %
Quizzes	15 %
Assignments	25 %

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

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Course Schedule:

Week	Topics	Assignments
1	Introduction to the course. Natural, rational, irrational and real numbers.	
2	Trigonometric functions.	Assignment 1
3 – 4	Complex numbers.	Assignment 2
5	Matrices and determinants.	Assignment 3
6	Basic algebraic structures.	
7	Algebraic expressions. Review.	
8	Midterm Exam	
9	Midterm exam results review. Functions, graphs and their properties, transforming functions.	
10 – 11	Linear equations and inequalities. Quadratics.	Assignment 4
12 – 13	Polynomials. Graphing polynomials, polynomial division, root finding, rational functions. Algebra of polynomials, factorization of polynomials. Fundamental theorem of algebra.	Assignment 5
14	Exponents and logarithms.	Assignment 6
15	Solving problems using algebra. Review.	
16	Final Exam	

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

GENERAL COURSE INFORMATION

Course Code and Title: MATH206 Linear Algebra and Geometry
Number of Credits: 3
Days and Times: 5:30 PM – 6:45 PM – Tue, Thu
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): MATH120, MATH205 (MATH205 can be taken in parallel)

Course Lecturer Name(s): Dr. Aleksandr Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: amyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Wed 10:30am-11:30am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D, (Leeward Hall) 1st. Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course covers basic elements of matrix theory, vector spaces and linear transformations. Applications of the theory to solving systems of linear algebraic equations. Considers basics of analytic geometry, Euclidian and non-Euclidian geometries.

Course Objectives:

The contents of the course:

1. Explain the fundamental concepts of linear algebra and geometry and their role in modern mathematics and applied contexts.
2. Demonstrate accurate and efficient use of linear algebra techniques.
3. Demonstrate capacity for mathematical reasoning through analyzing, proving and explaining concepts from linear

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algebra and analytical geometry.

4. Teach students practical techniques and algorithms for fundamental matrix operations and solving linear equations.
5. Apply problem-solving using analysis and linear algebra techniques applied to diverse situations in science.
6. To review and improve understanding of Euclidean geometry.

Student Learning Outcomes:

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

1. Solve systems of linear equations using Gaussian elimination and be able to explain the relation between solvability and rank;
2. Use matrix algebra, in particular know how to compute the inverse of a matrix, and know how to compute determinants, and be able to interpret $m \times n$ matrices as linear transformations from R^n to R^m ;
3. Explain the basic properties of two- and three-dimensional vectors, master elementary vector algebra, decide if vectors are linearly independent, and be familiar with the concepts of basis and coordinates;
4. Give an account of the concepts of scalar product and vector product, know how to compute such products and how to interpret them geometrically;
5. Determine the equations for a line and a plane and how to use these for computing intersections and distances;
6. Define rotations, reflexions and orthogonal projections in two and three dimensions and be able to compute their matrices;
7. Understand and be able to apply basic concepts of linear algebra: especially vector spaces, bases, linear maps and matrices.
8. Understand the definitions of eigenvalues and eigenvectors of linear maps or matrices and be able to compute simple examples.

Program Outcomes Met By This Course:

CTPO1 - Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
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Course Materials:

Text: Lecture notes; "Practical Linear Algebra: A Geometry Toolbox", by Gerald Farin and Dianne Hansford, CRC Press, 2014

Supplementary Readings/Resources: "Linear Algebra and Geometry", by Albert Cuoco, Kevin Waterman, Bowen Kerins, Elena Kaczorowski, and Michelle Manes, MAA Press, 2019

Course Grading Requirement:

Middle Term Exam	20 %
Final Exam	20 %
Attendance /work in class	5 %
Quizzes	25 %
Assignments	30 %

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Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week	Topics	Assignments, pop-up quizzes
1	Introduction to the course. Local and global coordinates in 2D and 3D. Points and vectors in 2D.	
2	Lines in 2D.	Q1
3	Linear maps in 2D.	Q2
4	2x2 linear systems.	Q3, Assignment 1
5	Eigenvalues and eigenvectors (2D case)	Q4
6	3D geometry, Linear maps in 3D	Assignment 2
7	Affine maps in 2D Review.	
8	Midterm Exam	
9	Midterm exam results review. Affine maps in 3D, interactions in 3D	
10	General linear systems	Q5, Assignment 3
11	General linear spaces	
12	Eigenvalues and eigenvectors (general case)	Q6
13	Singular value decomposition	Q7, Assignment 4
14	Triangles, polylines and polygons	Q8
15	Solving problems using methods of linear algebra. Review.	
16	Final Exam	

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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University
School of Arts and Sciences

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH220 Statistics
Number of Credits: 3
Days and Times: Tue 1pm - 2:15pm
Semester and Year: Fall 2020
Classroom Location: **Zoom meeting**
Pre-requisite(s): MATH120

Course Lecturer Name(s): Dr. Aleksandr Myllari
Course Director Name: Dr. Aleksandr Myllari

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu
Course Director Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu

Course Lecturer(s) Office Hours: Tue, Thu 3:30 – 5 pm
Course Director Office Hours: Tue, Thu 3:30 – 5 pm

Course Lecturer(s) Office Location: **Zoom meeting**
Course Director Office Location: **Zoom meeting**

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The course is designed to assist the student in acquiring a good intuitive grasp of statistics, specifically in terms of what it is, how and when to apply various statistical methods, how to interpret the results and draw meaningful conclusions from the data. The course gives introduction to concepts in probability, basic statistical inference procedures of estimation, confidence intervals and hypothesis testing.

Course Objectives:

1. Summarize data graphically by displaying data using methods from descriptive statistics;

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2. Interpreting data in tables graphically by using histograms, frequency distributions, box-and whisker (five-number summary);
3. Find measures of central tendency for data sets: mean, median, and mode; find measures of variation for data sets: standard deviation, variance, and range; relative positions of data and distinguish among scales of measurements and their implications; distinguish between populations and samples; and identify the standard method of obtaining data and the advantages and disadvantages of each.
4. Standardize a normally distributed random variable, use normal distribution tables to find probabilities for normally distributed random variables and the t-distribution, and use the Central Limit Theorem to find probabilities for sampling distributions.
5. Construct and interpret confidence intervals for proportions and means.
6. Identify the basics of hypothesis testing and perform hypothesis testing for means, proportions and standard deviations from one population, and difference of means and proportions from two populations, including finding and interpreting p-value and examining Type I and Type II error.
7. Find linear least-squares regression equations for appropriate data sets, graph least-square regression equations on the scatter plot for the data sets, and find and apply the coefficient of correlation.
8. Use the chi-square distribution to test independence and to test goodness of fit.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Identify the similarities and differences between the various measures of central tendency
2. Use the frequency distribution to compute the various measures of central tendency
3. Compute the various measures of variations and explain their usefulness
4. Construct and interpret stem-and-leaf plot
5. Construct and interpret a dot plot
6. Define key concepts (probability, event, sample space, experiment)
7. Explain the classical and relative frequency approaches to probability
8. Explain the addition rules and the concept of mutual exclusive
9. Explain the multiplication rule and the concept of independence
10. Explain marginal and conditional probability
11. Define random variables
12. Compute the expected value, variance, and standard deviation of random variables
13. Calculate probabilities using the binomial and Poisson formulae
14. Explain the features of the normal distribution; find probabilities using the normal distribution table
15. Explain the features of the t-distribution; find probabilities using the t-table
16. Explain the main elements of the central limit theorem
17. Determine point estimates for population mean, standard deviation and proportion
18. Determine interval estimates for population mean and proportion where the population standard deviation is either known or unknown
19. Determine the critical values associated with 90% ,95%, and 99% degree of confidence
20. Define a hypothesis test; explain the type of errors, the type of test
21. Define the significant level of the test, the power of the test
22. Explain the steps in carrying out a test using the traditional method
23. Explain the steps in carrying out a test using the p-value
24. Construct a one tail or two tail test about a population mean, population proportion
25. Compute and interpret the correlation coefficient, r
26. Compute the constant and slope coefficient of the regression equation
27. Explain the features of a contingency table

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28. Explain the features of the chi square distribution
29. Use the chi square statistic to carry out a test of independence

Program Outcomes Met By This Course:

N/A

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Mario F. Triola, “Elementary Statistics”

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Midterm exam	25%
Final exam	25%
Assignments	10%
Quizzes	15%
Labs	15%
Class participation and attendance	10%

Course Requirements:

Students will be required to:

- be prepared for class: look pre-recorded lectures in Panopto before the class, read corresponding chapters in the textbook;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week 1 –

- **Introduction to Course**
- **Measures of central tendency (mean, mode, median, trimmed mean, weighted mean, harmonic mean, geometric mean)**
- **Frequency distribution (grouped or ungrouped data)**

Week 2 –

- **Measures of variation (range, standard deviation, empirical rule, coefficient of variation,**
- **Measures of relative standing (z score, quartiles, percentiles)**

Week 2&3 –

- **Charts, Graphs (histogram, bar chart, pie chart, dot plot, stem-and-leaf-plot, scatter**

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plot, time-series graph,

Week 3 &4 –

- **Probability and Probability Distribution**
- **Fundamentals**
- **Addition rule (mutually exclusive)**
- **Multiplication rule (independence, conditional)**

Week 5 –

- **Probability and Probability Distribution**
- **Random variables**
- **Permutation and Combination**
- **Binomial distribution**
- **Poisson distribution**

Week 6 –

- **Probability and Probability Distribution**
- **Normal Probability Distributions**
- **T-distribution**
- **Estimates and Sample Sizes**
- **Sampling and Sampling distribution**
- **Central limit theorem**

Week 7 –

- **Midterm Review**

Week 8 –

- **- Midterm Examination**

Week 9 –

- **Estimates from samples**
- **Estimating population mean**
- **Estimating population proportion**

Week 10 –

- **Hypothesis Testing**
- **Testing a claim about a mean**

Week 11 –

- **Hypothesis Testing**
- **Testing a claim about a population mean**
- **Testing a claim about a population proportion**

Week 12 –

- **Correlation and Regression**

Week 13 –

- **Regression**

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- Contingency Tables
- Test of independence

Week 14 –

- Contingency Tables
- Test of independence

Week 15 –

- Review

Week 16 –

- Final Examination

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: MBIO 205 Principles of Ocean Science
Number of Credits: 3
Days and Times: Tuesday and Thursday, 08:30 am to 09:45 pm
Semester and Year: FALL 2020
Classroom Location: Your study space :-)
Pre-requisite(s): N/A
Course Lecturer Name(s): Clare Morrall
Course Director Name: Clare Morrall

Course Lecturer(s) Contact Information: cmorrall@sgu.edu
Course Director Contact Information: cmorrall@sgu.edu

Course Lecturer(s) Office Hours: Mon. 1-4 Tue. 2-4, Wed. 1-4 Thur. 2-4
Course Director Office Hours: Mon. 1-4 Tue. 2-4, Wed. 1-4 Thur. 2-4

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Anna Neckles-Thomas, Email: anecklesthomas@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course provides an introductory overview of the marine environment focusing on the physical characteristics of the oceans. Through lectures, presentations, discussions and group work, the components of our planet's largest ecosystem will be explored.

Course Objectives:

The objectives of this course will be to provide the student with an understanding of understanding of the physical and chemical properties of water and seawater, the dynamics of the global oceans in terms of currents, tides and waves and to introduce students to the physical and biological characteristics of pelagic and benthic habitats.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

Please see Course and Session Learning Outcomes document in the Resources folder.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

I will post recordings of course content sessions with Panopto in the course Sakai site. You will be responsible to review these recorded sessions prior to the specified live class session (dates will be clearly indicated).

I plan to run one live zoom class session on a Thursday morning 8.30-9.45 (Grenada time zone) for questions (yours and mine!), review of content, live quizzes, and instructions on assessments. Please be ready to ask questions, ask for clarification or reiteration. Please be prepared to answer questions on course material in recorded and live sessions. If adjustment to the live session is necessary, I will be sure to inform you.

**** In the first week of the teaching semester (August 18th and 20th)- there will be live sessions on Tuesday and Thursday, and you need to be at both sessions.****

Readings/Resources:

Information on online availability of resources will be provided.

A range of texts support this course rather than a single textbook. Readings will be assigned in class or via SAKAI. It will be assumed that students have read assigned materials prior to a specified class. Student participation in the classroom and evidence of some knowledge of the material being discussed will be considered when determining the final grade. I recommend that you do your own 'reading around' the subjects we cover in class to enrich your own learning.

Nybakken. Marine Biology. 1996. 'Marine Biology- an ecological approach'. (QH N9 1996 C2).

Levinton. Marine Biology. 1995. (QH91 L427 1995).

Castro and Huber. Marine Biology. 2008. (QH 91 C37 2008).

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Copies of each of these texts are held on the bookshelves as well as in the Reserve section of the Library (please request these from the librarians on the check-out desk).

Supplementary Readings/Resources: Additional reading material will be provided throughout the course.

Course Grading Requirement:

Evaluation is proposed to consist of: one group project (10%), 2-4 quizzes (20%), one individual written assignment (20%) a Mid Term Exam (25%) and a Final Exam (25%).

Course Requirements:

- To be fair to all students in this course, attendance at all class sessions is expected, and students are to be on time for class.
- Makeup quizzes and examinations will only be allowed with PRIOR approval from the professor. Students unable to sit quizzes or exams on the scheduled day must complete an online Medical Excuse form. Please also contact the Course Director as soon as possible. Please note that the course director reserves the right to revise all makeup quizzes and examinations to ensure fairness.

Course Schedule:

MBIO 205: 2020 Fall Lecture Schedule			
<i>Note: Schedule is subject to change</i>			
Week		T: Session 1	Th: Session 2
17 Aug	01	Welcome, Intros, Course Orientation	Welcome (TBA)
24 Aug	02	Water & Ocean Basics- Part I-Properties of Water	Water & Ocean Basics-Part II- Properties of Water Cont'd
31 Aug	03	Water & Ocean Basics-Part III- Gases in SW, pressure, depth, and light in the oceans	Planet Basics-Rotation, angle, season, equinox, ITCZ, lat & long, compass
7 Sept	04	Water & Ocean Basics-Part IV Seawater Composition and Salinity Variations	QUIZ 1
14 Sept	05	Ocean Dynamics Part I: Atmospheric Circulation and Ocean Circulation Intro	Ocean Dynamics Part II: Currents and Sub-tropical Gyres
21 Sept	06	Student Groups Presentation	Student Groups Presentation
28 Sept	07	Field Trip	Feedback on Presentation & Review for Exam
5 Oct	08	Midterm	Midterm
12 Oct	09	Mid Term Feedback	Ocean Dynamics Part III: Thermohaline circulation, Upwelling and downwelling- Ekman spiral and transport.
19 Oct	10	Citation Ppt by DaBreo (TBC) Waves Part I: Intro- Causes, Deep vs Shallow Waves	Waves Part II: Waves on the Shore, Breakers
26 Oct	11	Waves Part III: Interferences, Refraction Waves Part IV: Erosion, Accretion, Tsunamis, Rip Currents & Hard Stabilizations	Tides Part I: Isaac Newton's gravitational laws Tides

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2 Nov	12	Tides Part II: Dynamic Theory of Tides & Complicating Forces	Tides Part III: Class Activity: MSL, Tidal Ranges, Determining Occurrence of Neap vs Spring Tides
9 Nov	13	QUIZ 2	The Marine Habitat I: Divisions of the Marine Environment Introduction to the Pelagic Realm.
16 Nov	14	The Marine Habitat II: Introduction to the Benthic Realm.	The Marine Habitat III: Hydrothermal Vent physical processes and biological communities
23 Nov	15	Wrap up and review	Final Review Session
20 Nov	16	Finals	Finals

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

- Papers should be submitted prior to the deadline. Penalties apply to work submitted late and these penalties start immediately after the deadline has passed. 10% will be deducted from work submitted each 24-hour period past the deadline. **Note that the first 24hr period begins as soon as the set deadline expires (e.g. handing a piece of work at 16²⁰ when the deadline is 16⁰⁰ results in a deduction from your marks).** Work submitted more than three days (72 hours) past the deadline may not be graded.
- All assignments must be completed to get a passing grade in the course.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Manual.

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Manual.

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: MBIO 207 Caribbean Living Oceans
Number of Credits: 3
Days and Times: Tuesday & Thursday 10:00 am to 11:15 am
Semester and Year: Fall 2020
Classroom Location: Remote Teaching & Learning using Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Stephen Nimrod
Course Director Name: **Stephen Nimrod**

Course Lecturer(s) Contact Information: snimrod@sgu.edu
Course Director Contact Information: **Snimrod@sgu.edu**

Course Lecturer(s) Office Hours: Mon & Wed 3:00pm - 5:00pm, Tue & Thu 11:00am - 12:00pm
Course Director Office Hours: Mon & Wed 3:00pm - 5:00pm, Tue & Thu 11:00am - 12:00pm

Course Lecturer(s) Office Location: Caribbean House, Top Floor
Course Director Office Location: Caribbean House, Top Floor

Course Support: Akima Ventour, Email: aventou2@sgu.edu, Phone: ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to marine living systems with a focus on local diversity and presence. The course provides students with an appreciation for marine systems by introducing topical issues in marine science. Students will take part in classes that are hands-on and interactive using live organisms in aquaria as well as preserved specimens. Class discussions will allow students to actively relate to and learn about topical marine science issues (e.g. latest research findings or news publications). This course may include short field trips, during class time, to nearby shores to engage students actively. The formal concepts introduced in this class will be presented by your lecturer and will be supplemented by group lab/class activities, and field work.

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Course Objectives:

Describe and integrate of concepts and terminologies associated with marine organisms, ecosystems and environment including benthic, pelagic, planktonic, sessile and sedentary.

Examine the diversity of marine organisms and their associated habitats found throughout the Caribbean

Describe the biology and ecology of various marine organisms found in the Caribbean.

Examine and compare different modes of reproduction exhibited by various marine animals found in the Caribbean

Technical Skills Outcomes:

NA

Student Learning Outcomes:

Please see “Course and Session Learning Outcomes document in the Resources folder

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

BIOL – PLO2: Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PLO6: Demonstrate problem solving and critical thinking skills.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: NA

Supplementary Readings/Resources:

Castro, P. & Huber, M. E. 2000. Marine Biology, 3rd edition, Mc Graw Hill, USA.

Cousteau, F. 2006. Ocean: The world's last wilderness revealed, DK Publishing, New York

Kaplan, E. H. 2006. Sensuous seas: tales of a marine biologist, Princeton University press, New Jersey

Levinton, J. S. 1995. Marine Biology: Function, Biodiversity and Ecology, Oxford University Press, New York.

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Nybakken, J. W. 1997. Marine Biology – an ecological approach, 4th edition, Addison-Wesley: New York.

Trujillo, A. P. & Thrumman, H. V. 2008. Essentials of Oceanography, 9th edition, Pearson Prentice Hall, New Jersey.

Course Grading Requirement:

Exams (100% of grade): This course consists of **Five** exams. Exam questions will come from the assigned reading material, class lectures and discussions, and class labs/activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.*

Assignment/Exam	Percentage of Total Grade
Exams 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Exam 5	20%
	100%

Course Requirements:

NA

Course Schedule:

[Click or tap here to enter text.](#)

MBIO 207 Caribbean Living Oceans Fall 2020 Lecture Schedule					
Week	Lect	Day	Date	Lecture Topic	Labs/Demo
Week 1	1	Mon	18-Aug	Class Introduction	
	2	Wed	20-Aug	Oceans & seas	
Week 2	3	Mon	25-Aug	Sand formation	Lab Demo
	4	Wed	27-Aug	Queen conch	
Week 3	5	Mon	01-Sep	Conch Practical	Lab session
	6	Wed	03-Sep	Spiny Lobster	
Week 4	7	Mon	08-Sep	Octopus	
	8	Wed	10-Sep	Quiz (1)	
Week 5	9	Mon	15-Sep	Corals (Hard & soft)	
	10	Wed	17-Sep	Marine Sponges	
Week 6	11	Mon	22-Sep	Fish Lecture	
	12	Wed	24-Sep	Fish Practical	Lab session
Week 7	13	Mon	29-Sep	Trumpetfish	
	14	Wed	01-Oct	Quiz (2)	
Week 8				Mid Term Week	
				Mid Term Week	
Week 9	15	Mon	13-Oct	Seahorse	
	16	Wed	15-Oct	Parrotfish & other reef fishes	
Week 10	17	Mon	20-Oct	Rays	
	18	Wed	22-Oct	Eels	

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Week 11	19	Mon	27-Oct	Quiz (3)	
	20	Wed	29-Oct	Sessile organisms (Barnacles)	
Week 12	21	Mon	03-Nov	Sedentary organisms (sea cucumber)	
	22	Wed	05-Nov	Sea Urchin	
Week 13	23	Mon	10-Nov	Plankton, Algal blooms & Red Tides	
	24	Wed	12-Nov	Quiz (4)	
Week 14	25	Mon	17-Nov	Bioluminescence	
	26	Wed	19-Nov	Hydrothermal vents	
Week 15	27	Mon	24-Nov	Hydrothermal vents	
	28	Wed	26-Nov	Quiz (5)	
Week 16				Final Examination Week	
				Final Examination Week	

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

NA

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

Policy/Procedure Related to the Department:

The course follows all the rules and procedures outlined in the SGU SAS Student Handbook

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: MBIO 414 Ocean Health
Number of Credits: 4
Days and Times: Tuesday and Thursday, 11:30 am to 12:45 pm
Semester and Year: FALL 2020
Classroom Location: Your study space :-)
Pre-requisite(s): MBIO 205 Principles of Ocean Science
Course Lecturer Name(s): Clare Morrall
Course Director Name: Clare Morrall

Course Lecturer(s) Contact Information: cmorrall@sgu.edu
Course Director Contact Information: cmorrall@sgu.edu

Course Lecturer(s) Office Hours: Mon. 1-4 Tue. 2-4, Wed. 1-4 Thur. 2-4
Course Director Office Hours: Mon. 1-4 Tue. 2-4, Wed. 1-4 Thur. 2-4

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Anna Neckles-Thomas, Email: anecklesthomas@sgu.edu, Phone: Ext 3435

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The oceans are a key operating system of planet Earth. The oceans play a critical role in supporting human wellbeing. Ocean health and human health are inextricably linked. Ocean health is threatened by multiple stressors. This course will examine a variety of sources of stress including Climate Change and a range of pollutants. Linkages between Ocean Health and Humans will be investigated including Harmful Algal Blooms and infectious microbes. Techniques used to determine Ocean Health will be explored.

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Course Objectives: This course will provide students with knowledge of the essential roles played by the ocean and the major threats the world's oceans currently face. The course will emphasize the multiple and multidirectional links that exist between ocean health and human health.

The goal of this course is to provide students with an understanding of the multiple aspects of Ocean Health. Students will be also be appraised of the techniques used to monitor ocean health. Areas of importance that will be covered include Climate Change, pollution, resource exploitation, invasive species, and diseases of marine organisms, harmful algal blooms and infectious microbes.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

Please see Course and Session Learning Outcomes document in the Resources folder.

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

I will post recordings of course content sessions with Panopto in the course Sakai site. You will be responsible to review these recorded sessions prior to the specified live class session (dates will be clearly indicated).

I plan to run one live zoom class session on a Tuesday morning 11.30-12.45 (Grenada time zone) for questions (yours and mine!), review of content, live quizzes, and instructions on assessments. Please be ready to ask questions, ask for clarification or reiteration. Please be prepared to answer questions on course material in recorded and live sessions. If adjustment to the live session is necessary, I will be sure to inform you.

**** In the first week of the teaching semester (August 18th and 20th)- there will be live sessions on Tuesday and Thursday, and you need to be at both sessions.****

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Readings/Resources:**Information on online availability of resources will be provided.**

A range of texts support this course rather than a single textbook. Readings will be assigned in class or via SAKAI. It will be assumed that students have read assigned materials prior to a specified class. Student participation in the classroom and evidence of some knowledge of the material being discussed will be considered when determining the final grade. I recommend that you do your own 'reading around' the subjects we cover in class to enrich your own learning.

- Walsh PJ, Smith LE, Solo-Gabriele H, Gerwick WH (eds.). *Oceans and Human Health: Risks and Remedies from the Sea*, Elsevier Science Publishers, New York, 2008. Available in the SGU Library.
- National Research Council. *From Monsoons to Microbes: Understanding the Oceans Role in Human Health*. Washington, DC: National Academy Press, 1999. Available as a free PDF download from: <http://www.nap.edu/catalog/6368/from-monsoons-to-microbes-understanding-the-oceans-role-in-human>

Supplementary Readings/Resources: Additional reading material will be provided throughout the course.

Course Grading Requirement:

Evaluation is proposed to consist of: one group project (10%), 2-4 quizzes (10%), one individual written assignment (30%) a Mid Term Exam (25%) and a Final Exam (25%).

Course Requirements:

- To be fair to all students in this course, attendance at all class sessions is expected, and students are to be on time for class.
- Makeup quizzes and examinations will only be allowed with PRIOR approval from the professor. Students unable to sit quizzes or exams on the scheduled day must complete an online Medical Excuse form. Please also contact the Course Director as soon as possible. Please note that the course director reserves the right to revise all makeup quizzes and examinations to ensure fairness.

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Course Schedule:

MBIO 414 Session plan f2020 Class sessions and laboratory/field trip sessions on designated Fridays Please note that the schedule is subject to change (these will be announced)					
Week Starting/ Week of semester		Tuesday	Thursday	Friday Sessions To be confirmed	
17 Aug	1	course intro and history of subject	Set reading		
24 Aug	2	Subject intro and intro to toxicology I	Intro. to toxicology II		
31 Aug	3	Intro. to pollution and Heavy Metals	Mercury Contamination		
7 Sept	4	Quiz 1	Copper and TBT		
14 Sept	5	Cadmium	Organic pollutants and DDT		
21 Sept	6	Dioxins and dioxin like chemicals	Eutrophication		
28 Sept	7	Student Presentations	Student presentations and midterm review		
5 Oct	8	Midterm exams			
12 Oct	9	TBA	TBA		
19 Oct	10	Endocrine Disruption I	Endocrine disruption		
26 Oct	11	Climate Change basics	The Precautionary principle and plastics prep		
2 Nov	12	Plastic pollution	Plastic pollution II		
9 Nov	13	Climate Change process-	Climate Change		
16 Nov	14	Noise pollution	Coral Disease		
23 Nov	15	Marine invasive species	Review Session		
30 Nov	16	Final exams			

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POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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Assignment Submission Procedure:

- Papers should be submitted prior to the deadline. Penalties apply to work submitted late and these penalties start immediately after the deadline has passed. 10% will be deducted from work submitted each 24-hour period past the deadline. **Note that the first 24hr period begins as soon as the set deadline expires (e.g. handing a piece of work at 16²⁰ when the deadline is 16⁰⁰ results in a deduction from your marks).** Work submitted more than three days (72 hours) past the deadline may not be graded.
- All assignments must be completed to get a passing grade in the course.

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Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outlined in the SGU SAS Student Manual.

Policy/Procedure Related to the Department:

The Department of Biology, Ecology and Conservation follows all rules and procedures outlined in the SGU SAS Student Manual.

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St. George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: MUSI 103 - Foundations of Music
Number of Credits: 3
Days and Times: Mon, Wed, Fri 9:30 a.m. -10:20 a.m
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): NA

Course Director Name:
Course Lecturer Name(s): Rose-Ellen Duncan

Course Director Contact Information: Click or tap here to enter text.
Course Lecturer(s) Contact Information: RDuncan@sgu.edu

Course Director Office Hours: Click or tap here to enter text.
Course Lecturer(s) Office Hours: TBA

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu, +1 473 444-4175 x3823

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an overview of the principles and procedures for reading, writing and performing music. Ear training will include the use of the voice, keyboard, guitar, recorder, or any other available instruments. As vocabulary, grammar and listening are essential for language learning, theory, harmony & practice are the basics for music. Whether you sing, play an instrument, or simply enjoy listening to music, this course will help to improve your musicianship.

Course Objectives:

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1. Learn to read and write basic music notation.
2. Study the elements of rhythm; how beats divide and combine.
3. Learn to identify notes in a scale and recognize melodic intervals.
4. Play and write four major scales and the chords they create.
5. Interpret and use performance directions.
6. Compose and harmonize simple melodies.

Student Learning Outcomes:

1. Understand how intervals, chords, scales, rhythm, meter, tempo, dynamics, and other elements come together to create music.
2. Read, interpret and perform music from a score.
3. Notate and share musical ideas.

Program Outcomes Met By This Course:

(1. Information literacy 2. Problem solving and decision making 3. Social and historical understanding) GE PO. 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Course Grading Requirement:

- Attendance and Participation – 10 %
- Midterm – 30%
- Final – 40%
- Quizzes – 20%

Course Requirements:

Lessons can be accessed at the following website:

<https://www.musictheory.net/lessons>

Text (Optional): Practical Theory (Complete) by Sandy Feldstein. A self-Instruction Music Theory Course ISBN 088284-225-0. This a combination textbook and workbook, which teaches music theory in a concise, practical manner.

Supplementary Readings/Resources: Will be posted under Resources on Sakai

*A Soprano/Descant Recorder (can be purchased from Bryden & Minors or most bookstores)

Course Schedule:

Week	Lessons	Assignments
1 – 2	1-3, 5-7, 9-11 Pitch. Staff Notation. Note Names in Treble & Bass Staves. Note Values: Whole, Half & Quarter notes & equivalent rests. Beat & Meter. Bar Lines & Measures. Time Signatures. The Grand Staff & Ledger Lines	Complete Quiz 1 using the link provided

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3 - 4	13-15, 17-19, 21-23 New Time Signatures. Dots. Ties. Slurs. Repeat Signs. 1st & 2nd Endings. Eighth notes & rests. Dotted Quarter notes.	Complete Quiz 2 using the link provided
5	Lessons 25-27, 29-31 Flats, Sharps & Naturals. Whole & Half Steps. The Major Scale & Chromatic Scale	
6	Lessons 33-35, 37-38 Major Scales & Key Signatures. The Circle of Fifths. Lessons 41-43 Dynamics. D.C./D.S., Coda, Fine. Tempo Markings. Other Musical Symbols	Complete Quiz 3 using the link provided
7	Lessons 45-47 Sixteenth notes & rests. Dotted Eighth notes.	
	Mid-Term	Submit a recording of your live performance (Recorder, Keyboard, Guitar or Voice)
9-11	Lessons 49-51 Intervals: Diatonic & Chromatic Lessons 53-55 More Time Signatures. Compound Time. Triplets. Syncopation. Lessons 57-59 & 62 Major Chords. Chord Progressions. Inversions	
12	Lessons 65-67 Transposition. Minor, Augmented & Diminished Chords	Complete Quiz 4 using the link provided
13	Lessons 77-79 & 84 Harmonizing & Composing a Melody	
14	Music Notation & Composition Tools (Software)	
	Final	Submit your composition assignment in Noteflight or FL Studio

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

Professionalism and respect should be maintained.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 201: Microbiology for Nursing
Number of Credits: 4
Days and Times: Mondays: 9:30 – 10:45am Fridays: 9:30 – 10:45am (Lab: Fridays: 1:00 – 3:30 pm)
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): BIOL 221: Human Biology

Course Lecturer Name(s): Aví Bahadoor-Yetman, MSc, MPH; Dr. Jane Harrington; Dr. Leon Budrie; Dr. Tanya Edwards; Dr. Hisham Elnosh; Ms. Grace Dolphin-Bond

Course Director Name: Aví Bahadoor-Yetman, MSc, MPH

Course Lecturer(s) Contact Information: Please check Sakai for varying faculty contacts

Course Director Contact Information: Campus Phone: (473) 444-4175 Ext. 3083; E-mail: abahadoor@sgu.edu

Course Lecturer(s) Office Hours: Please refer to Sakai site for Faculty contact and hours

Course Director Office Hours: 1:30 – 3:30 pm daily (by online appointment)

Course Lecturer(s) Office Location: Please refer to Sakai site for Faculty contact and hours

Course Director Office Location: Office: Science Building, level 1 Microbiology Department

Course Support: Ms. Rocksann Burris, rburris01@sgu.edu; Ext. 3755

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course provides nursing students with an understanding of the role of microorganisms in human disease. Specific topics include: Introduction to Microbiology, microbial diversity, control of microbial growth, environmental microbiology, introduction to epidemiology, principles of nosocomial infection and control, diagnosis of infectious disease, pathology of microbial disease, principles of nosocomial infection and control, diagnosis of infectious disease, pathology of

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microbial infection disease, principles of human immunology, organ-based infectious disease, principles of human immunology, organ-based infectious disease. This course is designed to provide a solid foundation in microbiology especially relevant to the Nursing profession. The fundamental principles of microbiology, host parasites integrations, organ based diagnostic microbiology, environment microbiology and control of infectious disease will be taught. The course will provide the nursing students with an understanding of the importance of microbiology in their profession.

Course Objectives:

Upon completion of this course students will be able to:

1. Apply basic microbiology as it relates to microbial cell biology
2. Describe the pathogenesis of micro-organisms
3. Discuss sterilization and disinfection procedures
4. Describe human immune responses
5. Track and control infectious diseases
6. Discuss chemotherapy and epidemiology
7. Implement the responsibilities of health care professionals to prevent infection

Student Learning Outcomes:

This course aims to provide instruction in basic microbiology so that you:

1. can explain the role of microorganisms in human disease,
2. characterize the spread of infectious disease,
3. explain the control of infectious disease,
4. are prepared for your qualifying examination(s)
5. can become a competent and knowledgeable practitioner

Program Outcomes Met By This Course:

NPO-4 Utilizes evidence-based practices to guide planning, implementation, monitoring and evaluation of health education and health promotion activities. (Caring interventions)

NPO-7 Utilizes critical thinking skills and professional judgement to inform decision-making in the delivery of health-care. (Clinical decision making and intervention)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Textbook is absolutely required

Paul G. Engelkirk & Gwendolyn R.W. Burton - Burton's Microbiology for the Health Sciences Twelfth (12th) ed. Lippincott, Williams & Wilkins

The Textbook is available at the University Bookstore

Microbiology Laboratory Manual for NURS-201

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The laboratory manual is free and available in the Nursing Departmental Office

Supplementary Readings/Resources: Where appropriate, additional reference materials will be placed in the library – or provided during lectures or tutorials. Students will be advised accordingly.

Course Grading Requirement:

Two major exams; Midterm and Final

6 Quizzes

Writing Assessments & Lab exercises

Assessment	Points
Quizzes	10 pt each 60
Written Lab Assignments	10 pt each 30
Midterm Exam	45
Final Exam	45
Written Assignment (ID of bacterial unknown)	20
Class and Lab knowledge 1	20
Class and Lab knowledge 2	20
Total:	240

Points earned from all of the above will be averaged together to determine a final letter grade as allocated below

The schedule for each exam and laboratory quiz/practical is provided in the class schedule below

The self-assessment exercises are check for completion and accuracy but not graded, however, a few questions concerning such assignments will be included in the final exam. The assigned problems will consist of patient scenarios

Course Requirements:

Students are expected to attend all classes and laboratories and arrive prior to the start of lectures or lab. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may affect their academic status.

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references. Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office. All assignments must be handed in on time. Points will be deducted for late assignments.

Course Schedule:

BIOL201 MICROBIOLOGY for Nursing Spring 2020

LECTURE SCHEDULE

Monday Time: 9:30 – 10:45am

Friday Time: 9:30 – 10:45am

Module One

Week 1 – Introduction to Microbiology 17 & 21 Aug; Ms. Aví Bahadoor-Yetman

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Week 2 – Cell structure & function 24 & 28 Aug; Ms. Aví Bahadoor-Yetman

Week 3 – Genetics & Genomics / Biochemistry / Physiology 31 Aug & 4 Sept; Dr. Jane Harrington
Clicker Quiz 1 (weeks 1 & 2)

Week 4 – Viruses 7 & 11 Sept; Dr. Leon Budrie

Module Two

Week 5 – Microbial Nutrition & Metabolism 14 & 18 Sept; Dr. Jane Harrington
Clicker Quiz 2 (weeks 3 & 4)

Week 6 – Microbial Growth / Microbial Growth Control 21 & 25 Sept; Dr. Jane Harrington

Week 7 – Microbial Ecology 28 Sept & 2 Oct; Ms. Aví Bahadoor-Yetman
Clicker Quiz 3 (weeks 5 & 6)

Week 8 – EXAM Week (Monday 5-9 October)

Module Three

Week 9 – Food & Industrial Microbiology 12 Oct; Dr. Edwards

Week 9 & 10 — Epidemiology 16 & 19 Oct; Ms. Aví Bahadoor-Yetman

Week 10 & 11 – Fundamentals of Immunology of Infectious 23 & 30 Oct; Dr. Hisham Elnosh
Clicker Quiz 4 (Weeks 9 & 10)

Week 12 – Nosocomial Infections 2 & 6 Nov; Ms. Grace Dolphin-Bond

Week 13 – Diagnosis of Infectious Disease (M) 9 Nov; Ms. Grace Dolphin-Bond
Clicker Quiz 5 (Weeks 10, 11 & 12)

Week 13 – Pathogenesis of Infectious Disease (F) 13 Nov; Ms. Aví Bahadoor-Yetman

Module Four

Week 14 – Infectious Disease (Bacterial, Viral, Fungal) 16 & 20 Nov; Dr. Leon Budrie

Week 15 – Infectious Disease (Parasitic) 23 & 27 Nov; Dr. Leon Budrie
Clicker Quiz 6 (weeks 13, 14 & 15)

Week 16 – EXAM week (Nov 30 - Dec 4)

LAB SCHEDULE – Fall 2020

Tentative time: Friday 1:00-3:00pm

Location: Science Lab, Science Building / online

Fri 21 Aug First week of classes – no lab

28 Aug - Lab 1 Laboratory safety

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Aseptic techniques in transferring bacteria
Colony description
Care and use of the microscope
Microscopic observation of bacteria
Preparation of streak-plates
Diagram of isolation-streak

- 4 Sept - Lab 2 Isolation of bacteria from Air and Fomites
Preparing a bacterial smear
Gram stain
Epidemiology: (outbreak lab)
- 11 Sept - Lab 3 ABO and RH blood typing instructions
Differential counts of white blood cells
- 18 Sept - Lab 4 Lab Knowledge Quiz 1
Performance of aseptic transfers and isolation streaks
Effectiveness of selected antiseptics and disinfectants
Inoculation of a lawn
Effectiveness of selected antibiotics against selected bacteria
- 25 Sept - Lab 5 Urine Culture
- 2 Oct Lab Practical Assignment 1
- 16 Oct - Lab 6 Specimen collection and processing; skin, throat, nasopharyngeal and anterior nares
Medically important Gram-positive cocci; Staphylococci and Streptococci
- 23 Oct - Lab 7 Lab Practical Assignment 2
Identification of Gram-positive cocci
- 30 Oct - Lab 8 Characteristics of selected Gram-negative bacilli and their use in identification.
- 6 Nov - Lab 9 Lab Knowledge Quiz 2
Gram-negative Bacteria con't. Demonstration of API
- 13 Nov - Lab 10 Lab Practical Assignment 3
Identification of Gram negative and Gram positive bacilli
- 20 Nov – Lab 10 Lab 10 con't
- 27 Nov - Unknown Lab Report due

POLICY INFORMATION

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of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All assignments must be handed in on time. Unless prior authorization and approval is granted by the Course Director, points will be deducted for any late assignments submitted. If you are late for or absent (non-excused) for more than one lab session 5 points will be deducted from your cumulative grade for each lab you missed or were late for.

Classroom/Online Etiquette Procedure:

Students MUST arrive prior to the start of class

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Cell phones and other electronic communication devices are to be turned off.

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the Student Manual.

No Food and Drink allowed in class or Laboratory.

Rules of Clicker Usage

Please refer to the policies and procedures posted on the Sakai site under my Resources. Each examinee is responsible for reviewing and adhering to these policies.

General guidelines for electronic examinations

Please refer to the policies and procedures posted on the Sakai site under my Resources. Each examinee is responsible for reviewing and adhering to these policies.

Electronic examination policy and procedures

Please refer to the policies and procedures posted on the Sakai site under my Resources. Each examinee is responsible for reviewing and adhering to these policies.

Policies and Procedures for Computer Based Examinations

Please refer to the policies and procedures posted on the Sakai site under my Resources. Each examinee is responsible for reviewing and adhering to these policies.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS210: Pathophysiology
Number of Credits: 3
Days and Times: 11:00am-12:15pm – Mon, Fri
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): All previous courses

Course Lecturer Name(s): Dr. Bhaktavatsalam Peta; Dr. Lenny Joy Lim; Dr. Idowu Sobowale;
Dr. Allister Rechea

Course Director Name: **Dr. Allister Rechea**

Course Lecturer(s) Contact Information: bpeta@sgu.edu; llim@sgu.edu
ISobowal@sgu.edu

Course Director Contact Information: arechea@sgu.edu

Course Lecturer(s) Office Hours: Idowu Sobowale- Mon–Fri 9:00AM-11:00AM;
Bhaktavastalam Peta: Mon – Fri- 10:00 AM - 12:00 PM; Lenny Lim: Mon – Fri - 2:00 PM - 4:00
PM

Course Director Office Hours: Allister Rechea - Mon – Fri – 3:00 PM - 5:00 PM

Course Lecturer(s) Office Location: 5th floor of Morris Alpert Hall

Course Director Office Location: 5th floor of Morris Alpert Hall

Course Support: Ms. Rocksann Burris, rburris01@sgu.edu, ext. 3755

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to enhance the student's knowledge of pathophysiology and of concepts of abnormality of body functions in individuals across the lifespan. Objective and subjective manifestations of common health problems resulting from the environmental, genetic and stress-related maladaptation are assessed and analysed. Assessment findings, diagnostic testing and interventions for specific health problems are discussed.

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Course Objectives:

1. Students should be able to understand the sequel of diseases, alterations in body structure, and alteration in body function as a result of disease
2. Discuss the clinical manifestations (signs and symptoms) of selected disease processes
3. Discuss the nurse's role and responsibility for assessment of individuals experiencing common health problems that result from pathophysiologic alterations

Student Learning Outcomes:

1. Compare and contrast the disorders listed with reference to:
 - Etiology
 - Pathogenic mechanism
 - Altered morphology, physiology
 - Signs and symptoms and basis for signs and symptoms
 - Genetic & environmental factors involved in the disease/disorder
 - complications
 - Risk factors
2. Distinguish one entity from other related entities and using the important concepts of basic sciences learned from the previous courses in nursing explain the disease process and select the appropriate interventions to respond to the patients' needs

Program Outcomes Met By This Course:

NPO- 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO- 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO- 8 Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Understanding Pathophysiology, 5th Edition. Authors: Sue Huether and Kathryn McCance

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Supplementary Readings/Resources: Where appropriate, additional reference materials will be provided during lectures or tutorials. Students will be advised accordingly

Course Grading Requirement:

ASSESSMENT ITEM	MAXIMUM POINTS	PERCENTAGE OF TOTAL GRADE
Midterm Exam	34	22.6%
Final Exam	40	26.6%
12 Weekly Quizzes	3*12	24%
2 IMCQ sessions	10+10	13.3%
2 Small Group Discussions	6+6	7.98%
2 Assignments	4+4	5.32%
TOTAL	150	100%

Course Requirements:

- (i) be prepared for class by doing the necessary readings.
- (ii) demonstrate professional behaviour, communication and clinical skills relevant to the topic being discussed
- (iii) Have electronic devices (cell phones or tablets) available to participate in interactive class activities

Course Schedule:

Click or tap here to enter text.

TEACHING SCHEDULE OF PATHOPHYSIOLOGY OF NURSING FALL 2020		
WEEK	TEACHING ACTIVITY	TOPIC
1	Lecture	1.Orientation
	Lecture	2.Genetics
2	Lecture	3. Cardiology
	Lecture	4. Cardiology
3	Lecture	5. Cardiology
	Lecture	6. Fluids and electrolytes, Acid and Bases
	Lecture	

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4	Lecture	7. Fluids and electrolytes, Acid and Bases
	Lecture	8. Fluids and electrolytes, Acid and Bases
5	Lecture	9. Pulmonary Disorders
	Lecture	
	Small Group Discussion #1	Heart Failure
	Lecture	
	Lecture	10. Pulmonary Disorders
6	Lecture	11. Pulmonary Disorders
	Lecture	12. Hematology
7	Lecture	13. Hematology
	IMCQ #1	
8	MIDTERM EXAMS	
9	Lecture	14. Gastroenterology and Liver Disease
	Lecture	15. Gastroenterology and Liver Disease
	Lecture	
10	Lecture	16. Endocrinology
	Lecture	17. Endocrinology
	Lecture	
11	Lecture	18. Neurology
	Lecture	19. Neurology
	Small Group Discussion #2	Diabetes
12	Lecture	20. Immunology
	Lecture	21. Immunology
13	Lecture	22. Male and Female Genital System
	Lecture	23. Male and Female Genital System
14	Lecture	24. Male and Female Genital System

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	Lecture	25. Dermatology
15	Lecture	26. Dermatology
	IMCQ #2	
	Lecture	27. Cancer
16	30th Nov - 4th Dec FINAL EXAMS	

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Assignment Submission Procedure:

Students are required to submit assignments on the topic decided by the course director. The topics will be displayed on sakai 2 weeks before submission. Students must do internet research on these topics and submit their essay in word form in the drop box created on the sakai site.

Classroom/Online Etiquette Procedure:

Students must keep up with the readings from both lecture notes and the assigned text and must be prepared to discuss the material in class on the assigned days. The students are not allowed to read the materials straight from the notes, texts, computers or tablets during small group discussions

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Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 215 Pharmacology
Number of Credits: 3 credits
Days and Times: Tuesdays and Thursdays 1:00 – 2:15 pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): NURS 300

Course Lecturer Name(s): Dr. Joshua Gaetos, Dr. Theofanis Kollias, Dr. N'Kosha Fletcher, Dr. Lana Walters

Course Director Name: Dr. Lana Walters

Course Lecturer(s) Contact Information: jgaetos@sgu.edu, tkollia1@sgu.edu, lwalters@sgu.edu, nfletch2@sgu.edu

Course Director Contact Information: lwalters@sgu.edu

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: By appointment

Course Lecturer(s) Office Location: Pharmacology Department on the 5th Floor of Morris Alpert Hall (SD 6).

Course Director Office Location: Pharmacology Department on the 5th Floor of Morris Alpert Hall (SD 6).

Course Support: Ms. Rocksann Burris, RBurris01@sgu.edu, ext. 3755

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide learners with an understanding of the principles of pharmacology including pharmacokinetics and pharmaco-dynamics and their relation to medicine and nursing. The course also aids in the understanding of the actions of various drugs and relationship of their mechanisms and actions to their therapeutic uses and possible side effects. It

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prepares the learner to perform the role and responsibilities in applying pharmacology to nursing care.

Course Objectives:

1. To list the principals of pharmacology, pharmacokinetics and pharmacodynamics as it relates to the field of nursing.
2. To demonstrate understanding of the actions of common drugs.
3. To apply principals of safety in administration of medication.

Student Learning Outcomes:

1. NURSING ROLE RELATED PHARMACOLOGY INTRO

1. Differentiate between generic and trade names of drugs.
2. Define a prototypical drug.
3. Select authoritative sources of drug information.
4. Discuss major drug laws and standards.
5. Differentiate the main categories of controlled substances in relation to therapeutic use and potential for abuse.
6. Discuss nursing responsibilities in handling controlled substance correctly.
7. Discuss the role of the Food and Drug Administration.
8. Analyze the potential impact of drug costs on drug therapy regimens.
9. Develop personal techniques for learning about drugs and using drug knowledge in client care.
10. List the five rights of drug administration.
11. Accurately interpret drug orders containing common abbreviations.
12. Differentiate drug dosage forms for various routes and purposes of administration.
13. When indicated, teach clients about the potential effects of herbal and dietary supplements.
14. For clients who use herbal and dietary supplements, provide or assist them in obtaining reliable information.

Practical Objectives to be done during Clinical Visits.

1. Identify supplies, techniques, and observations needed for safe and accurate administration by different routes.
2. Obtain a medication history about the client's use of prescription, over-the-counter (OTC), and social drugs as well as herbal and dietary supplements.
3. Identify nondrug interventions to prevent or decrease the need for drug therapy.
4. Discuss interventions to increase benefits and decrease hazards of drug therapy.
5. Discuss guidelines for rational choices of drugs, dosages, routes, and times of administration.
6. Observe clients for therapeutic and adverse responses to drug therapy.
7. Teach clients and family members how to use prescription and OTC drugs safely and effectively.

2. DOSAGE CALCULATIONS

1. Review basic mathematical skills including Roman numerical system, fractions, ratios, proportions and percentages.
2. Apply principles of unit conversion within the metric system
3. Convert approximate equivalents between the metric and apothecary systems and household

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measurements.

4. Recognize when drug dosage calculations, including equivalent conversions, are necessary; for example, when the prescribed dose is different than the available dose.
5. Solve oral and parenteral dosage calculations for medications in the same unit system.
6. Solve oral and parenteral dosage calculations for medications in different dosage systems.

3. PHARMACODYNAMICS & PHARMACOKINETICS

1. Describe the main pathways and mechanisms by which drugs cross biologic membranes and move through the body.
2. Describe each process of pharmacokinetics.
3. Discuss advantages and disadvantages of oral, parenteral, and topical routes of drug administration.
4. Describe major characteristics of the receptor theory of drug action.
5. Differentiate between agonist drugs and antagonist drugs.
6. Describe drug-related and client-related variables that affect drug actions.
7. Assess clients' conditions in relation to age, weight, health–illness status, and lifestyle habits likely to influence drug effects.
8. Describe major considerations in drug therapy or clients with impaired renal or hepatic function or critical illness.
9. Discuss mechanisms and potential effects of drug–drug interactions.

4. AUTONOMIC DRUGS I

1. Identify physiologic effects of the sympathetic nervous system.
2. Differentiate subtypes and functions of sympathetic nervous system receptors.
3. Identify physiologic effects of the parasympathetic nervous system.
4. Differentiate subtypes and functions of parasympathetic nervous system receptors..
5. State names and general characteristics of drugs affecting the autonomic nervous system.
6. Identify effects produced by stimulation of alpha- and beta-adrenergic receptors.
7. List characteristics of adrenergic drugs in terms of effects on body tissues, indications for use, adverse effects, nursing process implications, principles of therapy, and observation of client responses.
8. Discuss use of epinephrine to treat anaphylactic shock, acute bronchospasm, and cardiac arrest.
9. List commonly used over-the-counter preparations and herbal preparations that contain adrenergic drugs.
10. Describe signs and symptoms of toxicity due to noncatecholamine adrenergic drugs.
11. Discuss treatment of overdose with noncatecholamine adrenergic drugs.
12. List characteristics of antiadrenergic drugs in terms of effects on body tissues, indications for use, nursing process implications, principles of therapy, and observation of client response.
13. Compare and contrast beta-adrenergic blocking agents in terms of cardioselectivity, indications for use, adverse effects, and selected other characteristics.

5. AUTONOMIC DRUGS II

1. Describe effects and indications for use of selected cholinergic drugs.
2. Discuss drug therapy of myasthenia gravis.

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3. Discuss the use of cholinergic drug therapy for paralytic ileus and urinary retention.
4. Discuss drug therapy of Alzheimer's disease.
5. Describe signs, symptoms, and treatment of overdose with cholinergic drugs.
6. Discuss atropine and pralidoxime as antidotes for cholinergic drugs.
7. List characteristics of anticholinergic drugs in terms of effects on body tissues, indications for use, nursing process implications, observation of client response, and teaching clients.
8. Discuss atropine as the prototype of anticholinergic drugs.
9. Discuss clinical disorders/symptoms for which anticholinergic drugs are used.
10. Describe the mechanism by which atropine relieves bradycardia.
11. Review anticholinergic effects of antipsychotics, tricyclic antidepressants, and antihistamines.
12. Describe the signs and symptoms of atropine or anticholinergic drug overdose and its treatment.

6. CARDIOVASCULAR I

1. List cardiovascular disorders for which drug therapy is a major treatment modality.
2. Identify general categories of drugs used to manage cardiovascular disorders.
3. Describe factors that control blood pressure.
4. Define/describe hypertension.
5. Identify clients at risk for development of hypertension and its sequelae.
6. Discuss nonpharmacologic measures to control hypertension.
7. Review the effects of alpha-adrenergic blockers, beta-adrenergic blockers, calcium channel blockers, and diuretics in hypertension.
8. Discuss angiotensin-converting enzyme inhibitors and angiotensin II receptor antagonists in terms of mechanisms of action, indications for use, adverse effects, and nursing process implications.
9. Describe the rationale for using combination drugs in the management of hypertension.
10. Discuss the use of antihypertensive drugs in special populations.

7. CARDIOVASCULAR II

1. Describe major manifestations of heart failure (HF).
2. Discuss the role of endothelial dysfunction in HF.
3. Differentiate the types of drugs used to treat HF.
4. List characteristics of diuretics in terms of mechanism of action, indications for use, principles of therapy, and nursing process implications.
5. Discuss major adverse effects of thiazide, loop, and potassium-sparing diuretics.
6. Recognize commonly used potassium-losing and potassium-sparing diuretics.
7. Discuss the rationale for using combination products containing a potassium-losing and a potassium-sparing diuretic.
8. Discuss the rationale for concomitant use of a loop diuretic and a thiazide or related diuretic.
9. List characteristics of digoxin in terms of effects on myocardial contractility and cardiac conduction, indications for use, principles of therapy, and nursing process implications.
10. Differentiate therapeutic effects of digoxin in HF and atrial fibrillation.
11. Identify clients at risk for development of digoxin toxicity.
12. Explain the roles of potassium chloride, lidocaine, atropine, and digoxin immune fab in the management of digoxin toxicity.

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8. CARDIOVASCULAR III

1. Discuss the role of dyslipidemia in the etiology of atherosclerosis.
2. Identify sources and functions of cholesterol and triglycerides.
3. Describe dyslipidemic drugs in terms of mechanism of action, indications for use, major adverse effects, and nursing process implications.
4. Teach clients pharmacologic and nonpharmacologic measures to prevent or reduce dyslipidemia.
5. Describe the types, causes, and effects of angina pectoris.
6. Describe general characteristics and types of antianginal drugs.
7. Discuss nitrate antianginals in terms of indications for use, routes of administration, adverse effects, nursing process implications, and drug tolerance.
8. Differentiate between short-acting and long acting dosage forms of nitrate antianginal drugs.
9. Discuss calcium channel blockers in terms of their effects on body tissues, clinical indications for use, common adverse effects, and nursing process implications.

9. ANTICOAGULANTS

1. Describe important elements in the physiology of hemostasis and thrombosis.
2. Discuss potential consequences of blood clotting disorders.
3. Discuss characteristics and uses of anticoagulant, antiplatelet, and thrombolytic agents.
4. Compare and contrast heparin and warfarin in terms of indications for use, onset and duration of action, route of administration, blood tests used to monitor effects, and nursing process implications.
5. Discuss antiplatelet agents in terms of indications for use and effects on blood coagulation.
6. With aspirin, contrast the dose and frequency of administration for antiplatelet effects with those for analgesic, antipyretic, and anti-inflammatory effects.

10. ANALGESIA

1. Discuss the role of prostaglandins in the etiology of pain, fever, and inflammation.
2. Discuss the major types of pain.
3. Discuss aspirin and other nonsteroidal anti-inflammatory drugs (NSAIDs) in terms of mechanism of action, indications for use, contraindications to use, nursing process, and principles of therapy.
4. Compare and contrast aspirin, other NSAIDs, and acetaminophen in terms of indications for use and adverse effects.
5. Differentiate among antiplatelet, analgesic, and anti-inflammatory doses of aspirin.
6. Differentiate between traditional NSAIDs and cyclooxygenase-2 inhibitors.
7. Identify factors influencing the use of aspirin, NSAIDs, and acetaminophen in special populations.
8. Discuss recognition and management of acetaminophen toxicity.
9. List the characteristics of opioid analgesics in terms of mechanism of action, indications for use, and major adverse effects.
10. Describe morphine as the prototype of opioid analgesics.
11. Differentiate between ceiling and nonceiling opioids.
12. Describe characteristics and treatment of opioid toxicity.

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13. Apply the WHO analgesia ladder in determining the appropriacy of prescribed analgesia for a client's level of pain.

11. CNS DRUGS

1. Describe major features of depression and bipolar disorder.
 2. Discuss characteristics of antidepressants in terms of mechanism of action, indications for use, adverse effects, principles of therapy, and nursing process implications.
 3. Compare and contrast selective serotonin reuptake inhibitors with tricyclic antidepressants.
 4. Describe the use of lithium in bipolar disorder.
 5. Describe the nursing role in preventing, recognizing, and treating overdoses of antidepressant drugs and lithium.
 6. Identify types and potential causes of seizures.
 7. Discuss major factors that influence choice of an antiseizure drug for a client with a seizure disorder.
 8. Differentiate characteristics and effects of commonly used antiseizure drugs.
 9. Differentiate between older and newer antiseizure drugs.
 10. Describe major characteristics of Parkinson's disease.
 11. Differentiate the types of commonly used antiparkinsonian drugs.
 12. Discuss therapeutic and adverse effects of dopaminergic and anticholinergic drugs.
 13. Discuss the use of antiparkinsonian drugs in special populations.
 14. Identify risk factors for development of drug dependence.
 15. Describe the effects of alcohol, cocaine, marijuana, and nicotine on selected body organs.
 16. Compare and contrast characteristics of dependence associated with alcohol, benzodiazepines, cocaine, and opiates.
 17. Describe specific antidotes for overdoses of central nervous system (CNS) depressant drugs and the circumstances indicating their use.
18. Outline major elements of treatment for overdoses of commonly abused drugs that do not have antidotes.

12. DIABETES MELLITUS

1. Describe major effects of endogenous insulin on body tissues.
2. Discuss insulins and insulin analogs in terms of characteristics and uses.
3. Discuss the relationships among diet, exercise, and drug therapy in controlling diabetes.
4. Differentiate types of oral antidiabetic agents in terms of mechanisms of action, indications for use, adverse effects, and nursing process implications.
5. Explain the benefits of maintaining glycemic control in preventing complications of diabetes.
6. State reasons for combinations of insulin and oral agents or different types of oral agents.

13. OTHER ENDOCRINE

1. Describe general characteristics and functions of hormones.
2. Differentiate steroid and protein hormones in relation to site of action and pharmacokinetics.
3. Discuss hormonal action at the cellular level.
4. Differentiate between physiologic and pharmacologic doses of hormonal drugs.

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5. Describe clinical uses of selected hormones.
6. Differentiate characteristics and functions of anterior and posterior pituitary hormones.
7. Review physiologic effects of endogenous corticosteroids.
8. Discuss clinical indications for use of exogenous corticosteroids.
9. Differentiate between physiologic and pharmacologic doses of corticosteroids.
10. Differentiate between short-term and long-term corticosteroid therapy.
11. List at least 10 adverse effects of long-term corticosteroid therapy.
12. Explain the pathophysiologic basis of adverse effects.
13. State the rationale for giving corticosteroids topically when possible rather than systemically.
14. Use other drugs and interventions to decrease the need for corticosteroids.
15. Describe physiologic effects of thyroid hormone.
16. Identify subclinical, symptomatic, and severe effects of inadequate or excessive thyroid hormone.
17. Describe characteristics, uses, and effects of thyroid drugs.
18. Describe characteristics, uses, and effects of antithyroid drugs.
19. Discuss the influence of thyroid and antithyroid drugs on the metabolism of other drugs.
20. Describe the roles of parathyroid hormone, calcitonin, and vitamin D in regulating calcium metabolism.
21. Identify populations at risk for development of hypocalcemia.
22. Discuss prevention and treatment of hypocalcemia and osteoporosis.
23. Identify clients at risk for development of hypercalcemia.
24. Discuss recognition and management of hypercalcemia as a medical emergency.
25. Discuss the use of calcium and vitamin D supplements, calcitonin, and bisphosphonate drugs in the treatment of osteoporosis.
26. Discuss the effects of endogenous estrogens and progestins.
27. Describe the benefits and risks of post-menopausal hormone replacement therapy (HRT).
28. Describe adverse effects associated with estrogens, progestins, and hormonal contraceptives.
29. Discuss effects of endogenous androgens.
30. Discuss uses and effects of exogenous androgens and anabolic steroids.
31. Describe potential consequences of abusing androgens and anabolic steroids.

14. GASTROINTESTINAL DRUGS

1. Describe the main elements of peptic ulcer disease and gastroesophageal reflux disease.
2. Differentiate the types of drugs used to treat peptic ulcers and acid reflux disorders.
3. Discuss the advantages and disadvantages of proton pump inhibitors.
4. Discuss significant drug–drug interactions with cimetidine.
5. Describe characteristics, uses, and effects of selected antacids.
6. Discuss the rationale for using combination antacid products.
7. Teach clients nonpharmacologic measures to manage peptic ulcers and gastroesophageal reflux disease.
8. Differentiate the major types of laxatives according to effects on the gastrointestinal tract.
9. Differentiate the consequences of occasional use from those of chronic use.
10. Discuss bulk-forming laxatives as the most physiologic agents.
11. Discuss possible reasons for and hazards of overuse and abuse of laxatives.
12. Identify clients at risk for development of diarrhea.
13. Discuss guidelines for assessing diarrhea.

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14. Describe types of diarrhea in which antidiarrheal drug therapy may be indicated.
15. Differentiate the major types of antidiarrheal drugs.
16. Identify clients at risk of developing nausea and vomiting.
17. Discuss guidelines for preventing, minimizing, or treating nausea and vomiting.
18. Differentiate the major types of antiemetic drugs.
19. Discuss characteristics, effects, and nursing process implications of selected antiemetic drugs.

15. RESPIRATORY DRUGS

1. Describe the main pathophysiologic characteristics of asthma and other bronchoconstrictive disorders.
2. Discuss the uses and effects of bronchodilating drugs, including adrenergics, ipratropium, and theophylline.
3. Differentiate between short-acting and long-acting inhaled beta2- adrenergic agonists in terms of uses and nursing process implications.
4. Discuss the uses of anti-inflammatory drugs, including corticosteroids, leukotriene modifiers, and mast cell stabilizers.
5. Discuss reasons for using inhaled drugs when possible.
6. Differentiate between “quick relief” and long-term control of asthma symptoms.
7. Delineate effects of histamine on selected body tissues.
8. Differentiate histamine receptors.
9. Describe the types of hypersensitivity or allergic reactions.
10. Discuss allergic rhinitis, allergic contact dermatitis, and drug allergies as conditions for which antihistamines are commonly used.
11. Identify the effects of histamine that are blocked by histamine-1 receptor antagonist drugs.
12. Differentiate first- and second-generation antihistamines.
13. Describe antihistamines in terms of indications for use, adverse effects, and nursing process implications.
14. Discuss the use of antihistamines in special populations.
15. Describe characteristics of selected upper respiratory disorders and symptoms.
16. Review decongestant and adverse effects of adrenergic drugs.
17. Describe general characteristics and effects of antitussive agents.
18. Discuss the advantages and disadvantages of using combination products in treatment of the common cold.
19. Evaluate over-the-counter allergy, cold, cough, and sinus remedies for personal or clients’ use.

16. INFECTIOUS DISEASES I

1. Discuss common and potentially serious adverse effects of antimicrobial drugs.
2. Discuss ways to minimize emergence of drug resistant microorganisms.
3. Discuss important elements of using antimicrobial drugs in children, older adults, those with renal or hepatic impairment, and those with critical illness.
4. Describe general characteristics of beta lactam antibiotics.
5. Discuss penicillins in relation to effectiveness, safety, spectrum of antimicrobial activity, mechanism of action, indications for use, administration, observation of client response, and teaching of clients.
6. Differentiate among extended-spectrum penicillins.

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7. Question clients about allergies before the initial dose of a penicillin.
8. Describe characteristics of beta-lactamase inhibitor drugs.
9. State the rationale for combining a penicillin and a beta-lactamase inhibitor drug.
10. Discuss similarities and differences between cephalosporins and penicillins.
11. Differentiate cephalosporins in relation to antimicrobial spectrum, indications for use, and adverse effects.
12. Describe major characteristics of carbapenem and monobactam drugs.
13. Describe characteristics of aminoglycosides in relation to effectiveness, safety, spectrum of antimicrobial activity, indications for use, administration, and observation of client responses.
14. Discuss factors influencing selection and dosage of aminoglycosides.
15. State the rationale for the increasing use of single daily doses.
16. Discuss the importance of serum drug levels during aminoglycoside therapy.
17. Describe measures to decrease nephrotoxicity and ototoxicity with aminoglycosides.
18. Discuss principles of using aminoglycosides in renal impairment and critical illness.

17. INFECTIOUS DISEASES II

1. Describe characteristics, uses, adverse effects, and nursing process implications of fluoroquinolones.
2. Discuss major characteristics and clinical uses
3. of tetracyclines.
4. Recognize doxycycline as the tetracycline of choice for use in clients with renal failure.
5. Discuss characteristics, clinical uses, adverse effects, and nursing implications of selected sulfonamides.
6. Recognize trimethoprim-sulfamethoxazole as a combination drug that is commonly used for urinary tract and systemic infections.
7. Describe the use of urinary antiseptics in the treatment of urinary tract infections.
8. Discuss characteristics and specific uses of macrolide antibacterials.
9. Compare and contrast macrolides with other commonly used antibacterial drugs.
10. Discuss characteristics and clinical indications for using chloramphenicol, clindamycin, linezolid, metronidazole, quinupristin/dalfopristin, and vancomycin.
11. Discuss the roles of metronidazole and oral vancomycin in the treatment of pseudomembranous colitis.

18. INFECTIOUS DISEASES III

1. Describe characteristics of viruses and common viral infections.
2. Differentiate types of antiviral drugs used for herpes infections, human immunodeficiency virus (HIV) infections, influenza A, and respiratory syncytial virus infections.
3. Describe commonly used antiviral drugs in terms of indications for use, adverse effects, and nursing process implications.
4. Discuss the rationale for using combinations of drugs in treating HIV infection.
5. List characteristics, uses, effects, and nursing implications of using primary antitubercular drugs.
6. Describe the rationale for multiple drug therapy in treatment of tuberculosis.

19. INFECTIOUS DISEASES IV

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1. Describe characteristics of fungi and fungal infections.
2. Discuss antibacterial drug therapy and immunosuppression as risk factors for development of fungal infections.
3. Describe commonly used antifungal drugs in terms of indications for use, adverse effects, and nursing process implications.
4. Differentiate between adverse effects associated with systemic and topical antifungal drugs.
5. Differentiate among formulations of amphotericin B.
6. Discuss assessment and treatment of pinworm infestations school-age children.
7. Teach preventive interventions to clients travelling to malarious locations.

20. DRUG USE DURING PREGNANCY AND LACTATION

1. Discuss reasons for avoiding or minimizing drug therapy during pregnancy and lactation.
2. Describe selected teratogenic drugs.
3. Discuss guidelines for drug therapy of pregnancy-associated signs and symptoms.
4. Discuss guidelines for drug therapy of selected chronic disorders during pregnancy and lactation.
5. Discuss the safety of immunizations given during pregnancy.
6. Teach adolescent and young adult women to avoid prescribed and over-the-counter drugs when possible and to inform physicians and dentists if there is a possibility of pregnancy.
7. Discuss drugs used during labor and delivery in terms of their effects on the mother and newborn infant.
8. Describe abortifacients in terms of characteristics and nursing process implications.

Program Outcomes Met By This Course:

NPO– 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO- 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO- 8. Identifies one’s own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: • Anne Collins Abrams, Carol Barnett Lammon & Sandra Smith Pennington. Clinical Drug Therapy: Rationales for Nursing Practice. (9th ed.). Lippincott Williams & Wilkins, 2008.

- Mary Jo Boyer. Math for Nurses: A Pocket guide to Dosage Calculation and Drug

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Preparation.
(7th ed.) Lippincott Williams & Wilkins, 2009.

Supplementary Readings/Resources: The library offers a vast array of online resources. Please utilize them via the Carenage portal. Additionally, many reliable websites offer free access. Some of these sites will be indicated during the course.

The Department of Educational Services will be conducting student facilitator lead review groups. Please utilize this valuable tool from the beginning of the course.

Course Grading Requirement:

The final grade is made up as follows:

Midterm Examination: 30%
Final examination: 30%
Quiz : 10%
Small group attendance & participation: 15%
Group Presentation: 15%

Course Requirements:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;
- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) listen carefully to instructions given and if clarification is necessary, communicate same to the instructor

Course Schedule:

Week	Lec. No.	Day	Date	Topic
1	1	Tues	18 Aug	Orientation
		Tues	18 Aug	Herbal & Dietary Supplements DLA
	2	Thurs	20 Aug	Nursing Role Related Pharmacology Intro DLA
2	3	Tues	25 Aug	Dosage calculations
	4	Thurs	27 Aug	Pharmacodynamics and Pharmacokinetics
3	5	Tues	1 Sep	Small Group 1
	6	Thurs	3 Sep	Autonomic Drugs I
4	7	Tues	8 Sep	Autonomic Drugs II
		Thurs	10 Sep	QUIZ
5	8	Tues	15 Sep	Cardiovascular I
	9	Thurs	17 Sep	Cardiovascular II
6	10	Tues	22 Sep	Cardiovascular III
	11	Thurs	24 Sep	Anticoagulants
7	12	Tues	29 Sep	Small Group 2
	13	Thurs	1 Oct	Revision iMCQ
8		Tues	6 Oct	MID TERM EXAM
9	14	Tues	13 Oct	Respiratory Drugs
	15	Thurs	15 Oct	Gastrointestinal Drugs
10	16	Tues	20 Oct	Diabetes Mellitus
	17	Thurs	22 Oct	Other Endocrine
11	18	Tues	27 Oct	Small group 3
	19	Thurs	29 Oct	CNS Drugs
12	20	Tues	3 Nov	Analgesia
	21	Thurs	5 Nov	Infectious diseases I

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13	22 23	Tues Thurs	10 Nov Infectious diseases II 12 Nov Infectious diseases III
14	24 25	Tues Thurs	17 Nov Infectious diseases IV 19 Nov Small Group 4
15	26 27	Tues Thurs	24 Nov Drug Use During Pregnancy and Lactation DLA 26 Nov Group Presentations
16		Tues	1 Dec FINAL EXAM

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All assignments must be submitted by the stated deadline. It is the student's responsibility to ensure ample time for resolution of potential technical difficulties ahead of the deadline. Points will be deducted from late submissions.

Classroom/Online Etiquette Procedure:

Students must keep up with the assigned reading material and be prepared to discuss the material in class on the assigned days. They must read critically and contribute to small group sessions and group projects. All students in must has respect others and their opinions at all times. Cell phones are to be

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

turned off during class.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 305: Nursing Childbearing Family with lab
Number of Credits: 4
Days and Times: Mondays & Fridays 2:30 pm – 3:45 pm (Lab: Tuesdays 3:00 pm – 5:00 pm)
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): Previous Nursing courses **Co-requisite(s)** NURS 314 & NURS 323

Course Lecturer Name(s): Kathleen Collier, RN, AAS, BSN, MPH
Course Director Name: Deborah Nelson, MS, PHN, CHSE, RNC-OB

Course Lecturer(s) Contact Information: kcollier@sgu.edu/ ext. 3735
Course Director Contact Information: dnelson@sgu.edu / deborah.nelson@sjsu.edu

Course Lecturer(s) Office Hours: Mondays 10:00 AM – Noon; 2:00 PM -4:00PM
Course Director Office Hours: Mondays & Fridays 4:00-5:00 PM via Zoom

Course Lecturer(s) Office Location: Leeward Hall (downstairs)
Course Director Office Location: Leeward Hall (downstairs)

Course Support: Rocksann Burris, rburris01@sgu.edu, 3755, and Kandis Roberts, krobert3@sgu.edu, 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces nursing concepts related to women's health, pregnancy and care of the newborn. The unique needs of reproducing families will be explored. Building on the foundation of previous nursing courses and the nursing process, the student will explore nursing care for women with reproductive concerns as well as nursing care during preconception, perinatal, postpartum, and neonatal periods. Tasks of pregnancy, psychosocial adaptation, biological-behavioral concepts in obstetric nursing care within the context of social justice, cultural competence, and equity will be

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addressed. Learning experiences are provided in the university simulation laboratory, hospitals, clinics and community.

Course Objectives:

1. Describe historical ethical social and health care policy issues that impact the health care of the childbearing family.
2. Describe the anatomical and physiological changes in the woman and fetus during pregnancy labor delivery, postpartum and the baby up to 28 days.
3. Demonstrate using the nursing process and evidence-based techniques to assess and provide care during pregnancy, labor, delivery postpartum and the baby up to 28 days in the hospital and community setting.
4. Describe the professional role of the nurse in caring for the childbearing family including genetic screening and risk assessment.

Student Learning Outcomes:

At the end of the course the learners will be able to:

1. Integrate nursing and other scientific knowledge skills and attitudes to provide safe and effective care to the childbearing family.
2. Utilize the nursing process to deliver care during the ante-partum, intrapartum and postpartum periods to the mother and family.
3. Provide nursing care to the Childbearing Family within the ethical legal framework, and following established protocols and standards.
4. Collaborate with the interprofessional team to establish policies and programs to affect childbearing and rearing practices and population growth.

Upon completion of the clinical rotation, students will be able to:

1. Appropriately use the steps of the nursing process in the nursing care of antenatal, intrapartum, and postnatal clients.
2. Take Obstetric and Gynecological history
3. Offer basic prenatal care and genetic counseling under supervision
4. Identify non-invasive mechanisms for coping with minor discomforts of pregnancy.
5. Demonstrate adequate knowledge of management of minor discomforts of pregnancy.
6. Identify parenting behaviors that promote well-being of the infant.
7. Implement a teaching plan and offer health education and preventive care to pregnant women and their families on:
 - Nutrition
 - Exercises
 - Basic Hygiene
 - Breast Care
 - Family planning
8. Measure and accurately document vital signs of both pregnant and non-pregnant women.
9. Accurately complete a urinalysis and report standard laboratory values for pregnant and non-pregnant women.
10. Conduct health assessment and abdominal palpation of the pregnant women.
11. Monitor women in uncomplicated labor.
12. Explain pharmacologic control of discomfort during childbirth
13. Render care to postnatal clients from immediate postpartum period to postnatal clinic.
14. Complete postpartum nursing assessment including vital signs, breasts, fundus, lochia and perineum.
15. Detect complication during puerperium and implement nursing management.
16. Provide preoperative and postoperative nursing care for a patient undergoing Cesarean

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section.

17. Explain breastfeeding techniques /methods that promote a positive breastfeeding experience.
18. Teach correct breastfeeding positions and bottle-feeding techniques.
19. Document appropriately and thoroughly all assessments and nursing care provided.
20. Assisting with Sitz-bath/episiotomy care.
21. Administration of Vaccine

Program Outcomes Met By This Course:

NPO 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: McKinney, S., James, S., Murray, S., Nelson, K., & Ashwill, J. (2018). Maternal Child Nursing 5th edition. St. Louis, Missouri: Sanders
ISBN: 9780323401708

Supplementary Readings/Resources:

See SAKAI
iHuman Patients by Kaplan

Course Grading Requirement:

Quizzes **20%**
Written Assignment **20%**

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Midterm Exam	25%
Final Exam	35%

Course Requirements:

Students will be required to:

1. be prepared for class by doing the necessary readings;
2. contribute thoughtful ideas to class discussions and engage in constructive debate;
3. conduct themselves in an appropriate manner, including being respectful of the opinions of others;
4. listen carefully to instructions and ask the instructor to clarify if you do not understand

Course Schedule:

Week Date Lecturer	Topic	Readings & Assignments	Sim Lab Topic
<p>Week 1</p> <p>Monday 17 August 2020 1430-1545 Mrs. Deborah Nelson</p> <p>Friday 21 August Mrs. Deborah Nelson</p>	<p>Foundations of Maternity, Women and Child Health Nursing</p> <p>The Nurses' Role in Maternity, Women's Health and Pediatric Nursing</p>	<p>Read related topic in text; Historic perspective. Current trends in childbirth health care. Cost containment and effects.</p> <p>Group Activity #1 In Class Discussion Topic: Advantages & dis-adv. of hospital, birth centers, home care births.</p> <p>Read-Textbook; The Role of the Professional Nurse as a care provider, teacher, collaborator, researcher, advocate, and care manager. In Class: Nursing process in maternity and OB theorists</p>	<p>Introduction to equipment used in OB/peds</p> <p>Basic Care and Physical Assessment Holding/Handling Swaddling Bathing Diapering Vitals Fontanel</p>
<p>Week 2</p> <p>Monday 24 August Mrs. Deborah Nelson</p> <p>Friday 28 August Mrs. Deborah Nelson</p>	<p>Infant Parent Mental Health</p> <p>Conception and Prenatal Development</p>	<p>Read article in Sakai</p> <p>Review "Embryology" posted on Sakai</p>	<p>Obstetric and Gynaecological History Taking. Prenatal Care and Counseling Role Play</p>
<p>Week 3</p> <p>Monday 31 August Mrs. Deborah Nelson</p>	<p>Nutrition for Childbearing Families</p>	<p>QUIZ 1 See SAKAI Opens 31 August 1600 Ends 4 September 1400</p>	<p>Nutritional Counselling</p>

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<p>Friday 4 September Mrs. Deborah Nelson</p>	<p>Reproductive Anatomy and Physiology</p>	<p>Read Textbook: Review the external and internal reproductive organs of the female and male. Be prepared to discuss the structure and function of the female and male reproduction organs.</p> <p>Be able to discuss the physiology of puberty, common physical, & psychosocial changes noted by both sexes in puberty. Appropriate health education for both sexes in puberty.</p> <p>Be prepared to identify types of families, including traditional and nontraditional (e.g., single-parent, blended, adoptive, multigenerational, same-sex parents, communal).</p>	<p>Genogram & Ecomap</p>
<p>Week 4</p> <p>Monday 7 September Nurse Beverley Williams - Fraser</p> <p>Friday 11 September Mrs. Jeannine Sylvester- Gill from Grenada Planned Parenthood</p>	<p>Prenatal Care & Diagnostic Tests</p> <p>The Childbearing Family with Special needs</p>	<p>Review sources in Sakai</p>	<p>Prenatal Education Assessments</p>
<p>Week 5</p> <p>Monday 14 September Mrs. Deborah Nelson</p>	<p>Adaptations to Pregnancy Normal Prenatal Changes & Assessments Adolescent Pregnancy</p>	<p>Read Textbook: to prepare to discuss how pregnancy challenges each body system to adapt to the increasing demands of the fetus. Be prepared to identify the changes in the reproductive system: uterus, cervix, vagina and vulva, ovaries, and breasts during pregnancy</p> <p>QUIZ 2 DUE See Sakai Opens 14 September 1600 Ends 18 September 1400</p>	<p>Role Play based on a case study</p>

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Friday 18 September Dr. Frances McGill	Concurrent Disorders During Pregnancy and Pregnancy-Related Complications	Read Textbook Pregnant woman with Diabetic Mellitus, Anemias, Seizure Disorders, Infection and Cardiac Disease See ONLINE Case Study in Sakai	
Week 6 Monday 21 September Mrs. Deborah Nelson Friday 25 September Mrs. Deborah Nelson	Labour and Giving Birth Pain Management for Childbirth	Read Textbook: Labour and Birth Read text and resources in Sakai: Non pharmacologic pain management of labour. Pharmacologic pain management of labour	Role play labour support Calculation related to medications
Week 7 Monday 28 September Mrs. Deborah Nelson Friday 2 October Dr. Frances McGill	Nursing Management During Labor and Birth Intrapartum Fetal Surveillance	Read Textbook: Labour and Birth- Nursing Care Be prepared to explain how the nurse may use intermittent auscultation of the FHR and palpation of uterine activity for intrapartum fetal surveillance. In Class- Discuss external fetal monitoring-advantages and limitations	Fetal monitoring Fetal strips
Week 8 5-9 October	MIDTERM EXAM Date TBA		
Week 9 Monday 12 October Nurse Beverly Williams - Fraser Friday 16 October Mrs. Deborah Nelson	Nursing Care During Obstetric Procedures The Woman with Intrapartum Complications	Read Textbook Read Textbook Describe dysfunctional labor, including problems of the powers, passenger, passage, and psyche. Explain abnormal labor duration. Nursing care: Maternal exhaustion. Premature rupture of membrane. Discuss the indications for amniotomy. Describe the risks, including prolapse of the umbilical	Vulva swab Surgical asepsis Calculations related to medications, Medication administration- IV Antibiotics

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		cord, infection, and abruptio placentae. Discuss induction and augmentation of labor, an episiotomy, a forceps delivery, and a cesarean birth.	
Week 10			
Monday 19 October Mrs. Deborah Nelson	Postpartum Adaptations	Read Textbook Describe involution of the uterus, including descent of the uterine fundus, afterpains, and lochia, and the changes in all the body systems expected after childbirth	Simulation APGAR Postpartum Assessment: Fundal check, Breast assessment, Pad assessment
Friday 23 October Mrs. Deborah Nelson	Nursing Management during Postpartum		Demonstrate exercises the patient can perform to strengthen pelvic and abdominal wall muscles.
Week 11			
Monday 26 October Bank Holiday			
Friday 30 October Mrs. Deborah Nelson	The Normal Newborn: Adaptations, Assessment, and Nursing Care	Read Textbook: newborn assessments, including vital signs, measurements, newborn characteristics- cry, skin, head, ears, face, eyes, etc. and reflexes. Explain methods of heat loss, including evaporation, conduction, convection, and radiation QUIZ 3 DUE in SAKAI Opens 26 October 1600 Ends 31 October 1400 Discuss ongoing assessments, including providing skin care and cord care. Describe ongoing care, such as assisting with feedings, positioning, and protecting the infant. Discuss circumcision and immunizations, timing of discharge, patient teaching, and having an appropriate car seat. Describe follow-up care, including	Newborn Care: Cord Care, giving infant injections Infant eye ointment Medication Administration Postpartum and New-born Education

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		home visits, outpatient visits, and telephone counseling.	
Week 12 Monday 2 November Nicole de Faymoreau, Lactation Consultant Friday 6 November Mrs. Deborah Nelson	Breastfeeding Newborn feedings	Describe the nutritional needs of the newborn, including calories, nutrients, and water. Describe breast milk and formula composition, breast milk and breastfeeding advantages Postpartum Case Study Due Describe formulas for infants with special needs	Breast exam Normal & Abnormal Breast findings
Week 13 Monday 9 November Mrs. Deborah Nelson Friday 13 November Mrs. Deborah Nelson	The Woman with a Postpartum complication Health Promotion	READ Text related to topic Group activity: Describe early postpartum hemorrhage, uterine atony and trauma, including predisposing factors and therapeutic management	Postnatal Exercises Demonstrate critical thinking/clinical reasoning related to a patient with a postpartum complication Immunization Activity
Week 14 Monday 16 November Mrs. Deborah Nelson Friday 20 November Mrs. Deborah Nelson	The High-Risk Newborn: Problems Related to Gestational Age and Development The High-Risk Newborn: Acquired and Congenital Conditions	With use of the text: Explore factors that place a newborn at increased risk for neonatal complications. In-Class Group Discussion: Respiratory complications, including asphyxia, transient tachypnea, meconium aspiration syndrome, and persistent pulmonary hypertension of the newborn. See ONLINE Case Study in Sakai; Apply the nursing process, including assessment, nursing diagnosis and planning, interventions, and evaluation.	
Week 15			

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<p>Monday 23 November Mrs. Jeannine Sylvester -Gill from Grenada Planned Parenthood</p> <p>Friday 27 November Mrs. Deborah Nelson</p>	<p>Management of Fertility and Infertility</p> <p>Review of Prenatal Assessment and Care Review of Postnatal Assessment and Care</p>	<p>Read Textbook: Explore the role of the nurse in family planning. Describe considerations when choosing a contraceptive, including safety, effectiveness, acceptability, convenience, education needed, benefits, side effects, effect on spontaneity, availability, expense, preference, religious and personal beliefs, and cultural norms.</p> <p>In Class Group Activity: Be prepared to work in groups to present on the various methods of contraception.</p> <p>In Class Case Study: Discuss the role of the nurse in infertility care, including the extent of infertility, factors contributing to infertility, repeated pregnancy loss, evaluation of infertility, therapies to facilitate pregnancy, assisted reproductive techniques, responses to infertility, reactions during evaluation and treatment, and outcomes after infertility therapy</p> <p>QUIZ 4 DUE in SAKAI Opens 16 November 1600 Ends 20 November 1400</p>	
<p>Week 16 30 November – 4 December</p>	<p>FINAL EXAM WEEK</p>		

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check

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your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

It is expected that you are accountable for your assignments. Any individual who is not able to meet the assigned deadline may meet with the instructor or consideration on an individual basis prior to the due date of the assignment.

Classroom/Online Etiquette Procedure:

Please silence your cell phones and respect each other's input. Please review your email regularly and respond within 24-48 hours. It is best to address the recipient by their title, ie: “Hello Mr, Mrs, Nurse, etc”.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 307: Research and Evidence Based Practice
Number of Credits: 3
Days and Times: Mondays and Wednesdays, 3:00 – 4:15 p.m.
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): All previous Nursing Courses

Course Lecturer Name(s): Jennifer Solomon
Course Director Name: Jennifer Solomon

Course Lecturer(s) Contact Information: Jsolomon@sgu.edu, ext. 3758
Course Director Contact Information: Jsolomon@sgu.edu, ext. 3758

Course Lecturer(s) Office Hours: Mondays and Wednesdays 9 – 1pm Tuesdays 1 – 3pm via Microsoft Teams

Course Director Office Hours: Mondays and Wednesdays 9 – 1pm Tuesdays 1 – 3pm via Microsoft Teams

Course Lecturer(s) Office Location: Leeward Hall, downstairs
Course Director Office Location: Leeward Hall, downstairs

Course Support: Ms. Rocksann Burris - Rburris01@sgu.edu, ext. 3755 & Ms. Kandis Roberts – Krobert3@sgu.edu, 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the philosophical and historical aspects of nursing theory development, the basic components and differences of qualitative and quantitative research. Additionally the ethical perspectives of research and theory development, and the application of nursing theory to nursing research and theory will be taught. This course also addresses problem formulation, research designs, human subject protection, and dissemination of findings. It explores the role of nursing research in the development of nursing knowledge,

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and the impact of research on practice and patient care outcomes. This course also focuses on enhancing the student's ability to read, comprehend, evaluate, participate in, and apply research findings.

Course Objectives:

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

1. Differentiate the terminology in and the components of research reports.
2. Analyze the relationship between the descriptive results of research and the selected conclusion of the reports.
3. Relate the sampling methods and study sample to results, conclusions, and clinical meaningfulness of the study.
4. Interpret the strengths and weakness of research designs in relation to sampling, data collection methods, and the meaning of the results and conclusions.

Student Learning Outcomes:

1. Differentiate the terminology in and the components of research reports.
2. Analyze the relationship between the descriptive results of research and the selected conclusion of the reports.
3. Relate the sampling methods and study sample to results, conclusions, and clinical meaningfulness of the study.
4. Interpret the strengths and weakness of research designs in relation to sampling, data collection methods, and the meaning of the results and conclusions.

Program Outcomes Met By This Course:

NPO 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

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Course Materials:

Text: Essential of Nursing Research: Appraising Evidence for Nursing Practice, Online text, Denise F. Polit & Cheryl Tatano Beck

Supplementary Readings/Resources: As posted on Sakai in 'resources'.

Course Grading Requirement:

Assignment	Due date	Percentage	Submission criteria
Week 2 Two research questions (PICO questions)	31 th August	5	Forum must read all posts and reply x2
Week 3 Critical thinking in research	7 th September	5	Forum must read all posts and reply x2
Week 4 Complete engagement rubric	14 th September	5	To be emailed to Dr. Jennifer Solomon (JSolomon@gu.edu)
Week 5 Literature review for PICO question	17 th October	5	Present literature review process and three articles to San Jose students
Week 6 The link for theory and practice	28 th September	5	Forum- must read all posts and reply x2
Mid term Outline sampling method, data collection method and analyzing methods on two research questions	8 th October	20	Sakai via turn it in
Week 12 Informed consent form	9 th November	5	Sakai
Week 14 Quantitative & Qualitative Research Critique	23 rd November	5	Forum -must read all posts and reply x2
End of term Research proposal	2 nd December	35	Sakai via turn it in
Ongoing – Engagement i.e. Clicker and quiz questions Forum and completion of engagement rubric. Questions to be submitted every Friday. Please see Engagement rubric for guidance.		10	Each student will submit one question or comment per week related to the previous or forthcoming lectures every Friday via Forum NO need to reply or answer.

Course Requirements:

This course requires that all course work, reading and presentations are completed as per requirements. Student engagement and professionalism will be considered and is vital for student success.

Course Schedule:

DATES	TOPIC	READINGS/ASSIGNMENTS
Week 1 17 th 19 th	-Introduction and Course Requirements -Introduction to Evidence-Based Practice	-Polit & Beck, Chapters 1 & 2

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August	-Definition of Research, Evolution of Nursing as Science -Sources of Evidence for nursing practice	
Week 2 24th - 26th August	-Key Terms in EBP Identifying Research Questions & Hypotheses Key Concepts and Steps in Research	-Polit & Beck, Chapters 2 & 6 Using page 46 create two feasible research questions (PICO) one qualitative and one quantitative Submit to Forum.
Week 3 31 st - 2 nd September	-Finding and Reviewing Research Evidence: Literature Reviews How to access literature data bases Guest speaker	-Polit & Beck, Chapters 3 & 7 Read pages on Paradigm, 14–20, 562 methods and, 16–18 research problems and, 146–148, 162 Answer two out of the four examples on pg 27 Submit to Forum
Week 4 7th - 9th September	-Concepts of Qualitative & Quantitative - Focus on Qualitative	-Polit & Beck, Chapter 3 & 8
Week 5 14th - 16th September	-Concepts of Quantitative NO LECTURE ON 16TH	-Polit & Beck, Chapter 4
Week 6 21rd - 23th September	Theoretical and Conceptual Frameworks Paradigms for nursing research relating to methods The link for theory and practice	--Polit & Beck, Chapters 9, 10, 12, 13, 14 Pg 52 'finding clinical practice guidelines' using the websites research one guideline which may influence care in the clinical setting Using the questions in week 2 link a suitable theory to each one read pg 211 for guidance submit via forum.
Week 7 28th – 30th September	Quantitative Research – sampling and Data collection Qualitative Research -Sampling & Data Collection	-Polit & Beck, 9, 10, 12, 13, 14
Week 8 5th - 7th October	MID TERMS	Pg. 73 and chapter 12 Taking the two research questions in week 2 outline sampling method, data collection method and analyzing methods.
Week 9 9th - 14th October	-Mixed Methods Research NO LECTURE ON 14TH	-Polit & Beck, Chapters 11 & 19
Week 10 19st - 21rd October	-Systematic Reviews: Meta-analysis & Meta-synthesis	
Week 11	Guest lecture TBD	

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26th - 28th October		
Week 12 2th - 4th November	Ethics in Research (SGU IRB) Guest Lecture Mr Coomansingh Read and answer all questions for discussion pg 138 (Renker's study) NO LECTURE ON THE 4TH	Chapter 5 Create an informed consent form for one of the questions created in week 2 download and review SGU IRB forms
Week 13 9th - 11th November	Development of research instruments (Questionnaires and interview)	
Week 14 16th - 18th November	-Analyzing of Data -Trustworthiness & Integrity in Quantitative and Qualitative Research	Chapter 15,16, 17, 18 Due: Qualitative Research Critique use pg 99 as a template Submit to Forum. Due: Quantitative Research Critique use pg 99 as a template Submit to Forum.
Week 15 23th - 25th November	Writing a research proposal (SGU IRB) Guest lecture Mr Coomansingh	
Week 16 30th - 4th December	END of TERM	

Collaboration Schedule

Date	Objective	Activity
3 rd September 2 – 3pm	International / collaborative research	Discuss the process of for conducting research in Grenada Discuss the concept of 'transference' and 'context' related to research
17 th September 2 – 3pm	Literature review related to PICO question	Discuss your PICO question and literature review process. Discuss and evaluate three articles related to your PICO question
1 st October 1 – 3pm	Joint lecture Ethical Research such as it relates to research on vulnerable populations Cultural consideration in data collection (i.e. is the tool culturally appropriate?)	Lecture
5 th November 2 – 3pm	Evaluation of research	Evaluate and critique San Jose students research activities

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Assignment Submission Procedure:

Please refer to the course schedule assignments will be submitted via Sakai on forum or turn it in.. One question related to the following weeks lectures must be submitted every Friday.

Classroom/Online Etiquette Procedure:

Please see SAS template

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of Nursing and Allied Health Sciences

GENERAL COURSE INFORMATION

Course Code and Title: NURS 314: Pediatrics Nursing Care: 1 Month – 19 years

Number of Credits: 3

Days and Times: Tuesdays & Thursdays, 10:00 – 11:15 a.m.

Semester and Year: Fall 2020

Classroom Location: Online

Pre-requisite(s): Previous Nursing Courses

Course Lecturer Name(s): Jennifer Solomon RN, BSN, MSN

Course Director Name: Jennifer Solomon RN, BSN, MSN

Course Lecturer(s) Contact Information: jsolomon@sgu.edu/473-444-4175 ext. 3758

Course Director Contact Information: jsolomon@sgu.edu/473-444-4175 ext. 3758

Course Lecturer(s) Office Hours: Mondays & Wednesdays 9 am – 1 pm & Tuesdays – 1 pm – 3 pm

Course Director Office Hours: Mondays & Wednesdays 9 am – 1 pm & Tuesdays – 1 pm – 3 pm

Course Lecturer(s) Office Location: Leeward Hall, downstairs

Course Director Office Location: Leeward Hall, downstairs

Course Support: Ms. Rocksann Burris, rburris01@sgu.edu, 3755 & Ms. Kandis Roberts, krobert3@sgu.edu, 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course focuses on infants', children's and adolescents' health and illness within the context of their families and relevant environments. Students will be challenged to think and respond critically and comprehensively regarding a variety of infant, child and adolescent health and illness situations from health promotion through end of life care. Course content will build on foundational knowledge from the basic and social sciences, humanities and previous clinical courses. Students will use family systems theory in the development of comprehensive plans of care for the newborn through adolescent with an emphasis on disease and injury prevention, nutrition, assessment and treatment of common pathologic conditions and disorders of development. Learning will be supplemented in the simulation lab and other settings.

Course Objectives:

1-To develop skills in providing nursing care to the child along the health/illness continuum, including psychosocial development and physical health promotion, risk reduction and illness care.

2-To begin to develop a personal philosophy of nursing and an understanding of the nursing process which provides a context for the care of children and their families.

Student Learning Outcomes:

1. Integrate theoretical knowledge from physical, behavioral and nursing sciences with nursing care for children and their families.

2. Demonstrate ability to understand the challenges of children with special needs in the community.

3. Assess children and adolescent for appropriate developmental and psychosocial functions.

4. List evidenced based therapeutic approaches and pharmaco-therapeutic regimens into the nursing plan of care for children with minor illnesses.

Program Outcomes Met By This Course:

NPO - 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO – 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO – 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO - 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO – 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO - 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Text:

Pillitteri, A. (2007). Maternal and Child Health Nursing: Care of the Childbearing and Childrearing

Supplementary Readings/Resources: Additional resources on Sakai

Course Grading Requirement:

Case Studies Eight in total = 15%

Scholarly Essay = 5%

Engagement = 10%

Presentations = 10%

Mid Term Exam = 20%

End Term Exam = 40%

<p>Ongoing – Engagement i.e. Clicker and quiz questions Forum and completion of engagement rubric. Questions to be submitted every Friday. Please see Engagement rubric for guidance.</p>		<p>10</p>	<p>Each student will submit one question per week related to the forthcoming lectures every Friday via Forum NO need to reply or answer.</p>
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Course Requirements:

Students must complete all assignments attendance online and virtual or clinical labs.

Student must submit one related clicker quiz question for the forthcoming lectures on each Friday.

Course Schedule:

WEEK	DATE	LECTURE/TOPIC	IN CLASS WORK	ASSIGNMENT
<p>1</p>	<p>Aug. 17 Aug. 19</p>	<p>Perspective on Pediatric Nursing Social, Cultural, and Religious Influences on Child Health Promotion</p>	<p>-Major goal for pediatric nursing -Leading causes of disease, disability, and death in children. Discuss the ethical responsibility for the use of assent when working with children, types of informed consent and assent, pre and postoperative care of children undergoing anesthesia. Discuss cultural competence relating to health care providers, communication with health care professionals, and food customs. culture-related health practices such male and female circumcision</p>	<p>Read chapt.1- 3.</p>

2	Aug. 24 Aug. 26	Communication and Physical Assessment of the Child Pain Assessment and Management in children	Read chapt.4 Discuss effective strategies for interviewing and communicating with children and families, verbal and nonverbal strategies for effective communication and the use of play as a communication technique with children. Read chpt.5 Discuss pain, the theory of pain, the myths and realities of pain and pain management. Discriminate between acute and chronic pain. Explain pain assessment in children according to developmental stages. Describe common pain assessment tools. Discuss nonpharmacologic and	Read Evidence Based Article Of 15 common pain measurement scales Critically evaluate Six scales and state which two would be suitable for the Grenadian setting 800 - 1000 words Due September 1st via turnitin on Sakai
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			pharmacologic interventions that may be used for pediatric pain management. Use the nursing process to describe nursing care of the child in pain.	
3	Aug 31 st Sept.2 nd	Health problems of newborn infant toddler preschool and adolescent Presentation from students	Group Presentation. 15 mins each Discuss the major changes that occur in infancy, toddler, preschooler, school-age and the adolescent on the following areas: biologic, psychosocial, cognitive and social Group one infancy Group two toddler, Group three preschooler, Group four school age and five adolescent	Read chapt.8,11,14,16
4	Sept.7 th Sept.9 th	Chapter 1 Pediatric Variations of Nursing Interventions Chapter 3 Hereditary Influences on Health Promotion of the Child Family Presentation	Advocacy Ethics informed consent Group Presentation. 15 mins each <ul style="list-style-type: none"> • Group one - Define the term <i>congenital anomalies</i> and the four classifications of anomalies: <i>deformation, disruptions, dysplasias, and malformation,</i> • Group two - Describe the major physical signs or health complications associated with chromosomal aneuploidies: trisomy 21 (trisomy, translocation Down syndrome, and mosaic Down syndrome); trisomy 18 (Edwards syndrome); and trisomy 13 (Patau syndrome). • Group three - Describe the screening tests for these three groups (21/18 and 13) • Group four – Present a care plan for trisomy 21 • Group five – present a care plan for cleft pallet 	Complete engagement rubric self-assessment

5	Sept.14 th Sept. 16 th	Psychosocial issues Disorders with behavioral components Presentation	Common issues related to maltreatment neglect abuse and behavioral issues Child protection law and the nurse Group Presentation. 15 mins each <ul style="list-style-type: none"> ● Group one – ADHD ● Group two – Anorexia ● Group three - Substance abuse ● Group four – Depression > 18yrs ● Group five – Anxiety disorders 	Chapter 14, 15, 17 and 18
6	Sept. 21 st Sept.23 rd	Care of the child with chronic illness or disability The Ill Child in the Hospital and Other Care Settings	Perspectives in the care of children with special needs Discuss the nurse's role in various settings where care is given to ill children. List common stressors affecting hospitalized children. Describe the child's response to illness. Discuss the stages of separation anxiety. Describe the factors that affect children's responses to hospitalization and treatment.	Chapter 19, 20, 22
7	Sept 28 th	Medication administration and safety for infants and children	Describe different methods of administering medications to children. List the advantages and disadvantages of each route of administering medication to children.	
	Sept 30 th	Palliative care and end of life care	differences between children and adults that affect medicating a child. Describe psychosocial interventions for teaching and successful medication administration for each age-group. Describe quality and safety issues associated with medication administration in children	Read articles in resources be prepared to discuss
8	Week of Oct. 5-9 th	MIDTERM	EXAM	
9	Oct. 12 th Oct. 14 th	Chapter 25 The child with renal dysfunction Nephrotic syndrome Case study presentation	Identify the nursing care needs of infants and the child with renal alterations.	Complete Concept Map hand in for Case study presentation

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10	Oct. 19 th Oct. 21 st	Chapter 29 The Child with Cardiovascular dysfunction Impairment Online Discussion	Identify the nursing care needs of infants and the child with cardiac alterations. Common Acquired and Congenital heart disease Describe nursing care of a child with rheumatic fever, Kawasaki, VSD and TOF	Complete Concept Map hand in for Case study presentation
11	Oct. 26 th	Chapter 33	Identify the nursing care needs of infants and the child with endocrine alterations.	Complete Concept Map hand in for Case study presentation

	Oct. 28 th	The Child with Endocrine Dysfunction Case presentation	Diabetes	
12	Nov. 2 nd Nov. 4 th	Chapter 26 The Child with Gastrointestinal Dysfunction Case presentation	Identify the nursing care needs of infants and the child with gastrointestinal alterations.	Complete Concept Map hand in for Case study presentation
13	Nov. 9 th Nov. 11 th	Chapter 28 The Child with Respiratory Dysfunction Case presentation	Identify the nursing care needs of infants and children with acute and chronic respiratory alterations. Asthma	Complete Concept Map hand in for Case study presentation
14	Nov. 16 th Nov. 18 th	Chapter 30 The Child With an Immunologic Alteration Case Study	Discuss how neonates acquire active and passive immunity, how to prevent the spread of organisms in children with an immune deficiency. Describe how to prevent, test for, care for, and support children with human immunodeficiency virus	Complete Concept Map hand in for Case study presentation

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15	Nov. 23 rd	The child with Neurological disorders	Identify the nursing care needs of infants and children with epilepsy and cerebral palsy Nutritional requirements of the pediatric	Complete engagement rubric self-assessment
16	30 – 4 th Dec	End of term exam		

Case study presentations guidelines

Using the concept map in resources create a concept map for the given case studies. These must be handed in after the class. These case studies will be discussed at length in the classroom requiring preparation and

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Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Written work must be submitted via Turn it in.

Classroom/Online Etiquette Procedure:

Please see SAS template.

Policy/Procedure Related to the Department:

N/A

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University *School of Arts and Sciences*

Department of Nursing and Allied Health Sciences

GENERAL COURSE INFORMATION

Course Code and Title: NURS 316: Leadership and Management with Lab
Number of Credits: 4
Days and Times: Tuesdays and Thursdays, 10:00 a.m. – 11:15 a.m. (Lab: Thursdays, 3:00 p. m – 5:00 p .m)
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): All previous Nursing Courses Corequisite: NURS 325

Course Lecturer Name(s): Kathleen Collier, AS, BSN, MPH
Course Director Name: Jule Lindsay RN, BScN, MN

Course Lecturer(s) Contact Information: kcollier@sgu.edu / ext. 3735
Course Director Contact Information: jlindsay@sgu.edu / ext. 3118

Course Lecturer(s) Office Hours: Mondays 10:00AM – Noon; 2:00PM – 4:00 PM and Tuesdays 10:00 AM – Noon
Course Director Office Hours: Monday & Wednesday 9:00am-12:00pm Friday:9:00am-1:00pm

Course Lecturer(s) Office Location: Leeward Hall, downstairs
Course Director Office Location: Leeward Hall, downstairs

Course Support: Ms. Rocksann Burris, Rburris01@sgu.edu, 3755 & Ms. Kandis Roberts, Krobort3@sgu.edu, 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course explores concepts of leadership and management through an examination of various leadership /management theories, application of ethical and legal principles, organizational and resource management styles, meeting consumer needs and delegation of nursing care. The course

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will emphasize the use of critical thinking in the leadership/manager role. Practice and the opportunity for self-reflection will be carried out in the Simulation Lab.

Course Objectives:

1. List organizational theories related to nursing leadership and management.
2. Discuss fundamental aspects of the budgeting process including productivity measures in today's healthcare environment.
3. Identify and define the delegation process.
4. Describe collective bargaining, its legal structure and its role in today's healthcare environment.

Student Learning Outcomes:

1. Understand what is meant by management and managerial effectiveness
2. Identify the roles which are fulfilled while working as a manager
3. Identify managerial activities that contribute to managerial effectiveness
4. Identify the causes of stress in managerial roles.
5. Understand time lines and the need for effective time management.

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NPO-1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centred nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO-2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviours of the discipline of nursing. (Professional conduct)

NPO-3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO-5. Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. (Nursing leadership and Management)

NPO-6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO-7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO-8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

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- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Required text: Marquis, B (200h9) Leadership Roles & Management Functions in Nursing: Theory and Application (6th ed.), Philadelphia: Lippincott Williams & Wilkins. ISBN 13:978-07817-7246-4

Supplementary Readings/Resources: Supplementary Readings/Resources: NEW Sherpath for Fundamentals (Potter Fundamentals version), 9th Edition

Textbook, handouts and referred articles, internet resources and practice test materials.

Course Grading Requirement:

Quiz	5%
Class engagement	10%
Presentations (Case and group)	10%
Essay	10%
Written Assignment	10%
Midterm Exam	20%
Final Project	35%
Total	100%

Course Requirements:

- Students are required to attend all Online classes in a timely manner.
- Students are required to read all assigned chapters before attending class.
- Students are required to part-take in all online forums, discussions and presentation.

Course Schedule:

Click or tap here to enter text.

Week	Topic	In Class	Assignments
1* 18th & 20th August	Leadership and management – definitions and theories	Discussion: Divide into small groups discuss the characteristics of exceptional leaders. -Cover diagnosing, adapting, and communicating; as well as self-awareness, self-management, social awareness, and relationship management.	Chapter two and three
2 25th & 27th August	Identify tasks, roles and characteristics of effective leadership and management	<ul style="list-style-type: none"> • Online Activity: Have students visit http://www.nwlink.com/~donclark/leader/survlead.html to access a Leadership Self-Assessment Activity. Ask students how leaders can use this assessment to identify strengths and areas of improvement 	Chapter five Delegation case scenario

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2* 25th & 27th August	Legal and legislative issues- Discuss Negligence, Liability, and use of Incident reports	<ul style="list-style-type: none"> Online Activity: As a group go to http://www.nursingcasestudy.com and select a topic that interests you. Read through one or more of the cases and share a brief background and two things that surprised you with the class. Forum Question 	Chapter five Delegation case scenario
3* Sept 1st & 3 rd	<p>Decision making - Discuss selected models of problem solving</p> <p>Identify the relationship between the nursing process and models of problem solving and decision making</p> <p>Negotiation Delegation</p>	<p>Forum Question</p> <p>Examine the four steps in the process of delegating:</p> <ol style="list-style-type: none"> (1) assess and plan (2) communication (3) surveillance and supervision (4) evaluation and feedback. <p>In groups examine the five factors to be assessed before delegating (potential for harm, etc.) for a particular task. Explain why or why not a task would be delegated depending on each factor.</p> <p>Have students review the decision tree on pp. 15-16 of the NCSBN's "Working with Others" about accepting an assignment to supervise NAPs; then hold a discussion about the decision tree (https://www.ncsbn.org/Working_with_Others.p df)</p> <p>Read pages 21 – 24 compare the decision tree with the table figure 1.3 pg 21</p>	Chapter 1 Quiz chapters one, two, three and five
4* 8th & 10 th September	<p>Describe the process of planned change</p> <p>Discuss the theory of change</p> <p>Discuss common responses to change</p> <p>Identify strategies for successful management of change</p>	<p>Forum Question</p> <p>Small group discussion read and discuss learning exercises 8.3, 8.6 or 8.10</p>	Chapter 8
5 15th & 17th September		<p>Groups and Organizations: Behaviour and Structures</p> <p>Specify how stakeholders impact organizations</p> <p>Evaluate organizational effectiveness</p>	Chapter 8

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<p>6</p> <p>Sept 22nd & 24th</p>	<p>Organizational structure</p> <p>Organizational theory</p> <p>Types of structures</p> <p>Organizational culture and effectiveness</p>	<p>Divide into three small groups. Each group will be assigned one of the basic organizational types.</p> <ol style="list-style-type: none"> 1. Group 1 discusses the functional form. 2. Group 2 discusses the matrix form. 3. Group 3 discusses the program form. <p>- Each group will define its organizational structure and draw an example of an organizational chart for its assigned structure.</p> <p>-Each group should identify the role of line and staff positions for its assigned structure.</p> <p>- Groups should put the organizational structure in PowerPoint and present a description of the organizational structure to the class.</p> <p>4. They should summarize and bring out important points about the types of organizational structures.</p>	<p>Chapter 12</p> <p>Presentation</p>
<p>7</p> <p>Sept 29th & 1st</p> <p>October</p>		<p>Ethical issues</p> <p>Describe/discuss an Ethical frameworks for decision making (Forum question)</p> <p>List the principles of ethical reasoning</p> <p>Appraise the ethical dimensions concerning leadership and management</p>	<p>Chapter 4</p>
<p>8</p> <p>6th & 8th</p> <p>October</p>	<p>MIDTERM</p>		
<p>9</p> <p>13th & 15th</p> <p>October</p>	<p>subordinate and professional advocacy</p> <p>-Classify various patients' rights</p> <p>-Understand the concept of Whistle blowing</p>	<p>Quality improvement project: - Discuss with a chosen Preceptor or Ward Manager an area from the website below that can be used for a quality improvement project.</p> <ol style="list-style-type: none"> 1 -State the problem of interest or practice situation. 2 - What is the aim of the process improvement. 3 - List two measurable outcomes. 4 -Identify a change theorist and nursing theorist to show how these are linked to the problem. Go to the following website and chose one of the subject areas in collaboration with preceptor/ward manager <p>https://www.ahrq.gov/professionals/systems/mo/ahrq/myqi/nursing.html</p> <p>https://www.ahrq.gov/cahps/quality-</p>	<p>Chapter 6</p>

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		improvement/improvement-guide/4-approach-gi-process/index.html	
10 20 & 22th October	Policy and Politics Assess politics and personal power within nursing Employ strategies for building a personal power base Formulate a plan for using cooperation rather than competition in the workplace.	Assignment via Turnitin on Sakai -Read Antobus and Kitson (1999) and Davison et al. (2006). These articles provide both a global perspective as well as a historical and contemporary view of clinical leadership and politics. -Write on the following: What do these two articles tell you about the big picture of nursing's relationship with policy -How do you think we are situated in terms of political astuteness in Grenada? -What are your views on the shifting policy context for clinical leaders?	Chapter 13 Essay
11 27th & 29th October		Chapter 21 Complete Case study	
12 3rd & 5th November	Fiscal management and budgeting -Identify the steps in the budgetary process -Summarize different types of budgets Guest Speaker Dave Shaw	-During clinical rotations, find out the cost of two medical supplies that they commonly use. -Give a written (via Sakai) report to the class on the findings. - Discuss strategies that nurses can use to decrease waste and increase the use of existing medical supplies. - Also, discuss the concept of hoarding and the problems that occur when inventory levels are too high. (Forum question) -Summarize different types of budgets	Chapter 10 Written assignment Complete case study
13	Managing resources	Read and summarize Predicting staffing needs 1. background and workforce planning	Chapter 17

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10th & 12th November	Illustrate the use of Human resources in the clinical environment Predicting staffing needs – identify components that impact staffing numbers	2. patient safety and top down approach 3 bottom up approach and skill mix 4. discussion and conclusion	
14 17th & 19th November	Quality improvement presentation		presentations
15 24th & 26th November	Role Transitions & Stress Management Creating a motivating climate Motivational theory	Forum Question Discuss Motivational theory	Chapter 11 Chapter 18
16 1st & 3rd December	Finals		

ONLINE Lab sessions

<u>Week one</u> <u>(Leadership & Management Skills)</u>	<u>Introduction to Leadership & Management clinical skills</u> <u>Discussion of Self-Awareness, Self-management, Communication & Leadership styles</u>
<u>Week Two</u> <u>(Legal)</u>	<u>Otto Smithers (Abdominal cramping, diarrhea. Management of a patient with abdominal problems</u> <u>Discuss Incident Reporting</u>
<u>Week Three</u> <u>(Delegation)</u>	<u>David Douglas (Left total hip arthroplasty, post-op).</u>

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	<u>Online discussion on delegation</u>
<u>Week Four</u> <u>(Change)</u>	<u>Melissa Franks (abdominal pain & vaginal bleeding).</u> <u>Online discussion on change: customer service, cost management, post-op guidelines</u>
<u>Week Five</u> <u>(Organization's Structure)</u>	<u>Ben Bundy (Shortness of Breath)</u> <u>Online discussion on the General Hospital's organization structure. How does this organization manage patients with SOB</u>
<u>Week Six</u> <u>(Organization's Culture)</u>	<u>Jose Garcia (left leg fracture)</u> <u>Online discussion on how culture may affect the patient's care.</u>
<u>Week Seven</u> <u>(ethical issues)</u>	<u>Anna Sink (Chest Pain & SOB)</u> <u>Online discussion on ethical issues and ethical reasoning</u>
<u>Week Eight</u>	<u>M I D T E R M</u>
<u>Week Nine</u> <u>(Patient's Rights)</u>	<u>Vihaan Kahr (Lethargy & SOB)</u> <u>Online discussion on patient's rights</u>
<u>Week Ten</u> <u>(Cooperation in the work place)</u>	<u>Stelle Adams (Malaise & Brown Colored urine)</u> <u>Online discussion on cooperation and collaboration in the work place</u>
<u>Week Eleven</u> <u>(Conflict Management)</u>	<u>Patricia Cole (SOB & Heart Palpitation)</u> <u>Online discussion on conflict management</u>
<u>Week Twelve</u> <u>(Budgeting)</u>	<u>Edward Yestreet (Altered Mental Status)</u> <u>Online discussion on budgeting: a sample will be provided</u>
<u>Week Thirteen</u> <u>(Staffing)</u>	<u>Steve Chambers (Polyuria, polydipsia and weight loss)</u> <u>Online discussion on staffing (managing of resources, human resources</u>
<u>Week Fourteen</u> <u>(Quality Improvement)</u>	<u>Ana Martinez (Hyperglycemia)</u>

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	<u>Online discussion on Quality Improvement</u>
<u>Week Fifteen</u> <u>(Stress Management)</u>	<u>Online discussion on Stress Management &</u> <u>Review for Final</u>
<u>Week Sixteen</u>	<u>F I N A L</u>

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Student Accessibility and Accommodation Services Policy:

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All assignments must be submitted on time as per syllabi.

Instructor must be informed of any late assignments in a timely manner.

Classroom/Online Etiquette Procedure:

Students must mute microphones unless engaging in meaningful discussions.

Students must complete the Engagement Rubric forms each week.

Students must engage in all Forums and Presentations as per syllabi.

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Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS323: Practicum III Pediatrics
Number of Credits: 4
Days and Times: Wednesdays (7:00am – 2:30pm)
Semester and Year: Fall 2020
Classroom Location: General Hospital, Grand Anse Health Centre and St. George's Health Centre
Pre-requisite(s): All previous Nursing Courses **Co-requisite(s):** NURS 314 & NURS 305

Course Lecturer Name(s): Salisha Phillip, BSN
Course Director Name: **Kathleen Collier, RN, AAS, BSN, MPH**

Course Lecturer(s) Contact Information: 444-4175, EXT.3021 (sPhill10@sgu.edu)
Course Director Contact Information: **444-4175, EXT. 3735 (kcollier@sgu.edu)**

Course Lecturer(s) Office Hours: Mondays (11:00 AM – 2:00PM) and Tuesdays 9:00 AM - Noon

Course Director Office Hours: **Monday (10:00 AM – Noon; 2:00 PM -4:00PM)**

Course Lecturer(s) Office Location: Leeward Hall, downstairs

Course Director Office Location: Leeward Hall, downstairs

Course Support: **Rocksann Burris, RBurris01@sgu.edu, ext. 3755 and Kandis Roberts, KRobert3@sgu.edu, ext. 3769**

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to the field of pediatric nursing in the practice setting relating the theory to the skills necessary to care for children and adolescents during adaptive and maladaptive states. Students will have dedicated clinical experiences in community based and pediatric setting. Students will also be exposed to clinical laboratory experiences including refinement of psychomotor skills and simulation activities related to pediatric nursing. The clinical course allows

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the application of nursing skills, knowledge, and critical thinking necessary for safe effective nursing care of pediatric populations.

Course Objectives:

Demonstrate knowledge of the conditions common to children within the Caribbean and wider community. Utilize appropriate health assessment, communication and critical inquiry skills and to deliver care to this population. Demonstrate knowledge of the needs of the child in respect to physical, social, mental and emotional development. Show understanding and collaboration in terms of the role of the parent and significant others in assessing, planning, implementing and evaluating children's care. Apply evidence-based findings and ethical considerations of the care of children.

Student Learning Outcomes:

Obstetrics

1. Apply nursing and other scientific knowledge skills and attitudes to provide safe and effective care to the childbearing family.
2. Demonstrate use of the nursing process to deliver care during the ante-partum, intrapartum and postpartum periods to the mother and family.
3. Apply the ethical legal framework and provide nursing care to the Child Bearing Family while following established protocols and standards.
4. Report collaboration with the interdisciplinary team to establish policies and program to affect child bearing and rearing practices and population growth.

Pediatrics

1. Describe the basic concepts of nursing including healthcare delivery, critical thinking, ethical decision making, nursing process, health education, health promotion, and health assessment.
2. Choose appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Identify characteristics of chronic conditions and implications for people with chronic conditions and for their families
4. Compare and contrast alternative approaches and priorities of care dependent on the patient's needs.

Program Outcomes Met By This Course:

NPO- 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO- 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO- 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO- 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO- 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the

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delivery of health care. (Clinical decision making and intervention)

NPO- 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better
B+ = 84.5 - 89.4%
B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: See SAKAI

Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

Clinical Learning Rubric	7.5%
Clinical Objectives Rubric	7.5%
Self-Assessment Rubric	5%
Punctuality/Professionalism	10%
Quizzes	10%
Midterm	30%
Final	30%
Total	100%

Course Requirements:

Students will be required to:

- (i) Attend all Hospital/Clinical rotations;
- (ii) Conduct themselves in an appropriate manner, including being respectful to the opinions of others;
- (iii) Listen carefully to instructions given. If you do not understand, ask the instructor, preceptor or mentor;
- (iv) Bring the necessary supplies required for clinical practice (pen, notepad, stethoscope, second hand watch)

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Obstetrics/Gynecology

Course Schedule:

<p>Week one</p> <p>Online discussion: Intro to OB/GYN and equipment. Social, Cultural & religious influences on child health promotion. Review of medication calculation</p>	<p>Hospital/Clinic Rotation: Introduction to OB/GYN and equipment.</p>
<p>Week two</p> <p>Online: video and demonstration of EDC Birth Wheel</p>	<p>Hospital/Clinic Rotation: Obstetric and GYN History Taking. EDC Birth wheel</p>
<p>Week three</p> <p>Online: Review of med math calculations, Medication of OB patients</p>	<p>Hospital/Clinic Mental Med Math and OB medication</p>
<p>Week four</p> <p>Online: Video, Case Study, Role Play. Online demonstration of Prenatal Assessment</p>	<p>Hospital/Clinic (Prenatal Assessment) Fundal check, breast assessment, pad assessment).</p>
<p>Week five</p> <p>Online: Med Math Calculation quiz (ungraded)</p>	<p>Hospital/Clinic Mental Med Math and OB medication</p>
<p>Week six</p> <p>Online: Demonstration of Medication Administration (SubQ)</p>	<p>Hospital/ Clinic Rotation: Medication Administration (SubQ, IM, IV from the check list)</p>
<p>Week seven</p> <p>Online: Video on Fetal Monitor (Link will be provided)</p>	<p>Hospital/Clinic Rotation: Fetal Monitoring of Women in Labor</p>
<p>Week eight</p>	<p>M I D T E R M (Med Math)</p>
<p>Week nine</p> <p>Online game on complication of pregnancy Game TBD</p>	<p>Hospital/Clinical Rotation: Complications of pregnancy (cord complications, preeclampsia, placenta previa, abruptio placenta etc.</p>

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Week ten Online discussion: Case Scenario on Apgar score Articles on Apgar score i-human (Kaede Soto – infant wellness check)	Hospital/Clinic Rotation: Apgar score
Week eleven Online discussion: Infant injection sites Early measures of infant care: eye ointment administration Jeopardy game on vaccinations	Hospital/Clinic Rotation: Vaccination. Infant injection sites Early measures of infant care: eye ointment administration
Week twelve Online discussion: Breast Feeding; research on breast feeding before online session	Hospital/Clinic Rotation: Breast Feeding, Care of the cord
Week thirteen Online Discussion: Video on postnatal exercises, BUBBLEE, Math demonstration	Hospital/Clinic Rotation: Postnatal Exercises BUBBLEE
Week fourteen Online discussion: Family Planning, Med Math calculation	Hospital/Clinic Rotation: Family Planning
Week fifteen	Med Math review for Final
Week sixteen	F I N A L (Med Math)

Pediatrics

Week One	Social, Cultural, religious influences on Child Health Promotion
Week Two	Communication & Physical Assessment of the child. Pain Assessment & Management in children
Week Three	Health problems in newborn, infant, toddler, preschool & adolescent
Week Four	Hereditary influences on Health Promotion

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Week Five	Psychosocial issues, behavioral disorders and issues, neglect, abuse
Week Six	Care of the child with chronic illness or disability
Week Seven	Medication Administration
Week Eight	M I D T E R M
Week Nine	The child with Renal Dysfunction
Week Ten	Cardiovascular disease in children
Week Eleven	Endocrine Dysfunction in children
Week Twelve	Gastrointestinal Dysfunction in children
Week Thirteen	Children with Respiratory Dysfunction
Week Fourteen	The child with immunologic alteration. Active/passive immunity. Prevent the spread of organisms
Week Fifteen	The child with Neurological disorders
Week Sixteen	

POLICY INFORMATION

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

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Assignment Submission Procedure:

Nursing care plans submitted late will be lowered 10 points unless previous permission has been given.

Classroom/Online Etiquette Procedure:

Students must prepare for hospital/clinical and online sessions by pre-reading on the topics. Cell phones are to be turned off during hospital/clinical/online session. No wearing of scrubs on the public street. Change into scrubs at the General Hospital or Clinic. Allow sufficient time to change into your scrubs; preferably 30 minutes before the start of the clinical session.

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Policy/Procedure Related to the Department:

NA

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS325: Practicum V – Leadership and Management
Number of Credits: 4
Days and Times: Fridays 7:00 a.m. – 2:30 p.m.
Semester and Year: Fall 2020
Classroom Location: General Hospital – Male and Female Surgical/Medical wards
Pre-requisite(s): All previous Nursing courses Co- requisite: NURS 316

Course Lecturer Name(s): Salisha Phillip, RN, BSN
Course Director Name: Kathleen Collier, RN, AAS, BSN, MPH

Course Lecturer(s) Contact Information: 473-444-4175, ext. 3021/SPhill10@sgu.edu
Course Director Contact Information: 473-444-4175, ext. 3735/kcollier@sgu.edu

Course Lecturer(s) Office Hours: Mondays (11:00 AM – 2:00 PM) and Tuesdays (9:00 AM – Noon)

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Course Lecturer(s) Office Location: Leeward Hall, downstairs

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Course Support: Rocksann Burris, RBurris01@sgu.edu, ext. 3755, Kandis Roberts, KRoberts03@sgu.edu, ext. 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course prepares the student nurse for the supervisory and professional responsibilities in the practical setting. Learners are exposed to a number of varied environments including those in policy making needing advocates and change agents for patient care and the profession of nursing. A quality improvement assignment related to practice will be completed during this practicum.

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Course Objectives:

1. Apply key concepts of management and leadership to caring and collaborative nursing practice within an organizational culture.
2. Prioritize nursing actions and undertakes clinical management of groups of patients to achieve safe patient care outcomes.
3. Utilizing nursing judgement supported by current evidence.

Student Learning Outcomes:

On completion of this course, students will be able to:

- (i) Identify and evaluate leadership and management issues in the context of ward management.
- (ii) Identify and analyze the leadership and management principles applicable to any leadership and management situation in the clinical or online setting.
- (iii) Apply leadership and management critical thinking skills and reasoning related to hospital operations/staff, patients and their families and be able to analyze actual and potential outcomes of leadership and management problems.
- (iii) Apply the basic principles of leadership and management to analyze clinical decisions.

Program Outcomes Met By This Course:

NPO – 1 Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO – 2 Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO – 3 Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO- 4 Utilizes evidence-based practices to guide planning, implementation, monitoring and evaluation of health education and health promotion activities. (Caring interventions)

NPO – 5 Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. (Nursing leadership and Management)

NPO – 6 Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO – 7 Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO – 8 Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

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- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Stethoscope, second hand watch, Notepad, Pen

Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

Assignment	Total
Clinical Learning Rubric	10
Self-Assessment Rubric	10
Punctuality/Professionalism	10
SAKAI Quizzes	10
Clinical Objectives	10
Midterm (Nursing Care Plan)	25
Final (Nursing Care Plan)	25
Total	100%

Course Requirements:

Students will be required to:

- (i) Be punctual for clinical rotation
- (ii) Be dressed in scrubs at the start of clinical rotation (7:00 AM)
- (iii) Be prepared for class by doing the necessary pre reading
- (iv) Conduct themselves in an appropriate and professional manner, including respectful of the opinions of others;
- (v) listen carefully to instructions given and adhere to the General Hospital's policies and procedures
- (vi) Students should bring stethoscope, notepad, second hand watch and note pad to each clinical rotation.

Course Schedule:

Week one (Leadership & Management Skills)	Introduction to Leadership & Management clinical skills Discussion of self-awareness, Self-management, Communication & Leadership styles. Choose a leader for the day. Identify leadership styles.	
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	Online discussion	
Week two (Legal)	<p><i>Otto Smithers</i> (Abdominal cramping, diarrhea)</p> <p>Management of a patient with abdominal problems.</p> <p>Check for legal documents in patient's chart. e. g. Consent, next of kin, etc.</p> <p>Discuss Incident Reporting.</p> <p>Online discussion</p>	
Week three (Delegation)	<p><i>David Douglas</i> (Left total hip arthroplasty, post-op)</p> <p>Using the delegation process (Assessment, Planning, Communication, Surveillance & Supervision); Identify Problem solving & Decision making to manage the ward and patient.</p> <p>Online discussion</p>	
Week four (Change)	<p><i>Melissa Franks</i> (abdominal pain & vaginal bleeding)- Op)</p> <p>Identify clear and tangible goals for change on the ward. e.g. customer service, cost management, post-op guidelines</p> <p>Online discussion</p>	
Week five (Organization's Structure)	<p><i>Ben Bundy</i>(Shortness of Breath)</p> <p>Identify how this organization manages the patient with Shortness of Breath.</p> <p>Online discussion</p>	
Week six (Organization's Culture)	<p><i>Jose Garcia</i> (Left leg fracture)</p> <p>Identify the culture of this institution (The General Hospital) manage the patient with a fracture.</p> <p>Discuss how culture may affect the patient's care.</p> <p>Online discussion</p>	

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<p>Week seven (Ethical Issues)</p>	<p><i>Anna sink</i> (Chest Pain & SOB)</p> <p>Manage the patient with chest pain and SOB.</p> <p>Identify a situation where ethical issues are raised and ethical reasoning applied.</p> <p>Online discussion</p>	<p>Discussion on nursing care plan to review for midterm</p>
<p>Week eight</p>	<p>M I D T E R M (Nursing Care Plan)</p>	
<p>Week nine (Patient's Rights)</p>	<p><i>Vihaan Kahr</i> (Lethargy and SOB)</p> <p>Manage a patient with SOB/respiratory complications & Lethargy.</p> <p>Identify patient's rights (the right to accurate information, the right to treatment decisions, the right of respect discrimination, confidentiality (privacy), the right to complain, the right of the patient to take responsibility for their well-being.</p>	
<p>Week ten (Cooperation in the work Place)</p>	<p><i>Stelle Adams</i> (Malaise & Brown Colored urine)</p> <p>Manage the patient with undergoing blood transfusion.</p> <p>Identify ways nurses, doctors and other personnel collaborate with each other to benefit the patient receiving a blood transfusion.</p>	
<p>Week eleven (Conflict Management)</p>	<p><i>Patricia Cole</i> (SOB and Heart Palpitations)</p> <p>Manage the patient with SOB & Heart Palpitations.</p> <p>Identify a conflict situation and/or ways to resolve conflicts.</p>	
<p>Week twelve (budgeting)</p>	<p><i>Edward Yestreet</i> (Altered mental status)</p> <p>Manage the patient with Altered Mental Status.</p> <p>An example of a hospital budget will be provided to you.</p> <p>Discuss budgeting of a hospital (Look at sources of income, monthly expenses, supplies, personnel etc.</p>	

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Week thirteen (Staffing)	Steve Chambers (Polyuria, polydipsia and weight loss) Manage the patient with diabetes. Look at managing of resources, human resources, predict staffing in the clinical environment.	
Week fourteen (Quality Improvement)	Ana Martinez (Hyperglycemia) Manage the patient with hyperglycemia. Note the way in which diabetes is currently managed. Identify ways the quality of diabetic management can be improved.	
Week fifteen (Stress management)	Review for Final Exam and discussion on stress management. Discussion on Nursing Care Plan.	
Week sixteen	E N D of T E R M (Nursing Care Plan)	

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Assignment Submission Procedure:

Nursing care plans submitted late will be lowered 10 points unless previous permission has been given.

Classroom/Online Etiquette Procedure:

Students must keep up with the readings of articles and case studies and be prepared to discuss the material in class or clinical area. Read and think critically, evaluating and considering your own experience and knowledge. Each of you has much to contribute and I expect you to do so! Respect disagreement. People have the right to disagree with you. However, disagreement should never

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personal. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Cell phones are to be turned off during class/clinical.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 400: Global Nursing and Health Care Issues
Number of Credits: 3
Days and Times: Tuesdays & Thursdays, 11:30 AM – 12:45 PM
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): All previous nursing courses

Course Lecturer Name(s): Jule Lindsay RN, BScN, MN
Course Director Name: Jule Lindsay RN, BScN, MN

Course Lecturer(s) Contact Information: jlindsay@sgu.edu /EXT 3118
Course Director Contact Information: jlindsay@sgu.edu /EXT 3118

Course Lecturer(s) Office Hours: Monday & Wednesday 9am-12noon, Friday 9am-1pm
Course Director Office Hours: Monday & Wednesday 9am-12noon, Friday 9am-1pm

Course Lecturer(s) Office Location: Leeward Hall, downstairs
Course Director Office Location: Leeward Hall, downstairs

Course Support: Ms. Rocksann Burris, Rburris01@sgu.edu, 3755 & Ms. Kandis Roberts, Krobert3@sgu.edu, 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course examines major global health challenges, programs and policies. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. Using a case study approach, students will study the global and regional politics and local social contexts in which global health problems occur and will learn to analyze the successes and shortcomings of global health interventions.

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Course Objectives:

1. To list the key concepts and frameworks used in examining global health issues.
2. To describe the distribution of health and disability around the world and to understand the individual, social, and institutional factors that affect the burden of disease.
3. To analyze the issues and controversies in global health.
4. To describe the policy relevance of complex global health issues.

Student Learning Outcomes:

1. Analyze: the relationship between health, poverty, and development.
2. Synthesize: information from primary and secondary sources to help identify appropriate interventions and actions in global health and development.
3. Demonstrate: skills in systematic reviews of the evidence-base of current global health and development policies and programs.

Program Outcomes Met By This Course:

NPO-1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO-2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviours of the discipline of nursing. (Professional conduct)

NPO-3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO- 5. Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. (Nursing leadership and Management)

NPO-8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

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Course Materials:

Text: Global Health Nursing Building and Sustaining Partnerships, Online text, Michele J. Upvall, PhD, RN, CRNP, Jeanne M. Leffers, PhD, RN

Textbook of Global Health, Online text, Anne- Emanuelle Birn, MA, ScD, Yogan Pillay, PhD and Timothy H. Holtz, MD, MPH, FACP, FACPM

Supplementary Readings/Resources: See SAKAI for additional resources

Course Grading Requirement:

Item	Percentage
Attendance/Engagement	10%
Quizzes	10%
Group Presentations	15%
Midterm Exam	30%
Final Exam	35%
Total	100%

Course Requirements:

Students are required to attend all Online classes in a timely manner. Students are required to read all assigned chapters before attending class. Students are required to part-take in all online forums, discussions and presentation.

Course Schedule:

Week	Topic/Objectives	Reading	Exercises
1 18th & 20th August	Introduction and Perspectives of Global Health Students will explore the distinctions between International health, Public health and Global health Students will review the historical development of Global health Students will review nursing perspectives and explore the role of nurses in Global Health	Global Health Nursing Building and Sustaining Partnerships pgs.1-12	Create student groups of 3-4 students
2 25th & 27th August	The Historical Origins of Modern International (and Global) Health Students will explore the historical events preceding modern Global Health as we know it Students will examine the rise of colonialism and the slave trade and their health consequences Students will examine the evolution of International Health agencies Forum Question Students will explore the historical events preceding modern Global Health.	Textbook of Global Health Chapter 1	Student groups will collaborate and choose a Millennium Development Goal (MDG) from week 1 for their group project based on their clinical interests and experience in the hospital and community setting
3 Sept 1 st & 3rd	Global Health and Ethics	Textbook of Global Health Chapter 13	Discussion Question: What

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	<p>Students will navigate the computer world of global health from critical perspective (Global Health Research, Human Rights and Ethical Concerns).</p> <p>Students will examine the challenges and points of inspiration in global health.</p> <p>Students will examine the organizations and movements that address global health problems.</p>		disease control approaches are used in Grenada?
4 8th & 10th September	<p>Culture and Health</p> <p>Define Culture</p> <p>Describe the most important relationships between culture and health.</p> <p>Discuss the importance of social assessments. Outline some of the theories in behaviour change in health.</p>	Textbook of Global Health Chapter 14	Discussion Question: Are there any organizations or movements present in Grenada/US that tackle global health problems or crisis?
5 15th & 17th September Mr. Kennedy Roberts	<p>Understanding Health Care Systems</p> <p>Students will examine an explanatory framework for the different kinds of health care systems and their principles</p>	Textbook of Global Health Chapter 11 Quiz # 1	Discussion Question: What type/types of Health Care System/s is/are present in Grenada?
Mr. Kennedy Roberts	<p>Students will examine an explanatory framework for the different kinds of health care systems and their principles</p> <p>Students will review a historical analysis of various health care systems around the world</p> <p>Students will examine two key health policy approaches— Primary Health Care and Universal Health Coverage</p> <p>Students will explore the building blocks of health care systems and the challenges they face</p>		
6 Sept 22 nd & 24 th Dr. Hem- Lee-Forsyth	<p>Health Equity and the Societal Determinants of Health</p> <p>Students will explore and define the societal determinants of health</p> <p>Students will explore theories showcasing pathways between societal determinants and health inequities</p> <p>Students will examine various policies and practices that address the societal determinants of health and lead to sustained reduction of health inequities.</p>	Textbook of Global Health Chapter 7	Discussion Question: Discuss societal determinants of health impacting health equity in Grenada/globally

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	Forum Question Discuss the Social Determinants of health in Grenada.		
7 Sept 29th & 1st October Dr. Glasgow	Globalization, Trade, Work and Health Students will explore the concept of globalization and its implications for trade, work, and human health and well- being	Textbook of Global Health Chapter 9 Quiz #2	Mid-term prep/review
Week 8 6th & 8th October	MID TERMS		
9 13th & 15th October	Child Health Understanding the most important cause of child illness and death around the world. Discuss the importance of neonatal death in overall child deaths. Understand why some children survive and others die.	Textbook of Global Health Chapter 5	Forum Question Discussion Questions: Where can you retrieve health data on Grenada/US? What types of health data is available in Grenada/US
10 20 & 22nd October Dr. Jennifer Solomon	Global Health Actors and Activities Students will examine the major players in global health and their roles Students will examine the political, economic, and ideological rationales that guide global health actors' policies and activities	Textbook of Global Health Nursing Chapter 4, pg 141 Quiz #3 topic- Child Health Presentation Group 1/2- Discuss Military Actor involvement in Global Health. Group 3/4- Discuss regional organizations and Economic union	Discussion Question: What role do nurses play in global health issues?
11 27th & 29th October Mr. Kennedy Roberts	Political Economy of Health and Development Students will compare and contrast the dominant biomedical and behavioural/ lifestyle approaches with a political economy understanding	Textbook of Global Health Chapter 3 Quiz #4 Culture & Health	Presentation Group 1/2 Discuss three approaches to understanding

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	Students will examine political economy of development as related to global health, covering		health and diseases Group 3/4 Discuss the case study: working conditions; poverty; and tuberculosis in South African mines and beyond
	mainstream development discourses and strategies— foreign policy, aid, and financing arrangements and highlighting several current development approaches, including human capabilities and rights, and the Millennium and Sustainable Development Goals		
12 3rd & 5th November Dr. Glasgow	Health Under Crises and the Limits to Humanitarianism Students will examine the different types of humanitarian crises and the ways they are affected by human action Students will examine the responsibility of global health humanitarians in the face of war and militarism	Textbook of Global Health Chapter 8 pg.335 Forum Question Discuss Health (Care) Under Crises and the Limits to Humanitarianism	Presentation Group 1/2- Discuss the Ecological disasters and their implications to Global Health Group 3/4- Discuss War, militarism and public health
13 10th & 12th November Mr. Kennedy Roberts	Health Economics and the Politics of Health Financing Students will review the key tenets of health economics, and health care system financing, and management Students will analyse the aims, assumptions, and uses of cost analyses Students will examine the role of the dominant global health agencies and actors in shaping market approaches to health in low- and middle-income countries (LMICs) and in health financing	Textbook of Global Health Chapter 12	
14 17 th & 19th November	Communicable diseases Discuss the determinants of selected communicable diseases.	Textbook of Global Health Chapter 6 Quiz #5	

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	<p>Understand key concepts concerning of the prevention and transmission of those diseases.</p> <p>Preview the costs and consequences of communicable diseases and importance.</p>		
15 24 th & 26 th November	Review		
16 1 st & 3 rd December	END OF TERM		

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All assignment must be submitted on time as per syllabi.

Instructor must be informed of any late assignments in a timely manner.

Classroom/Online Etiquette Procedure:

Students must mute microphones unless engaging in meaningful discussions.

Students must complete the Engagement Rubric forms each week.

Students must engage in all Forums and Presentation.

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Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 407: Nutrition Health & Wellness
Number of Credits: 3
Days and Times: Mondays and Wednesdays, 1:30 - 2:45 p.m.
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): CHEM 122, CHEM 123, NURS 201, NURS 300, NURS 402

Course Lecturer Name(s): Jule Lindsay, RN, BSN, MSN
Course Director Name: Jule Lindsay, RN, BSN, MSN

Course Lecturer(s) Contact Information: jlindsay@sgu.edu/473-444-4175 ext. 3118
Course Director Contact Information: jlindsay@sgu.edu/473-444-4175 ext. 3118

Course Lecturer(s) Office Hours: Mondays: 9:00 am – noon & Wednesdays: 9:00 am – noon
Course Director Office Hours: Friday 9:00am-1:00pm

Course Lecturer(s) Office Location: Leeward Hall, downstairs
Course Director Office Location: Leeward Hall, downstairs

Course Support: Ms. Rocksann Burris, Rburris01@sgu.edu, 3755 & Ms. Kandis Roberts, Krobert3@sgu.edu, 3769

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the learner to the principles of human nutrition and current dietary trends. It will examine policies, programmes and interventions taken to address food related illness. It also provides the learner with knowledge of health promotion and related strategies as an integral component of health care delivery.

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Course Objectives:

1. Evaluate key factors influencing food intake and the impact that nutrition has on the lifecycle.
2. Clarify the role of nutrition in etiology and management of common diseases such as diabetes, cardiovascular disease and cancers.
3. Describe the basic principles of meal planning, classification and dietary counselling and teaching.
4. List the determinants of health, factors affecting health and levels of prevention.

Student Learning Outcomes:

1. Discuss basic concepts of Nutrition.
2. Describe concepts and models of health, wellness, and illness.
3. Discuss the role of the nurse in promoting health and preventing illness.
4. Explain the levels of prevention of care of the client's, families and the community

Program Outcomes Met By This Course:

NPO-1 Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO-2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO-3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO-6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO – 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

F = 65% or less

Course Materials:

Text: Understanding Nutrition: 14th Edition- Whitney Rolfes

Supplementary Readings/Resources: Medical Surgical text 9th Edition (Potter and Perry) Sherpath.

Course Grading Requirement:

Assignments	Points	Percentage
Written Assignments	5	5%
Quizzes	10	10%
Class presentations	10	10%
Midterm	20	20%
Essay (Scholarly paper)	15	10%
Attendance / Engagement /Forums	10	10%
Final	30	35%




Course Requirements:

Students are required to attend all Online classes in a timely manner.

Students are required to read all assigned chapters before attending class.

Students are required to part-take in all online forums, discussions and presentations.




Course Schedule:

Week	Lecture	In class Work	Assignments
1* 17 th &19 th Aug	<p> Basic concepts of nutrition.</p> <p> Definitions and Concepts.</p>	<p>I) Explain the food groups.</p> <p>II) List constituents of a healthy diet.</p> <p>III) Describe the role of nutrients in the diet.</p> <p>Definitions and Concepts: Health, Community, Wellness, Illness, Health Promotion, Health Maintenance, Health as Autonomy, Cultural views of Health.</p>	<p>Case study/Video</p> <p>https://dental.nyu.edu/globalreach/global-student-outreach-program/grenada-national-school-based-oral-health-program.html</p> <p> Smile Grenada</p> <p>Grenada National school based oral health program (video)</p>




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<p>2*</p> <p>24th& 26th Aug</p>	<p>✚ Factors influencing food intake.</p> <p>✚ Quiz</p>	<p>i) Describe the sociocultural and socioeconomic factors influencing nutritional intake.</p> <p>ii) Advertisement practices surrounding food intake.</p> <p>iii) Analyze governmental policies and political issues pertaining to nutrition.</p> <p>iv) Examine family and religious practices.</p>	<p>Group Presentation</p> <p>i) Place students into four groups.</p> <p>ii) Present a client scenario in which a client has one of the following disease conditions.</p> <p>iii) Each group will present for 15 mins:</p> <p>Presentation Topic</p> <p>iv) Stroke (elderly).</p> <p>v) Burn (adolescent).</p> <p>vi) Cleft lip and palate (New Born).</p> <p>vii) Malnutrition (5yrs-16yrs).</p> <p>Guidelines</p> <p>I. Identify and define disease condition.</p> <p>II. Discuss nutritional requirements and specialized dietary considerations.</p> <p>III. Identify risk factors for poor nutritional status.</p> <p>IV. Nutrition assessment and screening.</p> <p>V. Health teaching</p> <p>VI. Community Resources</p>
<p>3*</p> <p>Aug 31st&2nd Sept</p>	<p>✚ Factors affecting public and environmental health.</p> <p>✚ Discuss the role of nutrition in disease of the stomach.</p>	<p>i) List the physical, psychosocial, public health and environmental factors that affect health.</p> <p>ii) Integrate the social determinants of health</p>	<p>Group Discussion</p> <p>Place students into four groups. Present a client scenario in which a client has one of the following disease conditions. Each group will present for 15 mins:</p>

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	 Quiz	<p>within the Grenadian context.</p> <p>iii) Social Determinants of Health.</p>	<p>Discuss Topic</p> <p>I. Gastroesophageal Reflux Disease (GERD).</p> <p>II. Celiac Disease.</p> <p>III. Crohn's Disease.</p> <p>IV. Ulcerative Colitis.</p> <p>Guidelines</p> <p>i) Define disease condition.</p> <p>ii) Discuss nutritional requirements and specialized dietary considerations.</p> <p>iii) Identify risk factors for poor nutritional status.</p> <p>iv) Health teaching</p> <p>Community Resources</p>
<p>4* Sept 7th & 9th Sept</p>	 Ethics of Health Promotion and Nutrition.	<p>i) Describe ethical considerations regarding health promotion and nutrition.</p> <p>Discuss how advertisement practices impact food intake</p>	 Case study Video
<p>5* 14th & 16th Sept</p>	<p>Nutrition for the lifecycle</p>	<p>List the nutritional requirements, assessment indicators and growth standards across the lifespan.</p>	<p>Class Discussion</p> <p>i) Place students into four groups.</p> <p>ii) Present a client scenario in which a client has one of the following:</p> <p>Discussion Topics</p> <p>i) Cardiovascular disease (elderly)</p> <p>ii) HIV (Youth).</p>

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			<p>iii) Chronic alcoholism (elderly).</p> <p>iv) Pregnant (adolescence).</p> <p>Guidelines</p> <p>I. Identify disease condition.</p> <p>II. Discuss nutritional requirements and specialized dietary considerations.</p> <p>III. Identify risk factors for poor nutritional status.</p> <p>IV. Health teaching.</p> <p>V. Community Resources.</p>
<p>6*</p> <p>21st & 23rd Sept</p>	<p>Levels of prevention</p>	<p>i) Identify and define Primary, Secondary and Tertiary levels of prevention and care.</p>	<p>Debate</p> <ul style="list-style-type: none">  Place students into four groups.  Group 1 and 2 will debate on topic # 1.  Group 2 and 3 will debate on topic # 2. <p>Debate Topic</p> <p>1. Grenada should implement a Sugar Tax to promote healthier food choices. Group 1/2.</p> <p>Should higher taxes be placed on junk food? Group 3/4.</p>
<p>7*</p> <p>Sept 28th & Sept 30th</p>	<p>Nutrition and diseases</p> <p>Quiz</p>	<p>i) Define the role of nutrition in etiology and</p>	<p>Group Presentation</p> <p>I) Place students into four groups.</p>







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		<p>management of:</p> <ul style="list-style-type: none"> ✚ Cardiovascular disease ✚ Diabetes ✚ Obesity ✚ Cancer ✚ Eating disorders 	<p>II) Students will present a patient scenario in which a patient has one of the following disease conditions:</p> <p style="text-align: center;">Presentation Topics</p> <p>III) Coronary Artery Disease (elderly)</p> <p>IV) Gestational diabetes</p> <p>V) Anorexia nervosa (youth)</p> <p>VI) Cancer (elderly)</p> <p style="text-align: center;">Guidelines</p> <p>VII) Describe the common etiological factors, clinical manifestations, and management of the disease condition.</p> <p>VIII) Describe the components of a nutritional assessment of disease condition.</p> <p>IX) Discuss MyPlate Tips for a healthy lifestyle in the prevention of disease condition.</p> <p>X) Health teaching</p> <p>XI) Community Resources</p>
8*	Midterm		
Oct 5 th & 7 th			
9*	Deviations from health biopsychosocial patterns	i) Examine special factors, such as, gender violence, abuse, addiction and stress.	<p>Class Discussion</p> <ul style="list-style-type: none"> ✚ Place students into four groups. ✚ Each group will present for 15 mins on one of the following topics: <p>i) Violence-Gender and domestic</p>
12 th & 14 th Oct			

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<p>10* 19th&21st Oct</p>	<p>Marginalized and vulnerable populations</p>	<p style="text-align: center;">Forum</p> <p>Analyze special groups of marginalized and vulnerable populations in terms of health promotion and prevention.</p> <p>i) With special attention to the homeless, disabled and LBGTQ.</p>	<p>ii) Abuse-Physical, psychological or sexual</p> <p>iii) Stress prevention/management</p> <p>iv) Pollution/vectors/rodents</p> <p style="text-align: center;">Guidelines</p> <p>I. Define topic</p> <p>II. Identify risk factors</p> <p>III. Discuss signs and symptoms</p> <p>IV. Impact on the health of the individuals, families, groups and communities.</p> <p>V. Discuss prevention/management of risk factors.</p> <p>VI. Identify eating patterns associated with risk factors.</p> <p>VII. Health teaching.</p> <p>VIII. Community Resources</p> <p style="text-align: center;">Individualized Scholarly Paper</p> <p>✚ Students are to choose one topic from the following:</p> <p>i) What societal, biological, and environmental factors impact patient's nutritional compliance with chronic kidney disease treatment? (Consider health teaching, nursing interventions, and care planning)</p> <p>ii) The effects of a poor diet on the</p>
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			<p>marginalized and underrepresented in your community.</p> <p>iii) Discuss the socioeconomic and political discourse and how it impacts nutrition in the elderly population in Grenada and the Caribbean region.</p> <p>Guidelines</p> <p>i) Introduction: Outline the purpose and focus of topic.</p> <p>ii) Background: Research and summarize topic.</p> <p>iii) Discussion: discuss research findings. How does this affect the individual? How does this impact the family? How does this affect the community?</p> <p>iv) Conclusion: Reworded statement about your topic.</p> <ul style="list-style-type: none">  APA format  1500 words  Times New Roman  12 font  Cover page/Reference <p>Intext citation</p>
11* 28 th &30 th Oct	Health Education and Teaching	<p>i) Describe principles of motivational interviewing.</p> <p>ii) List the main principles of theories of learning.</p>	<p>Class Discussion: Brochure Development</p> <ul style="list-style-type: none">  Each group will develop a brochure on one of the following topics: <ul style="list-style-type: none"> i) Diabetes Type 2 (adults). ii) Obesity (children).

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		<p>Forum</p> <p>Discuss Models of health care.</p>	<p>iii) Breast-feeding (adolescence).</p> <p>iv) Osteoporosis (elderly).</p> <p>Guidelines</p> <p>i) Define disease condition.</p> <p>ii) Identify and define clinical manifestations of the disease condition.</p> <p>iii) Identify risk factors associated with the disease condition.</p> <p>iv) Discuss the role of nutrition in the prevention and management of the disease condition.</p> <p>v) Discuss the socioeconomic and sociocultural impacts of food availability in the prevention and management of this disease condition.</p> <p>vi) Health teaching.</p> <p>vii) Community Resources.</p> <p>Follow APA guidelines.</p>
<p>12*</p> <p>Nov 2nd & 4th Nov</p>	<p>Health promotion models</p>	<p>i) Describe principles of health promotion models.</p> <p>List the main structures in Grenada for health promotion</p>	<p>Forum Discussion</p> <p>Students are to interpret labels of selected food group. Examples of food sources are Protein, Fats, Carbohydrate and whole grain source.</p> <p>i) Students are to compare and contrast the nutritional values to the recommended</p>

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			<p>daily values for an adult.</p> <p>ii) Discuss serving size.</p> <p>iii) Discuss availability of food that you selected in Grenada.</p>
<p>13*</p> <p>9th&11th Nov</p>	<p>Meal planning and foods</p> <p>Quiz</p>	<p>i) Describe principles of meal planning and influential factors.</p> <p>ii) List the main food safety laws and regulations.</p>	<p>Classroom Discussion</p> <ul style="list-style-type: none">  Place students into four groups.  Each group is to develop a meal plan using local food for the following patients: <p>i) Adolescence with Type 1 Diabetes Mellitus.</p> <p>ii) Patient with Renal Disease.</p> <p>iii) Patients with HIV/AIDS.</p> <p>iv) Pregnant or lactating mother.</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. Adhere to basic principles of meal planning. 2. Select from six food groups. 3. The multi-mix principle. 4. Serving size/portions. 5. Purchasing of food. 6. Storage of food. 7. Health teaching 8. Nursing interventions. 9. Nursing considerations. <p>Community Resources.</p>
<p>14*</p> <p>16th& 18th Nov</p>	<p>Health promotion Mental Health</p>	<p>i) Describe principles of health promotion and mental health.</p> <p>ii) Describe how mental health</p>	<p>Forum</p> <p>Groups will discuss Video of their choice on Mental health Issue and discuss in Forum.</p>

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		and primary care intersect.	
15* 23 rd & 25 th Nov	Health promotion Environmental health	<ul style="list-style-type: none"> i) Describe principles of environmental health. ii) Describe how environmental health and health promotion intersect. 	<p>Class Discussion by Group</p> <p>Each group will develop a case study on one of the following topics:</p> <ul style="list-style-type: none"> i) Recreational Facilities ii) Pollution/ Refuse iii) Vectors/Rodents iv) Water/ Public Amenities <p>Guidelines</p> <ul style="list-style-type: none"> i) Define topic. ii) Identify demographics/prevalence in Grenada and broader Caribbean region. iv) Identify and discuss health promotion strategies in the prevention and management of your topic. v) Identify and discuss the impact on individuals, families, groups and communities. vi) Health teaching. <p>Community Resources.</p>
16* Nov 30 th & 2 nd Dec	FINAL EXAMS		

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

All assignments must be submitted on time as per syllabi.

Instructor must be informed of any late assignments in a timely manner.

Classroom/Online Etiquette Procedure:

Students must mute microphones unless engaging in meaningful discussions.

Students must complete the Engagement Rubric forms each week.

Students must engage in all Forums and Presentations as per syllabi

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of Biology, Ecology and Conservation

GENERAL COURSE INFORMATION

Course Code and Title: NUTR 201, Nutrition
Number of Credits: 3
Days and Times: Thursdays 12:00 – 1:15 pm / 9:00 – 10:15 pm
Semester and Year: Fall 2020
Classroom Location: Online Delivery
Pre-requisite(s): Ability to understand science concepts

Course Lecturer Name(s): Karlene Gibbs
Course Director Name: Karlene Gibbs

Course Lecturer(s) Contact Information: kgibbs3@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: by appointment via Zoom
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House, 2nd Floor
Course Director Office Location: N/A

Course Support: Click or tap here to enter text.

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

A one semester course developed to provide basic nutrition information. The concepts covered will include the food components, diet planning principles and the role of specific nutrients in the prevention and management of the leading causes of morbidity and mortality in the US.

Course Objectives:

1. Discuss nutrition related health challenges affecting western populations.
2. Identify the components of food and discuss the impact of excess and deficiencies on health.
3. Apply diet planning principles in preparing and evaluating eating plans.

Technical Skills Outcomes:

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Student Learning Outcomes:

Upon successful completion of the course students will be able to:

- Recognize the role of nutrition in the leading causes of death in the US.
- Identify the dietary constituents and appreciate their contribution to health
- Assess nutritional status based on 3-day dietary record using Acceptable macronutrient distribution Ranges (AMDR) and diet planning principles.
- Explain the role of macronutrients and the consequences of deficiencies and excesses.
- To discuss the role of nutrients in metabolism and weight management
- Identify measures for the prevention and management of the chronic noncommunicable diseases
- To discuss the impact of the micronutrients on health, focusing on antioxidant, Iron and the B vitamins in the prevention and treatment of anemia.
- Recognize the role of nutrition in reproduction.

Please see Course Learning Outcomes (CLO) and Session Learning Outcomes (SLO) in the Resources Folder (MWC Program).

Program Outcomes Met By This Course:

BIOL – PLO1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.

BIOL – PLO2: Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PLO3: Apply knowledge of the structure and function of the human body to health issues.

BIOL – PLO6: Demonstrate problem solving and critical thinking skills.

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

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Course Materials:

Text: Understanding Nutrition, 15th Edition. Authors: Ellie Whitney & Sharon Rady Rolfes

Supplementary Readings/Resources: <https://www.myfitnesspal.com>

Course Grading Requirement:

Evaluation will consist of a midterm (20% of your grade), a final exam (25%) an assignment (15%), case studies (10%), forums (5%), 4 online quizzes (25%) and one bonus quiz. The format of all exams and quizzes is multiple choice and true or false questions. Your quizzes, midterm and final are non-cumulative. Practice quizzes will be provided, the completion of which can contribute 2% in bonus points. Attendance, which includes attending live sessions and looking at lectures (in their entirety) can also contribute 2% bonus points.

Course Requirements:

Quizzes (online), Assignments and Exams (Midterm and Final)

Quizzes.....	25%
Assignment.....	15%
Case studies.....	10%
Forums.....	05%
Exams.....	45% (Midterm 20%, Final 25%)

Course Schedule:

Week	Topics
1	MODULE 1 Dietary constituents, Assessment and Requirements The leading causes of morbidity and mortality in the US. An overview of dietary constituents and their role in Metabolism Nutrition Research Dietary Reference Intakes
2	Nutrition Assessment Nutrition Information and Misinformation Diet Planning Principles and Guidelines Healthy Eating index
3	Data collection and Analysis using myfitnesspal Quiz 1: Introduction to Nutrition; Dietary Guidelines & Principles MODULE 2 The Macronutrients Carbohydrates
4	<i>Exam Week, No Lectures or Sessions</i>
5	Lipids
6	Proteins Quiz 2: Carbohydrates & Lipids
7	Review
8	MIDTERM EXAMS
9	MODULE 3 The prevention and management of the chronic Diseases The B vitamins and Metabolism
10	Antioxidants Body Composition & Weight Management
11	Water & Hypertension Chronic Diseases: Diabetes, Cardiovascular Disease & Cancer

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	<i>Quiz 3: Metabolism, Antioxidants, Weight Management</i>
12	<i>Exam Week, No Lectures or Sessions</i>
13	MODULE 4 The Micronutrients and their association with selected Nutritional disorders Transport system – Anemia Calcium and vitamin D deficiency (Bone Health) <i>Quiz 4: Water & Hypertension, Chronic Diseases: Cardiovascular Disease, Cancer & Diabetes</i>
14	MODULE 5 Reproduction and Pregnancy Reproduction, Pregnancy & Lactation Class Project Due
15	Review <i>Quiz 5: Anemia, Reproduction & Pregnancy; Bone Health</i>
16	FINAL EXAMS

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Assignment Submission Procedure:

Assignment details will be provided in-class and/or posted on Sakai

Classroom/Online Etiquette Procedure:

Active participation in class is expected since this will assist in your ability to learn and apply the information presented. Students are expected to use cell phones, tablets, laptops only for class related activities. Please do not sleep, do work for other classes, or carry on conversations with friends as this is disrespectful to your instructor and classmates. If you need to leave before the end of the class, please notify the instructor before the class begins. Behaviour in violation of the student Code of Conduct (See student Manual) will be reported to the Dean of Students Office.

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Smoking is not permitted in any University building. Eating and drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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**St. George's
University**

Department of Educational Services

PCLN 301

Learning Strategies for Pre-clinical Programs

Fall 2020

Part 1: Course Information

Live Session Information

Cohort	Day	Start Time	End Time	Room
CFP, FTV, PMED, PVET, EMP3,1	Thursday	11:30 am	12:45 pm	Zoom (see Sakai for links)
By approval from Dean of Students Office	Thursday	8:30 pm	10:00 pm	Zoom

All times posted are AST.

Instructors Information

All course inquiries can be sent to PCLN301@sgu.edu

Individual instructors can be contacted as follows:

Instructors	Email Address	Office Hours & Location
Ms. Kiku Tupper (Course Director)	ktupper@sgu.edu	Virtual office hour: Weekly on Tuesdays 12:30-1:30 Meeting https://sgu.zoom.us/j/95633419754?pwd=a2JzZmE4aXprbnI5TEdDVkqvSlI2Zz09&from=msft URL: 754?pwd=a2JzZmE4aXprbnI5TEdDVkqvSlI2Zz09&from=msft Meeting ID: 956 3341 9754 Or by appointment here: https://sgu-insight.symlicity.com
Dr. Mondel George	MGeorge8@sgu.edu	
Ms. Cherisse Mahabir-	cmahabir@sgu.edu	
Cletus	mwoolley@sgu.edu	
Ms. Michele Woolley	areuben2@sgu.edu	
Dr. Alyson Reuben	jbucklan@sgu.edu	
Dr. Joanne Buckland	rthomas5@sgu.edu	
Ms. Renee Thomas		

Course Description

Learning Strategies for Pre-clinical programs is a 1-credit course in the pre-clinical program.

It takes place over the first 11 weeks of the semester. This class has been structured as

experiential and critically reflective to promote the development of self-regulated learning. The material to be covered in this course is presented in online modules, live session classes, post-class reflections, and assignments.

Learning strategies are learner and context specific. Students will complete the Learning and Study Skills Inventory (LASSI) early in the course to provide a starting point of learner specific reflection. Live sessions will apply strategies to course specific contexts.

Course Requirements

- ❖ No textbook required.
- ❖ All course activities are linked to the weekly Lessons Tool in Sakai.

Part 2: Learning Outcomes

Core course learning outcomes are in 11 domains:

1. Time Management

Design an effective time management system over a two-week period, which allows you to balance personal, school and professional demands.

2. Selecting Main Ideas

Construct the big picture by distinguishing main concepts and ideas for at least 1 lecture.

3. Information Processing

Apply appropriate techniques to organize information into a meaningful way, so that you can see the relationships and integrate the content.

4. Self-Testing

Evaluate at least 1 self-testing technique and demonstrate the skill by participating in 1 class session.

5. Using Academic Resources

Identify when seeking help is needed and evaluate effectiveness of utilized service(s) or resource(s).

6. Attitude

Connect current activities to future goals and demonstrate a reflective practice for improvement.

7. Teamwork

Demonstrate team-based communication and learning skills

8. Concentration

Apply strategies for directing attention to academic tasks and eliminating interfering thoughts

9. Motivation

Take responsibility for academic outcomes and connect outcomes to effort and approach

10. Resilience and Adaptability

Demonstrate a growth mindset and persistence under difficult situations.

11. Anxiety

Apply techniques for recognizing and coping with anxiety.

Part 3: Course Grading & Assignments

Overview of Assignments

Assignment	Time management	Help Seeking	Portfolio
Points (55 total)	16	10	29
Objectives	Create an effective time management system over a two-week period, which allows you to balance your personal and professional demands.	Identify when seeking help is needed. Evaluate effectiveness of utilized service(s) or resource(s).	Develop a reflective practice for learning strategy application.
Due / Duration	Due: August 30th Takes place over the first 2 weeks of the course.	Due: October 18th Takes place once anytime throughout	Due: November 8th Takes place from week 2 to the end of the

		the first 9 weeks of the course.	course with weekly submissions required.
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Detailed instructions and rubrics for each assignment are available on Sakai under the Assignments Tool.

Grading:

1. Post-session reflections and activity points **can only be earned by attending and fully participating in live sessions**. Absences result in a 0. These cannot be made up outside of class unless under special circumstances (for example, illness with Dr.'s note).
2. All assignments (time management, help seeking, and portfolio) are due on the noted Sunday by 11:55 p.m. and are to be submitted electronically through Sakai following each assignment's directions. Please read submission requirements carefully and adhere to the instructions.
3. Late assignments (submitted on the due date at 11:56 p.m. or later) will incur a 10% penalty. Assignments will be accepted for 7 days past due date and are subject to the 10% late penalty. After 7 days, assignments will no longer be accepted and will be graded as zero.
4. Every effort is made to post your grades in a timely fashion. If you have any questions about your posted grades, please email PCLN301@sgu.edu with the pertinent details.

Plagiarism:

Plagiarism is a serious offense and St. George's University will not tolerate it. Page 28 of 2019 SGU Student Manual states:

"The Oxford Concise Dictionary, 9 ed., (1995: 1043) defines plagiarism as 'the act or instance of plagiarizing, something plagiarized.' The dictionary then defines plagiarize as 'take and use

(the thoughts, writings, inventions, and so forth of another person) as one's own; pass off the thoughts, and so forth of (another person) as one's own.'"

"Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated."

In addition to the intentional use of other's thoughts, writings, etc. plagiarism also includes the unintentional copying. This includes submitting work that was previously submitted, false citations, and compiling multiple sources without citations. We strongly encourage that all assignments are completed individually. Whilst you may collaborate or discuss ideas with peers to enhance the learning process, your assignments must be original submissions with correct citations. Be sure to double check your assignments before you hand them in. Do good, honest work, credit your sources and reference accordingly. Consequences for plagiarism include a "0" for the assignment, deduction in professionalism points, and possible disciplinary action at a program level.

Professionalism:

Professionalism is an important component of your academic life at SGU, and students in this class are expected to adhere to all nonacademic standards as outlined in the 2019/2020 SGU Student Manual. In addition to adherence to all nonacademic standards of the SGU Student Manual, this course expects students to demonstrate:

- Engagement in a reflective practice for improvement;
- Taking responsibility for your actions and resulting outcomes; and
- Soliciting and responding proactively to feedback in a professional manner

You will demonstrate these qualities through your reflective engagement in online materials, communication with peers and instructors, and active, full participation in live sessions. Navigating new professional and cultural expectations can be challenging, and so if you have any questions about what is or is not appropriate in this class we strongly encourage you to engage in conversations with your course instructors and peers. Part of the role of the course instructor is to help mentor students in their ongoing professional development.

Part 4: Course Schedule

We ek	Date	Topic	Format	Intended Learning Outcomes	Assessment	Points
1-9	08/20-10/18	Using academic resources (UAR)	Assignment	<ul style="list-style-type: none"> ❖ Identify when seeking help is needed. ❖ Evaluate effectiveness of utilized service(s) or resource(s). 	Help Seeking Assignment	10
1	Prior to live session	Class Orientation	Recorded Lectures	<ul style="list-style-type: none"> ❖ Navigate course format, objectives and assessments. ❖ Assess current learning and study strategies. 	LASSI report & forum post	3
		The Study Cycle		<ul style="list-style-type: none"> ❖ Reflect on study cycle 		
	08/20	Time Management (TMT)	Live Session Ms. Cherisse Mahabir-Cletus	<ul style="list-style-type: none"> ❖ Identify the benefits of scheduling. ❖ Prioritize a list of tasks to be more time efficient. ❖ Utilize the principles of scheduling to organize all components of your academic and non-academic life. ❖ Identify ways to overcome procrastination. ❖ Create a schedule that will allow you to better organize and manage your time. 	Time Management Assignment	16
1 - 2	08/20-08/31	Time Management (TMT)	Assignment	<ul style="list-style-type: none"> ❖ Create an effective time management system over a two-week period, which allows you to balance your personal and professional demands. 		
2-11	08/24 - 11/08	Self-Regulated Learning (SRL)	Assignment	<ul style="list-style-type: none"> ❖ Develop a reflective practice for learning strategy application. 	Portfolio Assignment	29

2	08/24 – prior to live session	Selecting Main Ideas (SMI) Information Processing (INP)	Online Pre- Activity	<ul style="list-style-type: none"> ❖ Explain the benefits of previewing, reviewing and the process for selecting main ideas. ❖ Differentiate between shallow and deep processing ❖ Summarize the concepts of elaboration, distinctiveness, personalization, and retrieval as they relate to learning. 	Online comprehension questions	1
	08/27		Live Session Dr. Mondel George	<ul style="list-style-type: none"> ❖ Construct the big picture by distinguishing main concepts and ideas for at least 1 lecture. ❖ Apply appropriate techniques to organize information into an associative way, so that you can see the relationships and integrate content. 		5
	8/27-8/30		Post-class reflection	<ul style="list-style-type: none"> ❖ Evaluate 1 information processing technique ❖ Connect applied workshop strategies to the SRL model 	Written reflection	
3	08/31 – prior to live session	Self-Testing (ST)	Online Pre- Activity	<ul style="list-style-type: none"> ❖ Identify the benefits of self-testing. ❖ Explain 4 self-testing techniques. ❖ Utilize self-testing techniques to determine gaps in knowledge and become a more proficient learner. 	Online comprehension questions	1
	09/03	Self-testing (ST)	Live Session Dr. Allyson Reuben	<ul style="list-style-type: none"> ❖ Apply strategies of whiteboarding, using MCQs, and turning LO into questions 		5
	09/03- 09/06	Self-Testing (ST)	Post-class collaboratio n	<ul style="list-style-type: none"> ❖ Co-create self testing study tool 	Forum post	

Week 4: Block 1 Exams; No PCLN Activities

5	09/14 – prior to live session	Mindset (MOT & RAD) Focus & procrastination (CON & TMT)	Pre- Class Activity	<ul style="list-style-type: none"> ❖ Identify internal & external locus of control statements. ❖ Differentiate growth versus fixed mindset statements. 	Online comprehension questions	1
	<ul style="list-style-type: none"> ❖ Identify strategies to combat procrastination. ❖ Reflect on the value of being self-aware to make changes that will address lack of focus and procrastination. 					
	09/17		Live session: Ms. Renee Thomas & Ms. Kiku Tupper	<ul style="list-style-type: none"> ❖ Reflect on ways they take responsibility for academic outcomes. ❖ Connect outcomes to personal effort and approach. ❖ Examine ways they persist under difficult situations. ❖ Modify fixed mindset statements to growth mindset. 		
	<ul style="list-style-type: none"> ❖ Select strategies for directing attention to academic tasks ❖ Select strategies for eliminating interfering thoughts ❖ Identify causes and strategies to address procrastination and distractions. 					
9/17-9/20	Post-class pair work	<ul style="list-style-type: none"> ❖ Plan and provide accountability to accomplish personal goals 	Written summary	5		
6		Life Balance (RAD) and	Pre-class activities	<ul style="list-style-type: none"> ❖ Identify strategies to maintain a healthy school-life balance. 		1

	09/21- prior to live session	Test Anxiety (ANX)		<ul style="list-style-type: none"> ❖ Explain the value of planning and prioritizing to achieve a school-life balance. 	Online comprehension questions	
			<ul style="list-style-type: none"> ❖ Describe strategies for dealing with test anxiety. ❖ Assess test-taking skills and create a plan for improvement. 			
	09/24		Live session: Ms. Renee Thomas & Ms. Kiku Tupper	<ul style="list-style-type: none"> ❖ Create a schedule that ensures a healthy school life-balance. ❖ Implement strategies that can be used to achieve a healthy school-life balance. 	Session participation	5
				<ul style="list-style-type: none"> ❖ Recognize task-irrelevant & catastrophizing thoughts in preparation for and during an exam ❖ Implement techniques for coping with anxiety 		
7	09/28 – prior to live session	Informal Study Group (TWK)	Pre-class activities	<ul style="list-style-type: none"> ❖ Plan study session that considers effective elements to active group learning 		5
	10/01		Live Session	<ul style="list-style-type: none"> ❖ Collaborate in executing an effective group study session 		
Week 8: Block 2 Exams; No PCLN 301 Activities						
9	10/12 – prior to live session	Motivation (MOT), Resilience & Adaptability (RAD)	Pre-class activity	<ul style="list-style-type: none"> ❖ Take responsibility for academic outcomes. ❖ Demonstrate growth mindset. 	Online comprehension questions	1

	10/15	INP & ST	Live session: Dr. Joanne Buckland	<ul style="list-style-type: none"> ❖ Refines application of appropriate techniques to organize information into an associative way, so that you can see the relationships and integrate the content. ❖ Refines application of self-testing strategies. 		5
	10/15-10/18		Post class reflection	<ul style="list-style-type: none"> ❖ Evaluate 1 information processing or self testing technique ❖ Connect applied workshop strategies to the SRL model 	Written reflection	
10	10/19	SOM / SVM approach	Live Session	<ul style="list-style-type: none"> ❖ Connect current activities to future goals. ❖ Share and receive information, knowledge and feedback. 	In-class participation	5
11	10/26-11/01	Self-regulated learning	Self reflection	<ul style="list-style-type: none"> ❖ Reflect on implementation of learning strategies to strengthen study skills. 	LASSI post-test & class reflection	2



St. George's University

PCLN 302: Communication for the Health Professions I (CHP 1)

Course Syllabus

Fall 2020

Teaching Team Contact Information

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Course Director: Karina Daniel
Office Location: Department of Educational Services (DES), Top floor
Office Hours: By appointment (book via youcanbook.me – see pg. 3 for instructions)
Class Schedule: Session 1: Thursdays, 10:00 am – 11:15 am
Session 2: Thursdays, 7:00 pm – 8:15pm
Class Location: Zoom

Course Description

Practicing professionals need to be able to read, understand, and evaluate research to support their professional decisions, claims, and arguments. This involves being able to critically evaluate research and determine whether arguments are sound and valid. It's also important that they are able to summarize, paraphrase, and synthesize published work, with appropriate documentation. This course is designed to support students in developing these skills.

Learning Outcomes

By the end of the course, students will be able to do the following:

- demonstrate professionalism in written, oral, listening and non-verbal communication
- use correct punctuation to produce clear, concise writing
- summarize and paraphrase content
- locate appropriate research articles using library databases and the Internet
- evaluate evidence used to support arguments or positions
- integrate and synthesize information from different sources
- make and support an argument
- utilize and give feedback
- document sources appropriately in the APA 7th Edition style

The Online Learning Environment and Cooperative Learning

We recognize that learning is a process of change that can be difficult for the learner. In addition, the online environment is different from the on-campus experience. To successfully facilitate your learning, your CHP 1 instructors endeavor to build an online learning community that provides guidance, support and a humanized online experience. However, you also play an important role in making this course a success.

In CHP 1, students will not be passive learners – your instructors will not simply feed you information. Think of your CHP 1 instructors as facilitators in the learning process. In order for you to develop your writing and critical thinking skills, you will need to interact with the course material and with your classmates to become a “knowledge generator” who is responsible for creating and managing their own learning. We want you to be an active partner in generating knowledge so that as you share your ideas and learn, so do your classmates. This makes you both a teacher and learner. Because the success of the learning community depends on the effort we all put in, we all need to be committed.

Methods of Instruction

This course is geared to help you further develop as independent learners at the university level. Students who are independent learners are intentional about their study and plan for the future. They manage their time and are dedicated to self-improvement. Independent learners are self-motivated and take initiative, and although they are good problem solvers, they also know when to seek help. Ultimately, independent learners take responsibility for their own learning.

To succeed in this course, it is imperative that students practice independent learning. CHP 1 students **must complete assigned work outside of the classroom**. This typically involves watching videos, viewing PowerPoint slides, reading articles or websites, and/or completing short assignments or quizzes. This allows more class time to be spent collaboratively applying new skills. You will learn through a variety of methods, including discussions, workshops, reading and writing exercises, collaborative learning, lectures, and library and internet research. All class sessions will be recorded.

Required Texts and Materials

There is no required textbook for this class. All necessary materials will be available on Sakai. Since the entire course will be accessed virtually, it is important that you have a working computer and internet access.

Course Evaluation

% Grade	Assessment
5%	Attendance
15%	Sakai Quizzes
15%	Synthesis Paper <ul style="list-style-type: none">• 1st draft (15%)• 2nd draft (85%)

% Grade	Assessment
10%	Graphic Organizer
30%	Short Assignments (SAs)
25%	Literature Review <ul style="list-style-type: none">• Outline (10%)• 1st draft (15%)• 2nd draft (75%)

For more information on each of these assignments and assessments, please see the “Assignment and Course Guidelines” folder under the “Resources” tab on Sakai.

Course Schedule

See the Course Schedule in Sakai Resources for assignment due dates. It is your responsibility to be aware of posted due dates and to note any changes in the schedule.

Course Guidelines

Attendance and tardiness

- **Attendance:** Attendance is **mandatory** and will be recorded. We encourage you to turn your cameras on. In virtual classrooms, being able to see classmates makes it easier to engage with one another and helps to build a sense of community. We understand, however, that factors such as internet service and connection speed may limit your ability to do this.

You may miss up to 2 classes over the term without being penalized.

- **Missing class:** If you miss class, it is your responsibility to watch the recorded Zoom session, find out what you missed, and get the materials that you need from Sakai or your colleagues to complete assignments.

In extenuating circumstances, it may be possible to arrange an extension on a deadline; email your cohort leader to make arrangements **before the deadline**.

- **Electronic devices:** It is rude and unprofessional to use technology inappropriately during class. This means that during class, you should not be sending messages or personal emails, using social media sites, shopping online, etc.

Communication

Office hours: The teaching team is here to help you. Each cohort leader has office hours available to you. All appointments will be conducted via Zoom. Appointments can be made by checking the availability of the cohort leader you'd like to see on youcanbook.me (see contact information on page 1).

We strongly encourage you to make use of office hours for individual assistance. If there is no suitable time available online, email your cohort leader for other arrangements.

- **Email:** Emails must be professionally formatted, include professional language, and an informative subject line. Emails without an informative subject line will be regarded as spam and will not be opened for security reasons. SGU email is the official email communication tool for this course and the university. Please send all correspondence through your SGU email.

Assignments

- **Assignment guidelines:** A specific set of guidelines is issued for each assignment. Review those carefully along with the rubric for each assignment. Guidelines are posted in the *Assignment and Course Guidelines* folder in Sakai Resources. All assignments should be submitted in a Word Doc unless otherwise specified. **For this class, you must have Microsoft Word downloaded onto your laptop or tablet because the online version does not have the same features.**
- **Submitting assignments:** You must submit an electronic copy of each assignment to Sakai. It is your responsibility to ensure that your assignments are properly submitted to Sakai. **We highly recommend that you log back on to Sakai five–ten minutes after you submit to confirm that your assignment is**

there.

- File naming conventions: All electronic versions of work submitted for grading must have informative names. This facilitates our record keeping and ensures correct recording of marks. Every file name should have the following components: Sakai username, assignment name (may be abbreviated), and if applicable, a draft number. For example, if Karina were a student submitting the first draft of the Synthesis Paper, she could call it *kdaniel_SP_D1* while her second draft would be *kdaniel_SP_D2*.
- Assignment feedback: Your cohort leader will provide feedback on the electronic version of your work and an electronic version of the rubric. These will be returned via Sakai. It is your responsibility to ensure that you have the proper technology to view feedback.
- Deadlines: All tasks and assignments to be submitted for grading will have specific deadlines. Check the assignment guidelines for details. All work must be submitted on or before the stated deadline.
- Late assignments: Late submissions will not be accepted. For major assignments (e.g. the Synthesis Paper and Literature Review), the penalty for being late is 10% per day up to 10 days, after which a zero will be given.
- Quizzes: For more information about quizzes, see the “Sakai Quizzes” document located in the *Assignment and Course Guidelines* folder, found in the Resources tab in Sakai.
- Plagiarism: Plagiarism will not be tolerated. SGU takes a firm stance against plagiarism. Excerpted from the Student Manual, pg. 23 states:

The Oxford Concise Dictionary, 9 ed., (1995: 1043) defines plagiarism as ‘the act or instance of plagiarizing, something plagiarized.’ The dictionary then defines plagiarize as ‘take and use (the thoughts, writings, inventions, and so forth) of another person as one’s own; pass off the thoughts, and so forth of (another person) as one’s own.’

Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.

The decision as to whether any or all of a student’s work has been plagiarized will be made by the student’s cohort leader. If plagiarized work is submitted in a draft, points will be deducted, and your cohort leader will talk to you about plagiarism. If the final draft is plagiarized, more severe penalties will be imposed and a report may be made to the PCLN or DOS office. In the case of assignments with multiple drafts, each draft will be treated as a separate entity. Thus, the student who plagiarizes draft 1 may receive a zero on that assignment but will have an opportunity to receive full credit on draft 2, assuming that the plagiarism issue has been addressed. If the final draft is plagiarized, the assignment will receive a zero as a final grade.

This course does not differentiate between plagiarizing a student’s/classmate’s work and plagiarizing scholarly work. If plagiarism is found between two students, both students will receive a zero unless one student takes responsibility for plagiarizing a classmate without the other student’s knowledge. All assignments are submitted to Turnitin, an anti-plagiarism software that checks student assignments against published articles and other student work. Turnitin also monitors within this course, so papers

submitted to different cohort leaders are also compared.

- *Returning students*: Students who were previously enrolled in this course may not research the same topic for their Literature Review. Additionally, they may not reuse assignments already submitted in previous semesters.
- *Queries regarding course marks*: If you have questions regarding a grade, you must contact your cohort leader or the course director within 7 calendar days of the grade being posted on Sakai. This is true not only for your overall course grade but also for grades of individual assignments. Once final grades are released, they will not be adjusted. We carefully grade each student submission, and your final grade reflects your performance in the course.



PCLN 303: COMMUNICATION FOR THE HEALTH PROFESSIONS II Fall 2020

COURSE GUIDELINES

Class Schedule: Wednesdays, 10 A. M. – 11:15 A.M Grenadian Time

Office Hours: By appointment & Sakai Chatroom (see instructions below)

Location: Online Zoom Platform

TEACHING TEAM

Department of Educational Services

Jill Paterson (Course Director)

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Course Description

Communication for the Health Professions II is designed to help develop students' skills in critical thinking and professional communication. Through a variety of reading and writing activities, students will evaluate and formulate arguments, and practice expressing their ideas clearly and concisely. The course will prepare students for communication in their careers, future university coursework, and the English component (20%) of the PM/VSCE.

Expectations

This course aims to prepare students for critical thinking and writing **beyond the classroom**. Students are therefore expected to take ownership of their learning experience. This means that the role of the instructors is to steer them in the right direction, and provide the necessary support, feedback, and resources.

Framework

The One Health One Medicine concept, which is an integration of multiple disciplines under health, is a central part of this course. Assignments and in-class activities will therefore make practical applications to human, animal, and environmental health.

Methods of Instruction

This is a student-centered course. Though some lecturing is included, the main methods of instruction are self-directed learning activities, class discussions, reading and writing exercises, collaborative learning, videos, and research.

Course Materials

There is no required textbook for this class. All course readings will be posted on Sakai. Students are required to have a functional a laptop and strong internet connection to access live sessions and course materials. Other devices, like tablets and phones, are usually not suitable for class activities.

Learning Outcomes

At the end of this course, students will

- Develop strategies for critical thinking, reading, and writing
- Analyze empirical One Health arguments
- Formulate sound empirical arguments to support a position
- Develop professional communication skills
- Produce clear, concise academic writing
- Utilize feedback from instructors and colleagues
- Provide constructive feedback on colleagues' work

Pre-requisite Skills

Students should be comfortable with the following aims of PCLN 302:

- Document sources appropriately, following APA 6th Edition style
- Summarize and paraphrase the content of original research reports
- Use academic English for all course assignments
- Read critically, and analyze peer-reviewed research
- Utilize library databases to locate peer-reviewed articles effectively
- Participate actively in class discussions and respectfully engage colleagues, both in class and online

Assignments

Please read assignment and DLA guidelines carefully before submitting. Failure to follow instructions in this course will seriously affect your grade.

Major Assignments

There are **two (2) major writing assignments** (the Analysis Paper and the Proposal Paper). Because writing is a process, these assignments are designed so that students submit smaller pieces of each assignment, receive feedback, then revise and submit again. See Sakai Resources > Assignment Guidelines for more information.

Submission Instructions and Grammarly

Because this course focuses on more advanced thinking and writing ideas, you will be responsible for ensuring your document is edited for grammatical errors. Therefore, your drafts for major assignments must first be submitted to Grammarly, an online editing tool which will suggest grammatical edits to your document. **Ensure you submit your document to Grammarly way before the deadline to allow ample for making necessary edits to your work. You will submit your edited version and a copy of the suggested edits from Grammarly (you can download that document from the site).**

Your cohort leader will give feedback on the electronic copy of your work and return it via Sakai in Assignments. You must have the suitable technology to view feedback. It is also your responsibility

to ensure that the electronic copy of your assignment is properly submitted to Sakai. **We recommend logging back on to Sakai 5–10 minutes after submission to confirm that your assignment is submitted.**

In-class Tasks

Each live session will comprise a short lecture and in-class tasks. This is where you get a chance to apply the concepts you've learned and practice your communication skills. You will receive points for submitting these tasks and demonstrating effort into completing them.

DLAs and Class Prep

DLAs and class prep materials will help prepare you for upcoming classes and submissions. DLAs will function as your second class each week to fulfill the 2.5 hrs of CHP 2 teaching time. Students are expected to regard DLAs as a new lesson installment each week—with associated learning activities and submissions. Some weeks may also include additional resources to review before class. You will receive points for DLAs and periodic feedback on your performance. If your DLA and prep work are not completed, you will be unprepared for upcoming classes and submission and this may eventually affect your grade in the course. Because this is a student-centred course, in-class participation is critical to ensure progress in your course work.

Attendance and Professionalism

Students are required to attend weekly Zoom sessions, engage in professional communication during class, and maintain focus on assigned activities. Please note the following expectations for netiquette and professional communication throughout the term:

- Please ensure that you have access to strong internet connection
- Students are expected to be on time for each session and turn on their video cameras
- Email your cohort leader beforehand if you are unable to meet a course obligation
- Interact respectfully with peers and instructors

Course Grade Breakdown

Major Writing Assignments: 50%

- Assignment 1: Analysis Paper 20%
- Assignment 2: Proposal Paper 30%

DLAs and Class Prep: 30%

- DLAs and prep work, PM/VSCE timed essays and assessments, End-of-term Reflective Survey

Attendance, Professionalism, In-class Tasks: 20%

- In-class activities: group/individual work, forum posts, quizzes, oral presentations, participation etc.

Grading Scale

89.5-100% = A 84.5-89% = B+ 79.5-84% = B 74.5-79% = C+ 69.5-74% = C 64.5-69% = D 0-64% = F

Course Policies

Deadlines and late assignments

Extensions on due dates will only be granted for legitimate reasons and only if you consult with your instructors before the assignment deadline. You will be penalized 5% per day up to 20 days for late assignments, after which a zero will be given.

Office hours and appointments

We encourage you to make additional appointments during the semester for assistance with assignments. Appointments can be made online through youcanbook.me (*see links on first page for making appointments*). We will also have weekly office hours in Sakai Chatroom for any quick questions you may have (hours TBD). When you make an appointment with your cohort leader, please be prepared to ask questions about your assignments and/or other course related issues. The role of your cohort leader is to answer your questions and guide you through the revision process, not to spoon-feed you. If you have personal questions, you may email your cohort leader or the course director.

Email

Your SGU email is the official email communication tool for this course and the university. All correspondence received from outside email addresses will be ignored. In the event of a University system crash, an assignment may be accepted from an outside email address (to avoid being counted as a late submission); however, your instructor will not respond to those external emails. Emails must be professionally formatted and include an informative subject line. Emails without an informative subject line will be regarded as spam and will not be opened for security reasons.

Electronic devices

During class, turn cell phones and any other electronic devices to silent mode. Turn off electronics that are not being used as tools for CHP learning. It is unprofessional to use technology inappropriately.

Attendance

Attendance will be recorded daily. Throughout the term, you may miss up to 2 classes without being penalized. Attendance is not recorded your Exam weeks. If you miss class, it is your responsibility to find out what you missed and get the materials from Sakai. As practice, you can complete the in-class tasks that you miss; however, you will not receive points for them unless you provide a valid excuse with documentation. A filled out sick form or mandatory meetings in DOS are the only accepted attendance waivers in the course. Please note that new school policy states that you may only utilize sick forms to miss exams/quizzes once per academic year.

You must be in attendance when class begins. If you are late 3 times, it will count as an absence. Every 2 times after that, you will be marked absent. It is your responsibility to keep track of the number of absences and times you come late to class.

Queries regarding course grades

If you have questions regarding a grade, you must contact your cohort leader or the course director within seven calendar days of the grade being posted on Sakai. This is true not only for your overall course grade but also for grades in individual categories like quizzes and assignments. Once final grades are released, they will not be adjusted. We carefully grade each student submission, and your final grade reflects your performance in the course.

Plagiarism

Plagiarism will not be tolerated. The decision as to whether any or all of a student's work has been plagiarized will be made by that student's cohort leader. If plagiarized work is submitted, it will receive a zero and a record will be made with the PMED office and the Dean of Students (DOS). If an assignment consists of tasks and one task is plagiarized, the entire assignment will receive a zero. In the case of assignments with multiple drafts, each draft will be treated as a separate entity. Thus, the student who plagiarizes draft 1 will receive a zero on that assignment but will have an opportunity to receive full credit on draft 2, assuming that the plagiarism issue has been addressed. If the final draft is plagiarized, the assignment will receive a zero as a final grade.

This course does not differentiate between plagiarizing a student's/classmate's work and plagiarizing scholarly work. If plagiarism is found between two students, both students will receive a zero unless one student takes responsibility for plagiarizing a classmate without the peer student's knowledge.

We have a database of all student papers from the past years. Do not use the work of a friend or references you did not find yourself. All assignments are submitted to Turnitin, anti-plagiarism software that checks student assignments against published articles and student work. Turnitin also monitors within this course, so papers submitted to different cohort leaders are also compared.

DEPARTMENT OF BIOLOGY ECOLOGY AND CONSERVATION

GENERAL COURSE INFORMATION

PCLN 380 - CLINICAL CASES

FALL 2020

CREDITS: 2

DAY/TIME: Friday 11:30 am/8:30 pm

FALL 2020

CLASSROOM LOCATION: Zoom Online Classrooms

PRE-REQUISITE/S: Completion of Premed year 3, semester 1

COURSE FACULTY:

Dr. Sonia Phillip

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Dr. Tyhiesia Donald

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Course Director: Dr. G. A. Glenda Ventour-DeRiggs

Contact Information: gventour-deriggs@sgu.edu

Phone: 473 415 1898

COURSE MANAGEMENT TOOL: SAKAI

COURSE CURRICULUM INFORMATION

COURSE DESCRIPTION:

OVERVIEW:

This course is designed to introduce students registered in Premedical Sciences to Clinical Medicine. It provides an insight into the knowledge, skills, attitudes and values they need to acquire as Physicians and intends to help them understand how material currently taught in Physiology lectures applies to Clinical Medicine.

COURSE CONTENT:

-Clinical Case Discussions (CCD's) (5).

These are based on common clinical syndromes. Students are required to research the topics for Clinical Case discussions prior to the class.

The clinical cases and instructions for the discussions are posted on SAKAI under Resources.

1. HYPOVOLEMIC SHOCK (Weeks 2,3)
2. RAISED INTRACRANIAL PRESSURE (Weeks 5,6)
3. CONGESTIVE CARDIAC FAILURE (Weeks 7,9)
4. CHRONIC OBSTRUCTIVE PULMONARY DISEASE (Weeks 10,11)
5. DIABETES MELLITUS (Weeks 13,14)

-Presentations/Discussions on: Ethics and Professionalism in Medicine, Communication Skills in Medicine, Socioeconomic Issues in Medicine (EPCS-MD's) (5)

These will be done by hospital-based faculty and will intend to provide students with practical insights into the practice of Medicine as it relates to the above-mentioned topics.

1. Ethics and Professionalism in Medicine (Weeks 2,3)
2. Communication Skills in Medicine (Weeks 5,6)
3. Communication Skills in Medicine (Weeks 7,9)
4. Socioeconomic Issues in Medicine (Weeks 10,11)
5. Socioeconomic Issues in Medicine (Weeks 13,14)

COURSE OBJECTIVES:

1. Learn to apply basic Physiology and Anatomy to some common clinical conditions.
2. Observe the Practice of Medicine by health care professionals, with emphasis on professionalism, ethics, communication skills and socio-economic issues.

LEARNING OUTCOMES:

Students should be able to

- identify and select credible sources of clinical information for health care professionals
- research, present, discuss and recognize some common clinical conditions
- list and explain the theories and principles of medical ethics
- define and practice professionalism in medicine
- describe and demonstrate the use of communication skills in medicine
- understand and describe the impact of socioeconomic issues on health care

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.

SAS GRADING SCALE:

Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5- 89.4%
- B = 79.5 – 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%

TEACHING METHODS:

Small Group Discussions /Presentations

COURSE MATERIALS:

Recommended Reading: Principles of Anatomy and Physiology by Gerard J. Tortura and Sandra Reynolds Grabowski, Harper Collins College Publishers
Relevant Textbook material on Clinical Cases to be discussed
Relevant articles from Medical Journals/Literature

COURSE GRADING REQUIREMENTS:

This 2-credit course does not have a Mid-term or Final Exam.
Students will be evaluated on the following:

- 1. -Attendance, Punctuality, Professionalism (APP) 10%**
Assessment will be based on
 - Timeliness (punctuality, meeting submission deadlines)
 - Motivation (compliance with instructions, striving for excellence)
 - Respect (for authority and peers)

2. -Preparation for and participation in Small Group Discussions (SGD) 40%

Assessment and grading will be based on level of preparation and positive, informed participation. Students will be graded out of 10 for each SGD.

3. -Weekly assignments to be submitted 50%

Weekly assignments are graded out of 5 or 10.

Students who are absent or more than 5 minutes late for 2 or more classes will lose 8 of the 10% of the final grade allotted to APP.

10% of the grade will be subtracted for late submissions.

Any student who misses more than 2 classes will only be able to achieve a maximum grade of B in this course.

Final grades will be computed, and a letter grade awarded and posted in accordance with the standard grading scale used by the SGU School of Arts and Sciences. Missing a letter grade by a fraction of a % means that that grade has not been achieved.

Queries re grades may be made up to 48 hours after the grade has been posted.

COURSE REQUIREMENTS:

Students are required to attend all classes and to be punctual.

Students are required to submit all assignments on time.

COURSE SCHEDULE:

The course is administered in 2-week blocks.

A Clinical Case Discussion (CCD) and a Presentation/Discussion on: Ethics and Professionalism in Medicine, Communication Skills in Medicine or Socioeconomic Issues in Medicine (EPCS-MD) is scheduled each week, with the same topics repeated for 2 weeks.

The Class will be divided into 2 groups, Groups A and B. These groups will alternate between CCD's and EPCS-MD's each week.

Groups A and B are further subdivided into smaller groups of approx. 7-8 persons. (A1, B2 etc.)

Group placements will be posted on SAKAI.

WEEKLY SCHEDULE:

Week	Topics/Presentations CCD's/EPCS-MD's	Assignments
Week 1 Aug 21	Introduction to the course Ethical Theories and Principles/ Professionalism in Medicine	Research Ethics and Professionalism
Weeks 2/3 Aug 28/Sept 4	CC #1: Hypovolemic Shock Ethics and Professionalism in Medicine	Research Hypovolemic Shock Paper – Ethics and professionalism in Medicine
Week 4 Sept 11	NO CLASS, PCLN EXAMS	
Weeks 5/6 Sept 18/25	CC#2: Raised Intracranial Pressure Communication Skills in Medicine	Research Raised Intracranial Pressure
*Weeks 7/9 Oct 2/16	CC#3: Congestive Cardiac Failure Communication Skills in Medicine (Special patient populations)	Research Congestive Cardiac Failure Paper – Communication Skills in Medicine
Week 8 Oct 9	MIDTERM	
Weeks 10/11 Oct 23/30	CC#4: Chronic Obstructive Airways Disease Socioeconomic Issues in Medicine	Research Chronic Obstructive Airways Disease
Week 12 Nov 6	NO CLASS, PCLN EXAMS	
Week 13/14 Nov 13/20	CC#5: Diabetes Mellitus Socioeconomic Issues in Medicine (Special patient populations)	Research Diabetes Mellitus Paper – Socioeconomic Issues in Medicine
Week 15 Nov 27	Make up Sessions	
Week 16 Dec 2	NO CLASS, FINAL EXAMS	Final due date for Assignments

***Weeks separated by Midterm**

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Weekly assignments with instructions are posted on SAKAI under ‘Assignments’. Students are required to submit these assignments online on SAKAI. Assignments are due every two weeks at **11 PM** on the due dates.

Due dates are as follows:

Mon. Aug 31st
Mon. Sept. 14th
Mon. Sept 28th
Mon. Oct 19th
Mon. Nov 2nd
Mon. Nov 23rd
Mon. Nov 30th

10% of the grade will be subtracted for late submissions.

Assignments submitted after 11:00 p.m., Wednesday, Dec 2, 2020 will not be accepted.

Classroom/Online Etiquette Procedure:

This class is taught in small groups.

Students are expected to be neatly and appropriately attired.

Students are expected to show respect for authority, for all health care professionals and for their peers.

Please raise hands to contribute.



St. George's University

School of Arts and Sciences

Department of Choose an item.

GENERAL COURSE INFORMATION

Course Code and Title: PCLN 391: Interpreting Health Sciences Research
Number of Credits: 3
Days and Times: Tues: 10:00 am to 11:15 am OR Tues: 7:00 pm – 8:15 pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): NA
Course Lecturer Name(s):
Course Director Name: Ian Baptiste
Course Lecturer(s) Contact Information:
Course Director Contact Information: ibaptist@sgu.edu
Course Lecturer(s) Office Hours: Mon & Tue: 2:30 – 4:30 PM; Wed, Thurs & Fri: 8:00 – 10:00 AM
Course Director Office Hours: NA

Course Lecturer(s) Office Location: [Click or tap here to enter text.](#)
Course Director Office Location: Caribbean House

TAs Name and Contact Information:

- Diantha Bubb; dbubb1@sgu.edu
- Candice Walker; cwalker3@sgu.edu
- Nadica Alexis; nalexis@sgu.edu

Course Support: Technology-enhanced learning through the use of the SAKAI course management software, and the Exemplify testing platform. Readings specific to each topic are posted on SAKAI. These include PowerPoint presentations (PPTs) on every topic (they serve as study guides). Augmenting the PPTs are pdfs of selected textbook chapters, journal articles, and links to instructional audio-visuals.

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

COURSE CURRICULUM INFORMATION

Course Description:

What is empirical research? What distinguishes it from institutional research and other ways of knowing? What are internationally established standards and criteria for interpreting (reviewing and assessing) design components of empirical, health science, research? These are the major questions examined in this course.

We explore these questions via both and synchronous (live) and asynchronous modes of delivery. For **asynchronous** delivery we are using prerecorded lectures and Sakai Forums. Sakai is our online course management system. For **synchronous** delivery we are using Zoom and TurningPoint Mobile. Zoom is a video conferencing software used to facilitate live sessions. Our Zoom sessions will take the form of lecture discussions, breakout room discussions, Q&A, and short quizzes. TurningPoint is an app that allows you to use your mobile device to take short quizzes, during live Zoom sessions.

Course Objectives:

In this course you will develop skills needed to interpret and assess design components of peer-reviewed journal articles that follow the IMRaD format. Developing these skills will help you in other courses that expect you to make use of empirical research articles. You will also find the skills developed here useful in your everyday life – as informed consumers of health science research: at home, school, workplace and community.

Student Learning Outcomes:

Students who successfully complete the course would be able to:

- Describe how empirical research is distinguished from *institutional* research and other ways of knowing,
- Describe and assess design components of empirical health science research, and
- Review and critique design components of peer-reviewed articles found in health science journals.

Topics Covered

- The nature of empirical inquiry
- Social rationale
- Intellectual rationale
- Research purpose
- Significance of a study
- Identifying and defining key terms
- Theoretical perspectives and framework
- Research quality
 - ✓ Reliability
 - ✓ Internal validity
 - ✓ External validity
- Levels of Measurement
- Relationships among variables
- Levels of research procedures
- Conceptual and operational definitions
- Delimitations and limitations

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Program Outcomes Met By This Course:

Click or tap here to enter text.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: We will not be using a textbook for this course. Required readings and other course materials are posted under the RESOURCES tab on Sakai.

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Click or tap here to enter text.

Course Requirements:

You will be graded on four (4) quizzes (MCQs) and four (4) mini team projects (journal article critiques). Each mini project is divided into two parts: (1) a forum discussion, conducted asynchronously in small groups on Sakai Forum, and (2) submission of a team paper. For each mini project you will each receive two grades: an individual contribution grade for your contribution to your group's Sakai forum discussion, and a group grade for the team paper. Below are the deliverables and proposed timeframe for each mini project.

Mini Projects: Deliverables and Timeframes

Project Title	Deliverables	Timeframe
Project 1: Article Critique #1	○ A table that describes and assesses design components within the article.	Sept 22 - Oct 02
Project 2: Article Critique #2a	○ An abstract that succinctly summarizes the article.	Oct 06 - 23
Project 3: Article Critique #2b	○ Two tables that describe and assess design components within the article.	Oct 27 - Nov 13
Project 4: Article Critique #2c	○ A written paper that elaborates on issues presented in the Abstract and Tables.	Nov 17 - 27

Guidelines for each graded assignment are provided on separate handout.

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Assignments Breakdown

Assignments	%	Keys to Success	Due Date/Period
Quizzes			
Quiz 1	5	<ul style="list-style-type: none"> ○ Attend live Zoom sessions ○ Review course materials ○ Take Quiz 	Sept 08
Quiz 2	10		Oct 06
Quiz 3	10		Nov 03
Quiz 4	10		TBA – During Exams Week
Mini Projects			
Project 1: Article Critique #1 <ul style="list-style-type: none"> ○ Group Performance Grade ○ Individual Contribution 	10 5	<ul style="list-style-type: none"> ○ Attend live Zoom sessions ○ Review course materials ○ Actively participate in your Sakai Forum discussions 	Sept 22 – Oct 02
Project 2: Article critique #2a - Abstract <ul style="list-style-type: none"> ○ Group Grade ○ Individual Contribution 	10 5		Oct 06 – Oct 23
Project 3: Article critique #2b – Tables <ul style="list-style-type: none"> ○ Group Grade ○ Individual Contribution 	10 5		Oct 27 – Nov 13
Project 4: Article critique #2c - Analysis <ul style="list-style-type: none"> ○ Group Grade ○ Individual Contribution 	15 5		Nov 17 – Nov 27

Communication Plan

To assure success in this course, you are likely to interact with five (5) different groups of people:

- 1) Your instructor
- 2) Your assigned TA
- 3) Your assigned group members
- 4) Other members of the class, and
- 5) Learner support personnel

1. INTERACTING WITH ME (YOUR INSTRUCTOR)

Live Zoom Class Sessions

- You will have opportunities to ask course-related questions and seek clarification during our live weekly Zoom class sessions. Please take full advantage of them.

Office Hours

- Monday & Tuesday: 2:30 – 4:30 PM (Grenada Time)
- Wed, Thurs & Friday: 8:00 – 10:00 AM (Grenada Time)

You may request a 30 minute individual or group appointment with me (your instructor) in any of the slots indicated above, by emailing Ms. Yvonne Malcolm (ymalcolm@sgu.edu). She will set up a live Zoom meeting and email you the link.

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Emails

This is NOT my preferred mode of communication, as I receive hundreds of work-related emails each week and many of them get buried. Use Office Hours and our live Zoom sessions to field course-related questions that require thoughtful and complex responses. Use emails only for logistical questions, such as when an assignment is due or where to find a specific course material. And, before emailing me, email your TA – you are likely to get a quicker response. If you email me, I will try to respond **within 48 hours** of your email, if only to notify you of receipt of your email and to inform you of how and when the matter will be dealt with.

Sakai Forum Discussions

- I will, from time to time, review your Sakai Forum Discussions and make GENERAL COMMENTS. I will post my general comments on your group forums and also discuss them during our live Zoom sessions.
- I will NOT respond to individual student posts.
- I will NOT **formally preview** written group papers, but during Office Hours I will entertain pertinent questions on any class exercise or assignment.

Feedback on Graded Assignments

- You will receive grades and written feedback (from me) on written assignments **within one week (7 days)** from the due date.
- You will receive grades on quizzes **within 48 hours** from completion of the quiz. You will receive verbal feedback on quizzes during our live Zoom class sessions and during Office Hours appointments.

2. INTERACTING WITH YOUR TEACHING ASSISTANT (TA)

Three (TAs) are assigned to this course. Each of you is assigned a TA (an TA assignment list is being circulated). Feel free to email your assigned TA regarding any course-related matter. You will receive a response within 48 hours of your email, if only to notify you of receipt of your email and to inform you of how and when the matter will be dealt with.

Your TA will also monitor your participating in the Sakai Forum Discussions. There, they will also respond to logistical questions, and bring content-related issues to my attention.

3. INTERACTING WITH GROUP MEMBERS

There are four (4) mini projects in this course and for each project you will be working in a group of no more than 6 students. Guidelines for each project are provided on separate handout. Here, I provide general tips on how to interact with group members while implementing the mini projects.

- Your forum discussions are monitored and graded. It is, therefore, wise to conduct all of your project-related discussions in the designated Sakai Forum. Resist the urge to use WhatsApp Group Chats or some other non-Sakai tool to conduct forum discussions, as I and my TAs are not privy to those discussions.
- Begin each project by reviewing the Assignment Guidelines and by divvying up tasks between and among group members.

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- Set deadlines for each task, support each other, and hold each other accountable.
- At least one week is allocated for conducting each project. Each group member should endeavor to post at least three (3) times per week. Here are the criteria by which your posts will be assessed:
 - a) Your posts are well distributed throughout the duration of the project,
 - b) All of your posts relate directly to the discussion question(s),
 - c) In one or more of your posts you are reviewing/responding to previous conversations, and
 - d) In at least one post you are doing one or more of the following: a) challenging perspectives found in previous posts; b) offering fresh perspectives on **old** lines of inquiry; and/or c) introducing a **new** line of inquiry.

4. INTERACTING WITH OTHER CLASSMATES

We expect that most of your collaboration in this course would be with members of your assigned project group(s). However, it is a good idea to also interact with other class members. Because you are engaged in same or similar exercises and assignments seeking fresh perspectives from non-group members is always helpful.

A Sakai Forum titled “***Class Lobby***” is set up to facilitate formal and informal discussions between and among members of the entire class. Use it lavishly but with respect and consideration for other class members.

5. INTERACTING WITH LEARNER SUPPORT PERSONNEL

St. George’s University puts a lot of resources in supporting students (outside of the classroom) academically and otherwise. In this regard, the Centre for Academic Excellence (CAE) and the Department of Educational Services (DES) are set up to provide direct academic support to you (the students) via academic advising, guidance on effective learning strategies, supplemental instructions, and peer tutoring. It is an undisputed fact that students who do well, academically, are also excellent help seekers. Do not wait until you are drowning. We strongly urge you to access the services of CAE and DES (EARLY IN THE SEMESTER) by visiting their websites at <https://mycampus.sgu.edu/group/center-for-academic-excellence-cae/home> and <https://mycampus.sgu.edu/group/des/welcome>, respectively.

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Course Schedule:

Click or tap here to enter text.

DATE	TOPIC
Week 1 – Aug 18	Orientation and course introduction
Week 2 – Aug 25	Nature of scientific inquiry
Week 3 – Sept 01	Social rationale Intellectual rationale
Week 4 – Sept 08	Integrated Exams <i>Quiz 1 (5%)</i>
Week 5 – Sept 15	Intro to research purpose Research context Research questions and hypotheses
Week 6 – Sept 22	Research Findings Significance of study Identifying and defining key terms
Week 7 – Sept 29	Theoretical perspectives and frameworks Research quality <i>Project 1 Due (Fri Oct 02) (15%)</i>
Week 8 – Oct 06	Integrated Exams <i>Quiz 2 (10%)</i>
Week 9 – Oct 13	Levels of measurement
Week 10 – Oct 20	Relationships among variables <i>Project 2 Due (Fri Oct 23) (15%)</i>
Week 11 – Oct 27	Levels of research procedures
Week 12 – Nov 03	Integrated Exams <i>Quiz 3 (10%)</i>
Week 13 – Nov 10	Conceptual vs. Operational definitions <i>Project 3 Due (Fri Nov 13) (15%)</i>
Week 14 – Nov 17	Delimitations and limitations
Week 15 – Nov 24	<i>Project 4 Due (Fri Nov 27) (20%)</i>
Week 16 Dec 01 – Dec 04	Final Exams Week <i>Quiz 4 (10%) (Date: TBA)</i>

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Assignment Submission Procedure:

GUIDELINES FOR SUBMITTING WRITTEN ASSIGNMENTS

1. Submit your paper electronically, as a WORD attachment, in the designated assignment drop box on SAKAI.
2. In creating a FILE NAME, begin with your group name followed by a BRIEF description of the document—with no spaces between—and end with a date. For example, if Group 1 was submitting a proposal on Abortion on May 2, 2014, the filename might read: Group1ProposalAbortionMay2-2014,

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

3. Follow the most current APA Style Manual when submitting your work. All sources of information used in your paper must be documented according to APA style.
4. Proofread and spell check your document. With word processors now possessing both grammar and spell check, it is considered highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
5. Papers that do not adhere to these guidelines may not be reviewed.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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PCLN 391 Fall 2020
Course Update, October 18, 2020
 Ian Baptiste, Instructor

PCLN 391 F20 – Remaining Assignments

Assignments	Weight	%	Due Date/Period
Project 2 – Abstract	30	10.91	Oct 20 – 30
Quiz 3	30	10.91	Nov-03
Project 3 – Revised Abstract, Tables and Analysis	75	27.26	Nov 03 - 27
Projects 2 & 3 Individual Contribution	30	10.91	Oct 20 – Nov 27
Quiz 4	30	10.91	TBA – During Finals Week

Revised Course Schedule

DATE	TOPIC
Week 9 – Oct 13	Recap Levels of measurement
Week 10 – Oct 20 – Morning	Course Recap Review of Projects 2 & 3 Levels of measurement
Week 10 – Oct 20 – Evening	Review of Projects 2 & 3 Levels of measurement Relationships among variables
Make up session (Oct 22)	Feedback Quiz #2 & Project 1 Levels of measurement Relationship among variables
Week 11 – Oct 27	Relationships among variables <i>Project 2 Due (Fri Oct 30)</i>
Week 12 – Nov 03	Integrated Exams <i>Quiz 3 (Tue Nov 03)</i>
Week 13 – Nov 10	Quantitative Approaches
Week 14 – Nov 17	Qualitative Approaches
Week 15 – Nov 24	<i>Project 3 Due (Fri Nov 27)</i>
Week 16 Dec 01 – Dec 04	Final Exams Week <i>Quiz 4 (10%) (Date: TBA)</i>



St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: Phil 102 Contemporary Religion
Number of Credits: 3.0
Days and Times: Tuesday, Thursday 4:00pm – 5:15pm
Semester and Year: Fall, 2020
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Asher Mains
Course Director Name: Asher Mains

Course Lecturer(s) Contact Information: amains@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: M – F 8:00am – 8:00pm, Virtually
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balisier Building, 2nd Floor
Course Director Office Location: Balisier Building, 2nd Floor

Course Support: Nikisha Thomas, Nstthomas@sgu.edu, x3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

To examine several of the world's great religions in terms of their history, their texts, and their impact on society both past and present. Furthermore, to examine the challenges to these religious institutions as well as our own personal faith, in the light of our modern scientific/technological culture in which we live.

Course Objectives:

1. Analyzing components of religion from a global and thematic perspective through written and verbal exercises.
2. Assess the context of the historical framework of some of the world's greatest religious traditions.

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3. Distinguishing, through critical thinking, belief systems that hold mutually exclusive ideas.
4. Reframing the conversation, through written assignments and presentations, of religious studies as an interdisciplinary academic pursuit.
5. Simulating cross cultural engagement amongst a variety of religious ideas in the interest of critical thinking, empathy, and greater awareness as a global citizen.

Student Learning Outcomes:

1. To demonstrate a working knowledge of when, where, how and by whom religious texts were produced.
2. To acquire research skills to study the meaning and spirit of these texts that meets the challenges of a modern day inquiry into the subject matter.
3. To create a safe space for critical discourse about belief and religious ideas.
4. To explore our own personal spiritual path in greater depth.

Program Outcomes Met By This Course:

PO-1. Effective communication of information by extracting and constructing meanings through analysis and critical thinking.

PO-2. Effective application of perspectives to an ethical question, and demonstrated ability to consider full implications of the application in the decision making process.

PO-3. Effective application and integration of appropriate qualitative and quantitative techniques as supportive pillars of analysis and argumentation.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: A variety of readings will be made available to students online.

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Written/Video Assignments: There will be two assessments during midterm and finals weeks when students will demonstrate their engagement and understanding of the course material through extended discourse on one of the topics covered up to that point. These two major assignments will be worth 50% together.

Quizzes: Quizzes will serve as regular, low-stakes, continuous assessment to ensure the course material is being engaged with. There will be 6 quizzes over the course of the semester and will total 30% of the grade.

Attendance/Participation: Because of the personal and complex nature of this course, a greater portion of the grade will depend on in-class discussion and discourse. 20%

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Course Requirements:

Click or tap here to enter text.

Course Schedule:

Course Schedule:

Week 1: Aug. 18, Aug. 20

T: Introductions

Th: Studying religion: What is belief?

Week 2: Aug. 25, Aug. 27 - Worldview and Conversion

Week 3: Sep. 1, Sep. 3 - Origins

Week 4: Sep. 8, Sep. 10 - Sacred Texts

Week 5: Sep. 15, Sep 17 – Oral Traditions

Week 6: Sep. 29, Oct. 1 - Deities

Week 7: Oct. 6, Oct 8 – Midterm Week, Written Assignment #1 Due

Week 8: Oct. 13, Oct 15 – Heroes, Miracles, and Rituals

Week 9: Oct. 20, Oct. 22 – Geography and Sacred Sites

Week 10: Oct. 27, Oct. 29 – Art and Music

Week 11: Nov. 3, Nov. 5 – Institutions

Week 12: Nov. 10, Nov. 12 - The Good Life

Week 13: Nov. 17, Nov. 19 – The Afterlife

**Week 14: Nov. 24, Nov. 26 – Living in a plural and complex world/Review
Written Assignment #2 Due**

Week 15: Dec. 1, Dec 3 – Finals Week

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PHIL 107 – Critical Reasoning
Number of Credits: 3
Days and Times: Mondays & Wednesdays; 9:30am-10:45am
Semester and Year: Fall 2020
Classroom Location: online
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr. Oliver Benoit
Course Director Name: Dr. Oliver Benoit

Course Lecturer(s) Contact Information: obenoit@sgu.edu; ext. 3251
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 11.00 AM -1.00PM Mondays and Wednesdays
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - online this semester
Course Director Office Location: N/A

Course Support: Nikisha Thomas, nstomas@sgu.edu & ext. 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is meant to help students to understand the concept and dynamics of critical reasoning and to develop the ability and habit of critical reasoning and analysis; to appreciate the usefulness and importance of thinking and reasoning intelligently amidst the importance of the complexities of critical life issues, and to develop necessary critical thinking and reasoning skills that will enable them to reason correctly and effectively in important real-life situations. This course is meant to help students to understand the concept and dynamics of critical reasoning and to develop the ability and habit of critical reasoning and analysis; to appreciate the usefulness and importance of thinking and reasoning intelligently amidst the importance of the complexities of critical life issues,

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and to develop necessary critical thinking and reasoning skills that will enable them to reason correctly and effectively in important real-life situations.

Course Objectives:

1. Formulate a personal view of the meaning of life.
2. Encourage students to think for themselves.
3. To use deductive and inductive logic within an argument and to recognize common fallacies.
4. To encourage in-class discussion in a manner that students will reflect on their thinking.

Student Learning Outcomes:

Click or tap here to enter text.

Program Outcomes Met By This Course:

Students should be able to:

GE PO.1 Critically analyze global and regional issues.

GE PO.2 Practice and analyze decision making and positions on ethical issues.

GE PO.3 Develop quantitative literacy skills and confidence using numerical data.

GE PO.4 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Nagel, Thomas (1987) What does it all Mean? A Very Short Introduction to Philosophy. Oxford University Press

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

There will be continuous evaluation of student's work throughout the semester accounting for 20% of the overall grade. Evaluation will also include three (3) major assignments that will account for 60% of students' overall grade. Attendance and participation in class discussions will account for 20% of the final grade.

Course Requirements:

All assignments must be completed and submitted on time for this course
Attendance and participation is vital.

Course Schedule:

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Week 1: Aug. Mon.17th & Wed.19th

Welcome – Syllabus, Outline of the course, Policies & Procedures; Introduction.

Introduction by Kaye, Sharon M.(2009)Critical Thinking. Basic Concepts: Why Critical Reasoning?

Introduction, Waking up to Bad Arguments & Rationality, Cognitive Biases and Emotions, in, Hanscomb, Stuart (2017) Critical Thinking: the basics; The Socratic Method

Readings:

Socrates Café, p.2-35

Class reading. Discussion of Miniature Guide to Critical Thinking

Hanscomb, Stuart (2017) Critical Thinking: the basics.

Kaye, Sharon M.(2009)Critical Thinking

Week 2: Aug. Mon 24th & Wed. 26th

Concepts and Propositions

Mind – Body problem

Readings:

Nagel, Thomas (1997). What does it all Mean? A very short introduction to philosophy. Chs 3 & 4

Moore and Parker Critical Thinking (9th edition)The chapter that includes p. 15-16

Week 3: Aug. 31st & Sept 2nd

Recognizing arguments

Discourse on the meaning of philosophy and critical thinking

Readings:

Perry, John (2010). Introduction to Philosophy. P. 3-22

Russell, Bertrand, The Value of Philosophy, in, Introduction to Philosophy p.18-21.

Russell, Bertrand, Why am I not a Christian, in, Introduction to Philosophy p. 55-58

Nagel, Thomas (1987). What does it all Mean? A short introduction to philosophy. Ch. 1
Quiz/Paper (3-5 pages)

Week 4: Sept 7th & 9th

General features of an argument; Recognizing arguments; Premise and Conclusion.

Two types of Reasoning: Inductive and Deductive

Readings:

Moore and Parker Critical Thinking (9th edition) p. 16-19

Week 5: Sept. 14th & 16th

Language and its Use; truth and validity

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Clear and Critical Thinking; Credibility; Fallacies

Readings:

Hume, David, Of Scepticism with regard to the senses, in Perry, Introduction to Philosophy. P.176-190

Moore and Parker Critical Thinking (9th edition) p. 78-82; p.118-119;p.194-200

Descartes and the Problem of Skepticism, in Perry, Introduction to Philosophy

Week 6: Sept. 21st & 23rd

Deductive and Inductive argument 1; Logic

Causal explanation

Readings:

Moore and Parker Critical Thinking (9th edition) p. 346-373; p. 385-411

Quiz/ Paper (3-5 pages)

Week 7: Sept 28th & 30th

Justice and Equality

Justice and Equality

Readings:

Introduction to Philosophy. P.591- 599

Cohen, G.A, Where the Action is: On the Site of Distributive Justice, in Introduction to Philosophy. p.599-615

Mill, John, Stuart, The Subjection of Women, in Perry, Introduction to Philosophy p. 615- 619

Appiah, Kwame Anthony, Racism, in Perry, Introduction to Philosophy p. 634- 644

Week 8: Mid-term week: Oct. 5th- 9th

Paper due – 9th Oct.

Week 9 :12th & 14th Oct.

Moral, legal and aesthetic reasoning

Moral, legal and aesthetic reasoning, cont'd

Readings:

Moore and Parker Critical Thinking (9th edition) p. 437-449

Plato, the Republic, in Perry, Introduction to Philosophy. P. 645-681

Hume, David. An Enquiry Concerning the Principles of Morals, in Perry, Introduction to Philosophy. P. 682-706

Gauthier, David. Morality and Advantage, in Perry, Introduction to Philosophy. P. 706- 714.

Mackie, J.L. The law of the Jungle Moral Alternatives and Principles of Evolution, in Perry, Introduction to Philosophy 714-719

Week 10: Oct 19th & 21st

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Art and Critical Reasoning
Visit to Art Gallery

Week 11: Oct. 26th (holiday) & 28th

Art and Critical Reasoning
Art and Critical Reasoning

Week 12: Nov. 2nd & 4th

Art and Critical Reasoning
Art and Critical Reasoning

Week 13: Nov. 9th & 11th

Art and Critical Reasoning
Art and Critical Reasoning

Week 14: Nov. 16th & 18th

The Meaning of Life and Death
The Meaning of Life and Death

Readings:

Wolf, Susan, Moral Saints, in Perry, Introduction to Philosophy. P.755-767

Taylor, Richard. The Meaning of Human Existence, in Perry, Introduction to Philosophy, p.777-794

Wolf, Susan, The Meaning of Lives, in Perry, Introduction to Philosophy, p.798-805

Nagel, Thomas, Death, in Perry, Introduction to Philosophy, p. 806-810

Week 15: Nov. 23rd & 25th

Quiz/ Paper (3-5 pages)

Week 16

Discussions and evaluation

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Assignment Submission Procedure:

All assignments and papers must be submitted by the due date and should be in APA style format.

Classroom/Online Etiquette Procedure:

The use of cell phones during lectures is prohibited.

Policy/Procedure Related to the Department:

Students must be dressed appropriately for class presentations

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St George's University

School of Arts and Sciences

Department of Biology, Ecology and Conservation

Course Code and Title: PHYS 200; Physics for Life Sciences

Semester and Year: (Fall 2020)

No. of Credits: 4

Pre-requisite(s): None

Classroom Location: TBA if face to face

Course Director Name: Dr. Ramsey Saunders

Course Lecturer Name(s): Dr. Ramsey Saunders

Course Director Contact Information: 473 444 4175 Ext 3819

Course Lecturer(s) Contact Information: rsaunder@sgu.edu

Course Director Office Hours: M. (9.00-12.00)T (11.00-12.00); Th (11.00-12.00); Fri 9.00-11.00

Course Lecturer(s) Office Hours: Given in Resources of SAKAI

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Objectives:

This course will introduce students over a period of one semester to many of the basic principles and concepts in Physics. It includes base and derived units, vectors and scalars, kinematics in one and two dimensions, dynamics, circular motion and gravitation, equilibrium, elasticity, fluids and hydrostatics, fluid dynamics, vibration and waves, sound, electrostatics, current electricity, magnetism, light and basic geometrical optics, heat, introductory atomic and nuclear physics

LEARNING OUTCOMES FOR PHYS 200 - PHYSICS FOR LIFE SCIENCES

1. Understand the basic terms and laws of Physics.
2. Apply the laws of Physics in the areas of Mechanics, Electricity, Magnetism, Waves, Optics, Acoustics, Heat and Atomic and Nuclear Physics
3. Apply Mathematics (non-calculus) in solving problems in Physics
4. Apply the basic concepts and laws to the life sciences

5. Use of laboratory experiments in understanding fundamental laws and concepts in Physics

Program Outcomes Met By This Course (Pre -Med, Post Bac, Pre Vet)

PLO1 : Apply the scientific process for conduction laboratory and diagnostic experiments testing hypothesis , interpreting data and communicating results.

PLO2 : Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

PLO3 : Apply knowledge of the structure and function of the human body to health issues.

PLO4: Apply knowledge of the of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.

PLO5: Demonstrate effective communication of scientific knowledge.

PLO6: **Demonstrate problem solving and critical thinking skills.**

Program Outcomes: Marine, Wildlife, and Conservation Biology (Honors) Program (MWC-PLO)

A student completing the Marine, Wildlife, and Conservation (Honors) program should be able to:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.

MWC-PLO2. APPLICABILITY: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

COURSE CONTENT

PHYSICAL QUANTITIES

Physical quantity, base quantities and units, derived quantities and units, Errors precision and accuracy

VECTORS AND SCALARS

Scalar and vector quantities, addition and subtraction of vectors, resolution of vectors into components

KINEMATICS IN ONE AND TWO DIMENSIONS

Displacement, velocity, acceleration, linear uniformly accelerated motion, equations of motion and application, simple projectiles.

DYNAMICS

Forces, Newton's Law of motion, Friction, linear momentum and collisions, work, power and energy,

CIRCULAR MOTION AND GRAVITATION

Angular velocity, centripetal acceleration, kinematics of circular motion, dynamics of circular motion, Newton's law of gravitation, satellites and weightlessness

EQUILIBRIUM AND ELASTICITY

Principle of moments, conditions necessary for equilibrium, Elasticity, stress and strain and stability, Hooke's law, Young's modulus and fracture

FLUIDS AND HYDOSTATICS

States of matter, Density, Specific gravity, Pressure, Pressure in a liquid, Atmospheric Pressure, Gauge Pressure, Pascal's Principle, Pressure measurement, Aneroid and Mercury Barometers, Archimedes Principle

FLUID DYNAMICS

Streamline and turbulent flow, Equations of continuity, Bernoulli's Equation, Surface Tension and Capillarity

VIBRATION AND WAVES

Simple Harmonic motion, Damped harmonic motion, Forced vibrations and resonance, wave motion, Types of waves, reflection and refraction, diffraction and interference

SOUND

Characteristics of sound, Intensity and amplitude, dB scale, the human ear and its response to sound, vibrating columns, strings and resonance, quality of sound and noise, shock wave and sonic boom, introduction to ultrasonics in medicine

ELECTROSTATICS

Electrostatics, Electric Charge, History, The Electric Force (between two charges and a multiplicity of charges), Coulomb's Law, Electric Field, Methods of determining the Electric Field for simple situations, Charge density (line, surface, volume), Dipole, Gauss's Law with simple applications, Movement of charge in electric field, Electric Potential, Relation to Electric Field, Voltage, Electric Potential for simple situations, Capacitance, Capacitors in Series and Parallel, Dielectrics, Energy stored, The CRO, Applications of Electrostatics.

CURRENT ELECTRICITY

Definition of Electric current, Definition at the microscopic level. Current density, Ohm's Law, Resistivity, Resistances in series and parallel, Voltage sources, Voltmeters and Ammeters, Simple DC Electrical circuits, Kirchhoff's Laws, Power Dissipated, Household Electricity. Alternating current (AC), Rms value, Peak to peak value, Impedance, Ohm's Law for AC circuits, Impedance for pure resistance, inductance and capacitance, Phase between voltage and current, Phasors, Power dissipated, Charging and discharging capacitors, Series Resonance (R,L,C)

MAGNETISM

Some History, Why Magnetic Force cannot be defined as gravitational and electric force, Definition of Magnetic Force, The Magnetic Field, Force on a wire carrying a current, Force between two wires, Gauss's Law for Magnetic Field, Biot- Savarts Law, Ampere's Law, Faraday's Law, Magnetic Fields for simple structures, solenoid and electromagnets, Transformer, Electric bell, Electric Motor and Generator, Loudspeaker, Mass spectrometer, Magnetic materials, Inductance

HEAT AND THERMODYNAMICS

Temperature, thermometers, Temperature scales, Thermal Equilibrium, Linear Expansion, Gas Laws and Absolute Temperature, Mechanical Equivalent of Heat, Specific Heat, Calorimetry, Latent Heat, Heat Transfer, Greenhouse Effect, Global Warming.

LIGHT AND GEOMETRICAL OPTICS

Waves and Rays, Reflection, Refraction, Mirrors (plane, concave and convex), Thin Lenses (convex and concave), Image formation, Wave effects, The Human Eye and Optical Defects, Accommodation, Introduction to and application of lasers.

ATOMIC AND NUCLEAR PHYSICS

Blackbody radiation, Planck's Quantum Hypothesis, Photon theory and Photoelectric Effect, Bohr's Model, Binding Energy, X rays, The atomic Nucleus, radioactivity, Half life and rate of decay.

ASSESSMENT

Four class examinations; dates (TBA)

Class assignments, Lab reports, Mid-Term Examination, Final Exams

The breakdown of overall grade will be as follows:

Class Exams and assignments	20% (4 quizzes each being 5%)
Mid term examination	25%
Laboratory work	25% (10 labs each being 2.5%)
Final Exam	30%

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text:

Physics by Douglas C Giancoli (Sixth Edition)

Supplementary Readings: Under Resources of SAKAI: Prepared Lecture Notes to be placed on SAKAI; Laboratory scripts; Panopto Recordings

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

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Your work may be subject to submission to plagiarism detection software, submission to this

system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy Students are required to attend 80% or more of the lectures. Students who do not attend a minimum of 80% of the lectures may be debarred from doing the Midterm and Final Exams.

Assignment Submission policy

Classroom Etiquette

Online Etiquette

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Tentative Course Schedule:

WEEK	SECTION	LAB/ QUIZ/ EXAM
1	Physical Quantities; base quantities and units; derived quantities; Errors and precision; Vectors and Scalars; addition, subtraction; resolution into components.	Introduction and Grouping Lectures possible during lab period if free.
2	Kinematics in one and two dimensions: Displacement, velocity, linear uniform acceleration; equations of motion; Simple projectiles	Lab 1
3	Dynamics: Forces; Newton's Laws of motion; Friction; momentum and collisions; work, power; energy	Lab 2 / Quiz 1
4	Circular motion and Gravitation: Angular velocity; centripetal acceleration; kinematics of circular motion; dynamics of circular motion; Newton's Law of gravitation; satellites and weightlessness	Lab 3
5	Equilibrium and Elasticity: Principle of moments; conditions for equilibrium; Stability; Elasticity; Hooke's Law; Stress and strain; Young's modulus	Lab 4
6	Vibration and waves; Simple Harmonic Motion; Waves; Types of waves; reflection; refraction; diffraction and interference; sound; vibrating columns and strings; resonance; applications	Lab 5 / Quiz 2
7	Review	
8	Mid term Exam	MIDTERM EXAM

9	Electrostatics: Electric charge; Electric Force; Coulomb's law; Electric field; Electric field lines ; Electric Flux; Calculation of Electric Field; Gauss's Law; Work ; Energy and Electric Potential; Capacitance	Lab 6
10	Current Electricity; Ohm's law; Resistances in series and parallel; Energy stored; power; Simple DC circuits; Household Electricity; AC circuits	Lab 7
11	Magnetism: The magnetic force; Magnetic Field; force on a wire; torque on a rectangular coil; Biot Savart law; Ampere's law; applications to long straight wire; toroid and solenoid; Faraday's Law; transformers	Lab 8 /Quiz 3
12	Light and Geometrical Optics: Waves and rays; Reflection; refraction; mirrors (plane; convex and concave); Thin lens (convex and concave); image formation; Human eye	Lab 9
13	Heat and thermodynamics; Temperature; thermal equilibrium; Linear expansion; specific heat and Calorimetry; latent heat; Introduction to atomic and Nuclear Physics	Lab 10
14	Introduction to fluids	Quiz 4
15	Review	
16	Final Exam	FINAL EXAM



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: PHY 201 – General Physics 1
Number of Credits: 4
Days and Times: Tuesday Thursday – 10 – 11.15 am
Semester and Year: Semester 2
Classroom Location: Online
Pre-requisite(s): No pre-requisite needed

Course Lecturer Name(s): Alister K James
Course Director Name: Alister K James

Course Lecturer(s) Contact Information: ajames@sgu.edu
Course Director Contact Information: ajames@sgu.edu

Course Lecturer(s) Office Hours: N/A
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Ana Neckles Thomas, anecklesthomas@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will introduce to students some of the basic principles and concepts in physics such as: base and derived units, vectors, linear kinematics, dynamics, waves and sound with examples of practical applications and also showing the relevance of some of these concepts to everyday life and the medical field where applicable.

Course Objectives:

GENERAL OBJECTIVES:

The objective of this course is to provide students with the understanding of the fundamentals of Physics as related to Mechanics, waves and heat.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Technical Skills Outcomes:

Learning to use and read the following instruments: meter rule, Vernier caliper, micrometer screw gauge, stop clock, spring balance, thermometer, digital scales. Learn to use and operate different pieces of apparatus related to the various laboratories that will be done.

Student Learning Outcomes:

Define key terms of this course

Explain key concepts and principles

Do basic calculations related to the concepts and principles elaborated using the relevant formulae.

Develop the basic mathematical skills necessary for solving physics problems

Give brief description of some of the applications relevant to area of physics in this course

Do basic experiments, that relate the theory delivered in course, demonstrating necessary experimental skills.

Program Outcomes Met By This Course:

Apply scientific processes for conducting experiments in physics.

Apply basic knowledge of the topics studied to solve problems on such topics

Demonstrate reasoning and problem solving skills

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text:

Supplementary Readings/Resources: **TEXTBOOKS**

COLLEGE PHYSICS (2nd Edition) by Knight, Jones and Field

Supplementary Reading

PHYSICS by Giancoli

Course Grading Requirement:

Breakdown of overall grade

Final exam - 30%

Mid term exam – 20%

Class exams and assignments - 25%

Labs-15%

Project – 10%

Course Requirements:

N/A

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Course Schedule:

CONTENT:

Week 1. Physical quantities, Units and Measurement
Aug 18 & 20 Basic Maths and Physical quantity
Base quantities and base units
Derived quantities and units
dimensions and its' uses

Week 2. Vectors and Scalars
Aug 25 & 27 Scalar and vector quantities
Resolving vectors into components
Addition of vectors

Week 3 – Sep 1 & 3 Subtraction of vectors

Week 4. Kinematics in one and two dimensions
Sep 8 & 10 Displacement, velocity and acceleration
Linear uniform accelerated motion – use of equations of motion

Sep 15 Quiz # 1 Topics- Vectors and Kinematics

Week 5 & 6 Sep 17, 22, 24 Simple projectiles

Week 7. Sep 29 – Quiz 2 Topic - Projectiles

Week 7 Oct 1 Dynamics
Forces, Newton's Laws of motion
Friction, Inclined planes

WEEK 8 MIDTERM EXAMS Oct 5 - 9

TOPICS – Physical quantities, vectors, kinematics, Projectiles, Dynamics

Week 9 Oct 13 & 15 Momentum , work, energy, power
Linear momentum, collisions and impulse
Work, power and energy(Potential and kinetic)

Assignment 1 – Project – Due date Nov 17

Assignment 2 - Topic – Momentum collision and impulse. Due date: Oct 22

Week 10 Oct 20 & 22 Circular Motion & Gravitation
Angular velocity, centripetal acceleration
Kinematics of circular motion
Dynamics of circular motion
Newton's Law of gravitation

Assignment 3 Oct 27 – Topic Circular motion and gravitation. Due Nov 3

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Week 11 Oct 27 & 29 Equilibrium and elasticity
Principle of moments, Conditions necessary for equilibrium
Elasticity - stress and strain and stability
Young's modulus and fracture of materials

Week 12 Nov 3 & 5 Vibration
Simple Harmonic Motion,
Damped Harmonic motion
Forced, vibration and resonance

Week 13 Nov 10 Waves
Wave motion, types of waves, Reflection and refraction
Diffraction and interference, Characteristics of sound
Intensity of sound and its relationship with amplitude
Vibrating columns, strings and music
Ultrasound and medical imaging

Quiz 3 Nov 12 – Topic – Equilibrium, stress, strain and young's modulus

Week 14 Nov 17 & 19 Heat
Thermometry- Temperature scales,
Types of Thermometers
Specific Heat Capacity,
Specific Latent Heat(Fusion, Vaporization)
Change of Phase

Week 15 FINAL EXAMS- ALL TOPICS AFTER MIDTERM
Circular motion, momentum, equilibrium , stress, strain, vibration, waves, heat

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the

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Spring 2020

work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students’ absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University

School of Arts and Sciences

Department of Biology, Ecology and Conservation

Course Code and Title: PHYS 202 General Physics 2

Semester and Year: Fall 2020

No. of Credits: 4

Pre-requisite(s): PHYS 201 General Physics 1

Classroom Location: TBA if face to face

Course Director Name: Dr. Ramsey Saunders

Course Lecturer Name(s): Mr. Alec St. Bernard

Course Director Contact Information: rsaunder@sgu.edu Tel 444 4175 Ext. 3819

Course Lecturer(s) Contact Information: alstbernard@sgu.edu Tel. 415 3929

Course Director Office Hours: M(9-12); T (11-12); Th (11-12); Fri (9-11)

Course Lecturer(s) Office Hours: As above

Course Director Office Location: Caribbean House , 2nd Floor

Course Lecturer (s) Office Location: Caribbean House , 2nd Floor

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Support: Akima Ventour, Email: aventou2@sgu.edu , Phone Ext 3435

COURSE CURRICULUM INFORMATION

Course Description

This course consists of a study of the basic principles of electrostatics, current electricity (direct and alternating), magnetism, electromagnetism and geometrical optics. Also included is a brief introduction to lasers and Atomic and Nuclear Physics. This is a non-calculus course.

Course Objectives

To provide the student with a good grasp of the principles of Electricity, Magnetism, Optics and lasers to facilitate a better understanding of the topics in Biology

CONTENT

ELECTROSTATICS

Electrostatics, Electric Charge, History, The Electric Force (between two charges and a multiplicity of charges), Coulomb's Law, Electric Field, Methods of determining the Electric Field for simple situations, Charge density (line, surface, volume), Dipole, Gauss's Law with simple applications, Movement of charge in electric field, Electric Potential, Relation to Electric Field, Voltage, Electric Potential for simple situations, Capacitance, Capacitors in Series and Parallel, Dielectrics, Energy stored, The CRO, Applications of Electrostatics.

CURRENT ELECTRICITY

Definition of Electric current, Definition at the microscopic level. Current density, Ohm's Law, Resistivity, Resistances in series and parallel, Voltage sources, Voltmeters and Ammeters, Simple DC Electrical circuits, Kirchhoff's Laws, Power Dissipated, Household Electricity. Alternating current (AC), Rms value, Peak to peak value, Impedance, Ohm's Law for AC circuits, Impedance for pure resistance, inductance and capacitance, Phase between voltage and current, Phasors, Power dissipated, Charging and discharging capacitors, Series Resonance (R,L,C). Introduction to digital electronics.

MAGNETISM

Some History, Why Magnetic Force cannot be defined as gravitational and electric force, Definition of Magnetic Force, The Magnetic Field, Force on a wire carrying a current, Force between two wires, Gauss's Law for Magnetic Field, Biot-Savart's Law, Ampere's Law, Faraday's Law, Magnetic Fields for simple structures, solenoid and electromagnets, Transformer, Electric bell, Electric Motor and Generator, Loudspeaker, Mass spectrometer, Maxwell's Electromagnetic equations for free space.

LIGHT AND GEOMETRICAL OPTICS

Waves and Rays, Reflection, Refraction, Mirrors (plane, concave and convex), Thin Lenses (convex and concave), Image formation, Wave effects, The Human Eye and Optical Defects, Accommodation, Introduction to and application of lasers.

Student Learning Outcomes:

1. Understand Physical Quantities, Units and Measurements, Vectors and Scalars and the basic laws of Physics
2. Apply the laws of Physics in the areas of Electrostatics, Current Electricity, Magnetism, Optics and Lasers and Atomic and Nuclear Physics
3. Apply mathematics (non-calculus) in solving problems in Electrostatics, Current Electricity (AC and DC), Magnetism, Optics and Lasers and Atomic and Nuclear Physics.
4. Apply the laws and concepts to problems in biology and medicine.
5. Use of laboratory experiments in understanding the laws of Physics.

Program Outcomes Met By This Course:

BIOL, - PLO1 : Apply the scientific process for conduction laboratory and diagnostic experiments testing hypothesis, interpreting data and communicating results.

BIOL, - PLO2 : Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL, - PLO3 : Apply knowledge of the structure and function of the human body to health issues.

BIOL, - PLO4: Apply knowledge of the of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.

BIOL. - PLO5: Demonstrate effective communication of scientific knowledge.

BIOL. - PLO6: Demonstrate problem solving and critical thinking skills.

Biology Program Outcomes:

Course Materials:

TEXTBOOK

PHYSICS by Giancoli Sixth Edition

Resources given by Lecturer on SAKAI

Supplementary Reading

COLLEGE PHYSICS (2nd Edition) by Knight, Jones and Field

ASSESSMENT

Four class examinations (quizzes); dates (TBG)

Ten Lab exercises, Mid-Term Exam, Final Exam

The breakdown of overall grade will be as follows:

Class Quizzes	20% (4 x 5%)
Mid term examination	25%
Laboratory work	25% (10 x 2.5%)
Final exam	30%

Quizzes are of 30 minutes duration and shall be held during a laboratory or class session.

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Requirements:

N/A

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

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Plagiarism also includes the unintentional copying or false accreditation of work—so double check

your assignments **BEFORE** you hand them in.

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy: Students who do not attend a minimum of 70% of the lectures may be debarred from the Midterm and Final Examinations.

Assignment Submission policy

Classroom Etiquette

Online Etiquette

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Tentative Course Schedule:

WEEK	COURSE SECTION	Lab / Quiz
1	Electrostatics: Brief history, Electric Charge; Electric force, Coulombs Law. Electric Field. Field lines, Electric Flux	Introduction and Grouping
2	Electrostatics: Dipole, Methods of determining the Electric Field; Integration Method (qualitative); Gauss's Law; Electric Potential	Lab 1
3	Electrostatics: Movement of charge in electric field; Work, Energy and Electric Potential, Capacitance, Series and Parallel combinations; Dielectrics; Energy Stored; The CRO; Applications of Electrostatics	Lab2 and Quiz 1
4	Current Electricity: Electric current; Microscopic level;	Lab 3

	Current Density; Ohm's Law; Resistivity; Resistance; Series and Parallel combinations;; Voltage sources;	
5	Current Electricity: Voltmeters and ammeters; Simple DC Electrical circuits; Kirchhoff's Laws; Power dissipated; Household electricity; Alternation currents; RMS and Peak to Peak values; Impedance of pure resistance, inductance and capacitance.	Lab 4
6	Current Electricity Phase between voltage and current; Phasors; Power dissipated in AC circuit; Charging and discharging of capacitors; Series resonance (RLC); Introduction to digital electronics.	Lab 5 / Quiz 2
7	Review	
8	Midterm Examination	MIDTERM
9	Magnetism: brief history; Comparison of magnetic force with gravitational and electric forces; Definition of the Magnetic Force; Magnetic Field; Force on wire ; Gauss's law for the magnetic field.	Lab 6
10	Magnetism: Biot- Savart Law; Ampere's Law, Faraday's Law; Mass spectrometer	Lab 7
11	Magnetism: Determination of magnetic Fields for simple structures; Solenoid; Electromagnets; Toroid; Transformer; Electric bell; Electric Motor; Loudspeaker; Maxwell's equations for free space	Lab 8 and Quiz 3
12	Light: Waves and rays; Reflection; refraction; Mirrors (plane, concave and convex; Thin lenses (convex and concave), Image formation; Wave effects;	Lab 9
13	The human eye. Optical defects. Accommodation	Lab 10
14	Lasers. Introduction to Atomic and Nuclear Physics.	Quiz 4
15	Review	
16	FINAL EXAMINATION	FINAL EXAMINATION



St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: POLI 331 - Political Geography
Number of Credits: 3
Days and Times: Tues., Thurs., 2:30 p.m. – 3:45 p.m.
Semester and Year: Fall 2020
Classroom Location: N/A
Pre-requisite(s): None

Course Lecturer Name(s): Mr. Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: N/A

Course Lecturer(s) Contact Information: Balisier Building ext 3361/414-7500
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Open and by appointment
Course Director Office Hours: Same

Course Lecturer(s) Office Location: Balisier Building
Course Director Office Location: N/A

Course Support: Ms. Phillip and Ms. N. Thomas

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course examines the relationship between people, state and territory as well as the development of group identities such as nations. The linkage between these identities and the political organization of territory will be discussed. It is intended for anyone interested in the geography of resource endowment and wealth distribution, inter and intra-state conflict and economic development. Additionally, the course will engage students in an analysis of the State, International Relations and Localities. The course will explore some of the geo-strategic issues that are involved in today's international affairs. In general terms, the course will consider the following broad areas of investigation:

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1. The differences between state, country and nation.
2. Formal & informal regional groupings
3. The relationship between states and former colonies.
4. Power in international and economic relations.
5. The relationship between a Government and its people.
6. The relationship between states including international trade and international treaties.
7. The influence of political power on geographical space.

Course Objectives:

Upon completion of the course students will be expected to:

1. Analyze the relationship between government and people in a geographical space
2. Evaluate the influence of political power on geographical space
3. Distinguish between the concepts of development and underdevelopment
4. Evaluate the relationship between nation states in the areas of international trade and international treaties.
5. Explain how globalization and economics have changed the international order
6. Draw conclusions about the political, economic and social aspects of international relations from a geographical perspective.

Student Learning Outcomes:

By the end of the course students will:

1. Understand the tenets and background of political geography.
2. Be able to distinguish and evaluate concepts of state, territory and nation.
3. Be able to analyze the political dimensions of space and the role of space in politics.
4. Be able to synthesize and critically evaluate themes such as borders, boundaries, territory, nation state and national identity
5. Have insight into current problems in the world and how they can be best approached.

Program Outcomes Met By This Course:

PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

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Recommended Texts

1. An Introduction to Political Geography: Space, Place and Politics by Jones, Woods and Jones (Any edition)
2. Introduction to Caribbean Politics by Cynthia Barrow- Giles: Randall Publishers, Jamaica.
3. Handouts and relevant websites for certain topics will be provided from time to time.

Course Grading Requirement:

Course requirements and percent of grade:
Assignments – 25%
Midterm take home assignment – 25%
Final/Project Presentation – 35%
Class participation and Discussion – 15%

Course Requirements:

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy

Students are expected to attend all classes and clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy.

If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. If you miss class, it is your responsibility to obtain the information covered in your absence

Assignment Submission policy

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email.

As far as possible, follow the most current APA Style Manual when submitting your work:

Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,

A header must appear at the top of each page,

All pages must be numbered,

All pages must have one-inch top/bottom, and left/right margins, and papers must be double-spaced, with 12-point fonts.

All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other

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people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.

Please proofread and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.

Papers that do not adhere to these guidelines may not be reviewed.

Classroom Etiquette

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

Online Etiquette

A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be considered both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Test for Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of "texting" writing.

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Citations and Other Etiquette Sources

Many of the points made here were taken from [The Core Rules of Netiquette](#) excerpted from the book Netiquette, by Virginia Shea.

Course Schedule:

Tentative Course Schedule:

Weeks: 1- 3: Political Geography, its history and its concepts
Reading: Jones and Woods, 'An Introduction to Political Geography' pages 1-14,99-115
1. What is Political Geography?
2. Concepts and perspectives
3. What are the differences between state, nation and country?
4. State power
5. States' Control
6. What is geopolitics?
Week 4-5: The State and Territory
Reading: Jones and Woods, pages 20-34, handouts
1. The State's changing landscapes, control and functions
2. Borders and Boundaries
3. Migration and emigration
4. Refugees and asylum issues.
5. Geopolitics
Week 6-7: Nationalism and Identity, symbolic space
Reading: Jones and Woods, pages 82-98, Anderson, B, 'Reflections', assorted handouts.
1. Nations as 'Imagined Communities'.
2. Memory, heritage and culture
3. Rise and dangers of nationalism
Week 8: Midterm – Midterm assignment due
Week 9-10: Geography of war and peace
Reading: Short, John Rennie, 'An Introduction to Political Geography', pages 8-18
1. Colonialism, neo-colonialism, imperialism
2. International terror
3. Post 9/11 world
Week 11: Economic and Political integration
Readings: Various relevant handouts
1. Stages
2. OECS.
3. CARICOM.
4. European.
Week 12: Public policy

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Reading: Jones and Woods, pages136-158
1. Democracy and Citizenship
2. Electoral systems and gerrymandering
3. Influence of multinationals and supranational organizations
Week 13: Case studies on selected topics
Reading: To be assigned
1. Brexit
2. Guyana-Venezuela border dispute
3. Russia and its neighbors
4. Impact of regional crime with specific reference to Jamaica and Trinidad and Tobago
Week 14 - 15: Project preparation and presentations
Week 16- Course wrap-up and final discussion.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

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Assignment Submission Procedure:

Late submission of assignments will result in an automatic mark reduction unless there was prior notification and approval.

Classroom/Online Etiquette Procedure:

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library. Mobile devices should be off or muted.

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Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

Policy/Procedure Related to the Department:
N/A

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St. George's University

School of Arts and Sciences

Department of Choose an item.

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 201 Introduction to Psychology
Number of Credits: 3
Days and Times: 4:00 – 5:15 PM, Tuesdays & Thursdays
Semester and Year: Fall 2020
Classroom Location: N/A (Online)
Pre-requisite(s): N/A

Course Lecturer Name(s): Novia John, M.A. (Ed. Psyc.)
Course Director Name: **Novia John**

Course Lecturer(s) Contact Information: njohn@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: by appointment
Course Director Office Hours: **by appointment**

Course Lecturer(s) Office Location: N/A (Ballsier Bldg. G.)
Course Director Office Location: N/A

Course Support: Ms. Nikisha Thomas, nsthamas@sgu.edu, ext. 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will introduce students to the scientific discipline of psychology. Students will examine the emergence of the major schools of thought and the historical figures who contributed to the development of psychology as a science. Topics of study will include the history of psychology, research methods, the basis of behavior, sensation and perception, states of consciousness, learning and cognition, intelligence, motivation, social psychology and life span development. Within each subfield explored, focus will be on underlying issues such as the nature-nurture debate, the mind-body problem, stability versus change, and diversity versus

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universality, among others. The course will assume an interactive and real-life application approach.

Course Objectives:

For the student to acquire the following:

1. a comprehensive understanding of the emergence and development of psychology as a scientific discipline.
2. knowledge about fundamental concepts, theories and scientific methods used in examining psychological processes.
3. an awareness of current thinking/trends and new, progressive research in the field
4. the ability to apply the information attained to affect social change in their personal lives, significant others, community and global village at large.

Student Learning Outcomes:

Students will be able to do the following:

1. Have a comprehensive introductory knowledge of major areas of psychology as are commonly covered in first-level university psychology courses.
2. Apply psychological principles to their own lives to assist with intropection and understanding of their own behaviors and the behavior of others.
3. Be able to understand and explain the mechanisms of classical and operant conditioning and identify their applications to a variety of real-life situations, including learning.
4. Know and understand how basic brain anatomy and neurology motivate thoughts, feelings and behaviors.
5. Be able to integrate various areas of psychological study to understand the causes and effects of individual behavior and the behavior of society at large.
6. Have sufficient foundational background to pursue higher-level psychology courses that focus on major areas of psychological study.

Program Outcomes Met By This Course:

PO-1. Utilize psychological knowledge in the understanding of self, and how one relates to others.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%

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D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Understanding Psychology, 11th ed., by Charles G. Morris and Albert A. Maisto

Supplementary Readings/Resources: TBA (journal articles)

Course Grading Requirement:

Course Assessment	Weighting
Chapter Tests	35%
Final Exam	30%
Assignment(s)	30%
<i>Group Case Study Analysis (Forum)</i>	10%
<i>Conditioning Application Quiz</i>	10%
<i>Experiment (Video)</i>	10%
Attendance	5%

Course Requirements:

N/A

Course Schedule:

Fall 2020 COURSE SCHEDULE:

WK DATE TOPIC

[] – Choose only 1 Experiment for the course BOOK CHAPT

- 1 T,A18 Course Introduction ---
TH,A20 The Science of Psychology 1
- 2 T,A25 The Biological Basis of Behavior: Neurons; CNS 2
TH,A27 Peripheral System, Endocrine, Genes etc. 2

Online Test #1 (Ch. 1 & 2) (Open from

- 3 T,S1 APA Referencing ---
TH,S3 Sensation 3
- 4 T,S8 Catch-up day ---
TH,S10 Perception 3

Experiment for Ch. 3: Visual Illusions, Expectations & Cognitive Style (Due in

- 5 T,S15 States of Consciousness (Drug-Altered Consciousness) 4
TH,S17 States of Consciousness (Drug-Altered Consciousness) 4

Online Test #2 (Ch. 3 & 4) (Open from

Experiment for Ch. 4: Monitor Your Sleep Cycle (Due in

- 6 T,S22 Learning (part 1) 5
TH,S24 Learning (part 2) 5

Experiment for Ch. 5: Human/Animal Training (Due in

- 7 T,S29 Memory (part 1) 6

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TH,O1Memory (part 2) 6
 Experiment for Ch. 6: Eye Witness Accounts (Due in
 8 T,O6 - TH,O8 MIDTERM EXAMS – NO CLASSES (Test #3)
 Online Test #3 (Ch. 5 & 6) (Open
 9 T,O13 Cognition and Mental Abilities (part 1) 7
 TH,O15 Cognition and Mental Abilities (part 2) 7
 10 T,O20 Catch-up day ---
 TH,O22 Motivation and Emotion (part 1) 8
 11 T,O27 Motivation and Emotion (part 2) 8
 Online Test #4 (Ch. 7 & 8) (Open from
 TH,O29 Life-Span Development (Adolescence, Adulthood, Late
 Adulthood) 9
 12 T,N3 Life-Span Development (Adolescence, Adulthood, Late Adulthood) 9
 Experiment for Ch. 9: Testing Child Cognitive Development—Piaget) (Due in
 TH,N5Personality 10
 13 T,N10 Personality 10
 TH,N12 Catch-up day ---
 Online Test #5 (Ch. 9 & 10) (Open from
 Experiment for Ch. 10: (a) Testing Personality OR (b) What’s in an Inkblot? (Due in
 14 T,N17 Psychological Disorders (part 1) 12
 TH,N19 Psychological Disorders (part 1) 12
 15 T,N24 Social Psychology (part 1) 14
 TH,N26 Social Psychology (part 2) 14
 Online Test #6 (Ch. 12 & 14) (Open from
 Experiment for Ch. 14: Conformity (Due in
 16 DEC. 1-3 FINAL EXAMS—NO CLASSES Online Test #6 (Ch. 12 & 14) (Open
 from TEST

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

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Assignment Submission Procedure:

To be outlined in class and on SAKAI

Classroom/Online Etiquette Procedure:

Students are encouraged to turn on their videos during class to enhance class cohesiveness. Videos must be turned off if a student needs to temporarily exit the online classroom. Students must remain muted unless otherwise directed by the instructor. Students are expected to communicate in a professional and respectful manner at all times and must be mindful of time when sharing. The

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chat, when available, must be used to discuss or comment on course content only. No joking, inappropriate or frivolous talk is permitted in the chat. Note that all chats are recorded.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 206 – Psychology of Personality Theories
Number of Credits: 3
Days and Times: Tues & Thurs - 1:00pm – 2:15pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): PSYC 201: Introduction to Psychology

Course Lecturer Name(s): Justina Aire
Course Director Name: **Justina Aire**

Course Lecturer(s) Contact Information: jaire@sgu.edu
Course Director Contact Information: same as above

Course Lecturer(s) Office Hours: by appointment only
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building (upstairs)
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course focuses on the major models of personality including but not limited to Psychoanalytic, Learning, and Humanistic-Existential. During the term, we shall examine these models and approaches, and shall explore the assumptions about human nature which underlie each perspective. We shall examine how personality theorists reached their conclusions and discuss the applicability if the theories.

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Course Objectives:

- The main objective is to demonstrate similarities and differences in the human being.
- To enable students understand the major concepts and principles of each personality theory discussed in the class; and to appreciate each theory's assessment technique and approach.

Student Learning Outcomes:

Upon successful completion of this course, students should be, or be able to:

Define the term "Personality"
Explain the origin and development of personality
Describe and explain some of the different personality theories and critically evaluate each theory.
Explain how personality can be measured.
Apply each theory appropriately

Program Outcomes Met By This Course:

PSYC – PO-1. Utilize psychological knowledge in the understanding of self, and how one relates to others.

PSYC – PO-2. Employ relevant psychological skills and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs.

PSYC – PO-3. Understand and apply basic research methods in psychology including research design, data analysis, and interpretation to relevant issues in the work environment, country and wider region.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

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Course Materials:

Text: **Theories of Personality – Understanding Persons: Sixth Edition**
Susan Cloninger

Supplementary Readings/Resources: **An introduction to Theories of Personality: Eight Edition**

B. R. Hergenhahn & Matthew H. Olson

Feist, J., & Feist, G. J. (2002). Theories of Personality (3rd ed.). Boston: McGraw-Hill.

Course Grading Requirement:

Quizzes: 50%
Group Presentation & Term Paper: 20%
Final Exam: 30%

Course Requirements:

Students will be required to

- be prepared for class
- contribute thoughtful ideas to class discussion
- conduct themselves in ways that are appropriate to a respectful academic environment

Attendance and Deadlines

- Attendance is expected, and students are to be on time for class.
- Papers are due on time. For each day that a paper is late, the student's grade on it will be lowered by one (1) letter grade
- All assignments must be completed in order to get a pass grade in the course.

Course Schedule:

PSYC 206 - COURSE SCHEDULE: Fall 2020

Week 1: Introductory Meeting, Review of Course Outline – Introduction to Personality & **Chapter 1**: What is Personality?

Week 2: **Chapter 2: Psychoanalytic Perspective** – Sigmund Freud
Quiz 1. (Chapters 1/2)

Week 3: **Psychoanalytic-Social Perspective** – **Chapter 4**: Adler: Individual Psychology & **Chapter 5**: Erickson: Psychosocial Development

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Week 4: **Quiz 2.** – (Chapters 4/5) & **Trait Perspective - Chapter 7:**
Gordon Allport: Personological Trait Theory

Week 5: **Chapter 9: Biological Theories:** Evolution, Genetics and
Biological Factor Theories. & **Quiz 3** (Chapters 7/9)

Week 6: **Behavioural Perspectives - Chapter 13:** Bandura: Performance
in Cognitive, Social Learning Theory & **Quiz 4** (Chapters 13)

Week 7: **The Humanistic Perspective - Chapter 14:** Rogers Person-
Centred Theory. & **Quiz 5** (Chapters 14)

Week 8: 5 – 9 October, 2020 - MID-TERM WEEK - **No Examination**

*Peer Preparations Now Follow:- 4 Persons per Group.
Each Group Shall Work on One Chapter of the Various
Perspectives as assigned.*

Week 9: **Psychoanalytic Perspective – Chapters 3:** Carl Jung &
Psychoanalytic-Social Perspective - Chapter 6: Horney and Relational
Theory; Inter-relational Psychoanalytic theory

Week 10: **Chapter 8:** Two Factor Analytic Trait Theories; Cattell's 16
Factors and the Big Five: & **Behavioral Perspectives – Chapter 10:** The
challenge of Behaviorism: Dollard and Miller; Skinner and Staats.

Week 11: **Behavioral Perspectives – Chapter 11:** Kelly; Personal
Construct Theory & **Chapter 12:** Mischel: Traits in Cognitive, Social
Learning Theory

Week 12: **The Humanistic Perspective - Chapter 15:** Maslow and his
legacy: Need Hierarchy Theory and Positive Psychology **Chapter 16:**
Buddhist Psychology: Lessons from Eastern Culture.

Week 13: **Conclusions - Chapter 17**

Week 14: **Team Activities – Project Roundup**

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Week 15: Submissions, Revision & Preparation for Final Examination.

Week 16: Nov.30th - Dec. 4th - **Final Examination Week** (Questions from Two Chapters above – Chapter 17 and one selected chapter neither examined nor presented so far)

All presentations must be submitted to jaire@sgu.edu 48 hours before the day of presentation or earlier. Otherwise, you would lose your place and thus your scores for that PART OF the category. ALL WRITE-UPS MUST BE SUBMITTED BY 20/11/2020

N. B. An authenticated non-compliance with team work shall be penalized with no marks.

LATE SUBMISSION OF ANY GIVEN ASSIGNMENT ATTRACTS A PENALTY

ALL THE VERY BEST IN THIS FALL 2020 SEMESTER!!!

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Attendance Policy:

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

1. Attendance, punctuality and participation.
 - i. Be in class every scheduled session. Absence in peer Scheduled Presentation attracts loss of marks 2 points and 1 point for lateness.
 - ii. Be in all scheduled classes within 5 Minutes of the start of class, latest.

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- iii. Participate in the classroom discussions in a way that
2. demonstrates an understanding of the required reading, and
3. display ability to engage in meaningful academic discourse about the topics of the day.

Policy/Procedure Related to the Department:

All presentations must be done in professional attire.

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 310 Cognitive Psychology
Number of Credits: 3
Days and Times: Monday & Wednesday, 5.30 to 6.45
Semester and Year: Fall, 2020
Classroom Location: Online
Pre-requisite(s): PSYC 201, 210

Course Lecturer Name(s): Wendy Romain
Course Director Name: **Wendy Romain**

Course Lecturer(s) Contact Information: wromain@sgu.edu
Course Director Contact Information: wromain@sgu.edu

Course Lecturer(s) Office Hours: Monday to Thursday, 10 am to 1 pm
Course Director Office Hours: **As above**

Course Lecturer(s) Office Location: Balisier Building (upstairs)
Course Director Office Location: As above

Course Support: Nikisha Thomas, nsthomas@sgu.edu, Ext. 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will provide students with a solid foundational understanding of cognitive processes as they relate to real-life, everyday tasks of the mind, along with a framework for understanding basic mental processes and perception. These processes will be reviewed in terms of their application to cognitive activities such as decision-making, reasoning, problem solving, and creativity. Applied cognitive issues such as eyewitness testimony, mistaken identity, and cognition across the lifespan will also be examined. Cognitive

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Psychology falls under the broad umbrella of Experimental Psychology, and thus most phenomena are explained by way of examining experiments conducted.

Course Objectives:

1. Assess all the pertinent influences that impacted the emergence of the discipline of Cognitive psychology
2. Apply models of perception and attention to the processes of thinking and understanding.
3. Analyze all systems, theories and experimental studies relevant to memory, language and problem solving.
4. Discuss and analyze current issues in cognitive science on a meaningful and engaged level.

Student Learning Outcomes:

1. Be able to conduct comprehensive discussions on the emergence of Cognitive Psychology as a discipline
2. Demonstrate proficiency of knowledge all memory systems and their functioning.
3. Demonstrate proficiency in discussing classical and contemporary research conducted in studies on attention, memory, language and problem solving.
4. Be able to discuss and analyze current issues in applied research in cognitive psychology and cognitive science on a meaningful and engaged level.
5. To be able to critically analyze how one's study of cognitions has impacted one's understanding of their own cognitive processes particularly in the content of learning and development as an individual

Program Outcomes Met By This Course:

1. Utilize psychological knowledge in the understanding of self, and how one relates to others.
2. Employ relevant psychological skills, and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs.
3. Understand and apply basic research methods in psychology including research design, data analysis, and interpretation to relevant issues in the work environment, country and wider region.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Materials:

Main Text:

Cognitive Psychology: Applying the science of the mind. 3rd Edition

By: Bridget Robinson-Riegler & Gregory Robinson- Riegler

Supplementary Readings/Resources:

Cognitive Psychology. (11th ed.) By: Solso, Maclin, & Maclin

Memory in the real world (3rd. Ed). By Cohen and Conway

Child development at the intersection of emotion and cognition.

By. Susan, D. Calkins & Ann Bell

Websites[http:// academic.udayton.edu/robertcrutcher/psy321W07/coglinks.html](http://academic.udayton.edu/robertcrutcher/psy321W07/coglinks.html)<http://cognitivefun.net> lumosity.com**Course Grading Requirement:**

	<i>Points</i>	<i>Percentage</i>
Forums	40	17.3
Quizes x 4	60	26.0
Group Reviews	40	17.3
Bio Summary	20	8.6
Final Paper	60	26.0
Participation	10	4.3
Total Points	230	

Course Requirements:

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Course Schedule:

COGNITIVE PSYCHOLOGY LECTURE OUTLINE*

Week	Dates	Topic	Assignment Due
1	17th – August 19th	Introduction to course History of Cognitive Psychology	Forum # 1
2	24 th 26 th	Perception & Consciousness Perception & Consciousness	Group Review 1
3	31 st August 2 nd September	Mechanisms of Attention Mechanisms of Attention →	<u>Quiz # 1</u>
4	7 th 9 th	Mechanisms of Attention Immediate Memory →	
5	14 th 16 th	Immediate Memory Immediate Memory	Group Review 2
6	21 st 23 rd	Long Term Memory Long Term Memory	<u>Quiz # 2</u>
7	28 th – 30 th	Autobiographical Memory Autobiographical Memory	Forum # 2

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8	MIDTERM	WEEK of October 7 - 11	
9	5 th October 7 th	Malleability of Memory Malleability of Memory →	Bio Report
10	12 th 14 th	Malleability of Memory Objects & Concepts	<u>Quiz # 3</u>
11	19 th 21 st	Objects & Concepts Cognition & Emotion	Group Review 3
12	26 th 28 th	Holiday Judgements & Decisions→	
13	2 nd November 4 th	Language I Language II	Group Review 4
14	9 th 11 th	Problems & Goals Problems & Goals	<u>Quiz # 4</u>
15	16 th 18 th	Review & Wrap Up Review & Wrap Up	Final Paper
16	FINALS	WEEK of Dec 2-6	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

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Assignment Submission Procedure:

All assignments must be submitted to drop boxes that will be uploaded.
Assignments will not be accepted by email

Classroom/Online Etiquette Procedure:

Online forums are not merely blogs, but educational forums. As such proper grammar and spelling is expected in your posts. Students are urged to be careful with their tone, and to be respectful of each other's postings/views/opinions.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 313 Physiological Psychology
Number of Credits: 3
Days and Times: Tuesdays & Thursdays – 5.30 pm
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): PSYC 201, 210

Course Lecturer Name(s): Wendy Romain
Course Director Name: **Wendy Romain**

Course Lecturer(s) Contact Information: wromain@sgu.edu
Course Director Contact Information: wromain@sgu.edu

Course Lecturer(s) Office Hours: Monday to Thursday – 10 am to 1 pm
Course Director Office Hours: **As Above**

Course Lecturer(s) Office Location: Balisier building (upstairs)
Course Director Office Location: As Above

Course Support: Nikisha Thomas nstomas @sgu.edu, Ext. 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is intended to provide a basic understanding of the physiological and neurological bases of human behavior—in other words, how our minds and bodies work in conjunction with one another. The structure and function of the brain and central nervous system will be explored through lectures, reading, discussion, presentations, and exercises. Since everyone has a mind and a body

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with a brain, this class will also be a guide on how best to make use of them. A major highlight of this course is a field visit to one of our local institutions and the Anatomy lab.

Course Objectives:

1. Discuss historical biological precursors to physiological psychology.
2. Describe and discuss the central nervous system and the peripheral nervous system.
3. Explore the connection between brain and psychopharmacology.
4. Discuss the methods and strategies of research.
5. Discuss the connection between emotion and brain function.
6. Explore the neurophysiological impact of brain injury.

Student Learning Outcomes:

Student Learning Outcomes:

1. Gain an understanding of important historical events and key figures that impacted the development of the field of physiological psychology, now referred to as behavioral neuroscience.
2. Have a comprehensive understanding and knowledge of the structure and function of the nervous system.
3. To link the structure and processes of the nervous system to understanding behavioral disorders and dysfunctions.
4. Become proficient with behavioral case analysis of dysfunctions of body systems impacted by disorders of the nervous system.

Program Outcomes Met By This Course:

1. Utilize psychological knowledge in the understanding of self, and how one relates to others.
2. Employ relevant psychological skills, and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs.
3. Understand and apply basic research methods in psychology including research design, data analysis, and interpretation to relevant issues in the work environment, country and wider region.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

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- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Main Text

Carlson, N.R. (2013). Physiology of Behavior. (11th Ed). Allyn & Bacon.

Supplementary Readings/Resources:

Carlson, N.R. (2011). Foundations of Behavioral Neuroscience.

Pinel, P.J. (2010). Basics of Biopsychology.

Course Grading Requirement:

	<i>Points</i>	<i>Percentage</i>
Essay	25	9.4
Forums x 4	40	15.0
Quizzes x 4	80	30.1
Debate	40	15.0
Sleep Journal	20	7.5
Case Study Paper/ Presentation	50	18.8
Participation	10	3.7
Total Points	265	

Course Requirements:

Click or tap here to enter text.

Course Schedule:

Week	Dates	Topic	Assignment Due
1	18 th August	Introduction to course	
	20 th	NS structure & function of cells	Forum 1(Intro)
2	25 th	NS structure & function of cells cont.	
	27 th	NS structure & function of cells cont.	

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3	1 st September 3 rd	Structure of NS Structure of NS cont.	
4	8 th 10 th	Structure of NS cont. Psychopharmacology	Quiz # 1 Structure & Function (8th)
5	15 th 17 th	Psychopharmacology cont. Psychopharmacology cont.	Forum # 2 (17 th Sept)
6	22 nd 24 th	Reproductive behavior Reproductive behavior cont.	Essay (22nd)
7	29 th 1 st October	Reproductive behavior Reproductive behavior	Quiz # 2 Structure of NS (29th)
8	MIDTERM	October 5th to 9th	
9	13 th 15 th	Research Methods Research Methods	Forum # 3
10	20 th 22 nd	Sleep Sleep	Quiz # 3 Pharmacology & Reproductive System (Oct. 20th)
11	27 th 29 th	Anxiety Disorders Schizophrenia/Affective Disorders	Dr. Prabhaka Sleep Journal (Oct. 29 th)
12	3 rd November 5 th	Emotion Emotion	Guest Lecturer
13	10 th	Neurological Disorders	Quiz # 4 Sleep (Nov. 10th)

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	12 th	Neurological Disorders	
14	17 th 19 th	Human Communication Ingestive Behavior	Final Paper - Case Report (Nov. 19 th)
15	24 th 26 th	Learning & Memory Group Debate	
16	30 th Nov. to Dec. 4 th	Finals	Forum # 4 (eval)

*The order of lectures and/or assignments is subject to change but I will try to give at least one week's notice of any change.

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Assignment Submission Procedure:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

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In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader. If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Test For Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of “texting” writing.

Classroom/Online Etiquette Procedure:

Smoking is not permitted in any University building. Eating or drinking (except water) is

strictly prohibited in any campus lecture hall, classroom, laboratory, or library. Full participation is expected in all classes. Laptop use and cell phone use is strictly prohibited, except for class purposes. Students completing assignment for other courses in-class will be asked to leave the class. Please extend respectful courtesy in class where it is due.

A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St George's University

School of Arts and Sciences

Department of Humanities & Social Sciences

Course Code: PSYC314

Title: Psychology of Motivation & Emotion

Number of Credits: 3

Days and Times: Mon, Wed, & Fri – 11:30 – 12:20

Semester and Year: Fall 2020

Pre-requisite(s): Click or tap here to enter text.

Classroom Location: Click or tap here to enter text.

Course Director Name: Josh Hector, MSc.

Course Lecturer Name(s): Josh Hector, MSc.

Course Director Contact Information: 473-421-6159 / jhector@sgu.edu

Course Lecturer(s) Contact Information: 473-421-6159 / jhector@sgu.edu

Course Director Office Hours: By appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description:

In this course you will investigate the major factors underlying human behavior. What moves us to action? What gives behavior energy and direction? This course focuses on "why". Why do people behave in particular ways? You will discover key determinants of behavior, such as genetic and environmental influences etc. You will also explore the ways in which goals, incentives, and emotions influence our behavior. Be prepared to analyze interesting case studies and films, while gaining a greater appreciation for the origins of your own behavior.

Course Objectives:

This course will provide a range of theories, models and research on the psychological aspects of human motivation and emotion by presenting social, cognitive, behavioral, and biological perspectives. Throughout the course we will explore how current understandings of human emotions and motivations apply to areas such as achievement, health, relationships, addictions,

and creativity. You will also be invited to consider how this information may apply to your own goals, choices and emotional well-being.

Student Learning Outcomes:

The word motivation is derived from the Latin word “movere” which means, “to move”. Throughout this course we will examine different theoretical perspectives and evidence for understanding the social, psychological, and biological forces that “move” psychological beings to action. We will also explore different perspectives on the value and function of emotional states.

Upon completing this course, students should be able to:

1. Understand the issues and challenges involved in discerning the motivational forces that guide behavior across a variety of contexts.
2. Define and explain one or more key models, principles, or theories in Motivational Psychology.
3. Critically evaluate the role of psychological, social, and biological factors in the initiation, persistence, and intensity of goal-directed behavior.
4. Understand the various theoretical perspectives on how emotions influence goal-directed behavior.
5. Provide well-informed answers to the question of “why” someone may or may not engage in a particular behavior.
6. Provide suggestions on how to motivate common behavior.

Program Outcomes Met by This Course:

[Click or tap here to enter text.](#)

SAS Grading Scale Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

Click or tap here to enter text.

Text: Motivation: Biological, Psychological, and Environmental (3rd Edition) – Lambert Deckers

Supplementary Readings/Resources:

Interest: The Curious Emotion – Silva, P. J., (2008)

Emotion and Motivation, I: defensive and appetitive reactions in picture processing. Bradley, M. M., Codispoti, M., Cuthbert, B. N., & Lang, P. J. (2001)

An Attributional Theory of Achievement Motivation and Emotion. Benard, W. (1985)

Course Requirements and Grade Percentage:

Evaluation Criteria	Percentage of Grade
Blogs (5)	20%
Individual Research Paper	30%
Group Assignment	20%
Quizzes (3)	20%
Attendance	10%

Assignment Instructions

Blogs

Blogs will be posted on Mondays and you are required to respond by 11:55 PM on Friday of the same week. You are required to leave a substantial response to the question(s) being asked and respond to at least two of your classmates' posts.

Individual Paper

This research paper is geared towards solidifying your understanding of the motivation process. You are required to analyze the attached Law & Order episode and make a report on your observations. You must begin with a definition of motivation and a discussion of its history. Also, reference the work of at least one notable contributor to the discipline of motivation psychology.

VIDEO LINK https://www.youtube.com/watch?v=E8Fnnkul_TA&t=2053s

While watching the video you are required to pay close attention to the perpetrator and her mother. Discuss the following for both persons:

1. Source(s) of motivation: Internal or external? If internal, what type of internal motivation?
2. Motive(s) and/or incentive(s)
3. The Motivation Sequence
4. Did either one of the persons in question display behavior of hedonistic value? Discuss why or why not.

NB: Please ensure that your paper is written using APA format. You are required to write 5 - 6 pages and include at least 5 sources. All the best!

Group Assignment

Instructions to be posted at a later date.

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Attendance Policy: At discretion of Course Director.

Assignment Submission Policy: At discretion of Course Director.

Classroom Etiquette: At discretion of Course Director.

Online Etiquette: At discretion of Course Director.

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outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Tentative Course Schedule:

Week 1 (Aug 17 th – 22 rd)	Course Introduction – Intro to Motivation & Emotion	Blog 1
Week 2 (Aug 24 th – 29 th)	The History of Motivation & Emotion	
Week 3 (Aug 31 st – September 5 th)	Evolutionary Antecedents of Motivation	
Week 4 (Sept 7 th - 12 th)	Addictions and Addictive Behaviors	Blog 2
Week 5 (Sept 14 th – 19 th)	Homeostasis: Temperature, Thirst, Hunger, and Eating	Quiz 1
Week 6 (Sept 21 st – 26 th)	Behavior, Arousal, and Affective Valence	Blog 3
Week 7 (Sept 28 th – Oct 3 rd)	Stress, Coping, and Health	(Oct 3rd- Individual paper due)
Week 8: (Oct 5 th – 9 th)	Midterm Week (Oct 5th – 9th)	Quiz 2
Week 9 (Oct 12 th – 18 th)	Drives, Needs, and Awareness	Blog 4
Week 10 (Oct 19 th – 24 th)	Personality and Self in Motivation	
Week 11 (Oct 26 th – Nov 31 st)	Extrinsic and Intrinsic Motivation	Quiz 3
Week 12 (Nov 2 nd – 7 th)	Goal Motivation & Economics of Motivation	
Week 13 (Nov 9 th – 14 th)	Emotion & Moods, Emotion as Motives	Blog 5
Week 14: (Nov 16 th – 21 st)		Nov 16th – 21st Group Presentations



St George's University
School of Arts and Sciences

Department of Humanities & Social Sciences

COURSE TITLE

PSYC 315: Cross-Cultural Personality

COURSE CREDITS

Three (3) credits

WEEKLY CLASS HOURS

Two (2) sessions per week – Mon. & Wed.. 4:00 – 5:15 P.M.

PRE-REQUISITES

PSYC 201: Introduction to Psychology

FACULTY & CONTACT INFORMATION

Dr. Aire: jaire@sgu.edu - By Appointment.

Course Director Contact Information: [N/A](#)

Course Lecturer(s) Contact Information: jaire@sgu.edu

Office Hours:

Mondays & Wednesdays; 12:00–4:00 P.M. & Fridays 2:00–4.00 P.M.

By Appointment Only

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Support: Nikisha Thomas Ext. 3692 Email:nsthomas@sgu.edu

Course Description:

This course provides an introduction to the new and exciting comparative field of cross-cultural psychology. Topics covered in this course span areas traditionally covered in social, clinical, developmental, and personality psychology, and will be explored from a cross-cultural perspective. Through this course, students will examine various viewpoints associated with the psychological influences of culture; survey approaches typically utilized by psychologists; and develop critical thinking skills.

Course Objectives:

1. Describe contemporary theories and research in cross-cultural psychology.
2. Compare different cultures and describe how one's own culture differs from other cultures.
3. Evaluate how cultural differences have shaped personal experiences.
4. Analyze the impact of critical thinking on cross-cultural psychology, and cross-cultural psychology on critical thinking.

Program Outcomes Met By This Course:

P.O. 1 Utilize psychology knowledge in the understanding of self, and how one relates to others.
P.O. 2 Cross-cultural psychology: Critical thinking and contemporary applications.

SAS GRADE SCHEME

A	89.5 – 100
B+	84.5 – 89.4
B	79.5 – 84.4
C+	74.5 – 79.4
C	69.5 – 74.4
D	64.5 – 69.4
F	0.0 – 64.4

Course Materials:

Main Text: Required

Shirayev, E.B. & Levy, D.A. (2013). Cross-cultural psychology: Critical thinking and contemporary applications. (5th Ed.) Allyn & Bacon.

Supplementary Texts/ Readings/Resources:

Laugani, P.D. (2009). Understanding Cross-cultural psychology. Sage Publications

Matsumoto, D. (2001). The handbook of culture and psychology. Oxford.

Course Requirements and Percent of Grade:

1. Attendance, Punctuality and Participation:

- i. Be in class every scheduled session. Absence in Peer Scheduled presentation shall attract loss of marks. Absence 2 points and lateness 1 point.

- ii. Be in all scheduled classes within five (5) Minutes of the start of class, latest.
 - iii. Participate in the classroom discussions in a way that demonstrates an understanding of the required reading, and display ability to engage in meaningful academic discourse about the topics of the day.
2. Five in-term quizzes (50% overall)
 3. Group Work: Presentation & Term Paper (20%)
 - 4 Final examination (30%)

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Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy: Students are expected to be punctual and should maintain regular attendance at all classes.

Assignment Submission Policy: : All assignments should be submitted on designated dates. Drop boxes will be provided for some assignments. Please observe deadlines. Assignments not submitted to drop box will not be graded. Extensions will be given at instructor's discretion. At least one point will be deducted for at least each day of non-submission.

Classroom Etiquette: : No eating or drinking will be allowed in class. Cell phone use is prohibited. Lab top use will be allowed for class purposes only. Active participation is encouraged in class discussion, but students are expected to be respectful of each other's opinions.

Online Etiquette: : Online forums are not merely blogs, but educational forums. As such proper grammar and spelling is expected in your posts. Students are urged to be careful with their tone, and to be respectful of each other's postings/views/opinions.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

DETAILED INFORMATION ON ASSIGNMENTS

All assignments should be written in APA style. As the course progresses, students will be provided with handouts detailing information and dates of submission on in class assignments.

COURSE OUTLINE

- WEEK 1 Introductory Meeting and **Introduction to Cross-Cultural Psychology & Chapter 1:** Understanding Cross-Cultural Psychology
- WEEK 2 **Quiz 1** (Chap 1) & **Chapter 2: Methodology of Cross-Cultural Research**
- WEEK 3 Chap. 2: Methodology of Cross-Cultural Research Cont. & **Quiz 2** (Chap. 2)
- WEEK 4 **Chapter 3:** Critical Thinking in Cross-Cultural Psychology & Critical Thinking in Cross-Cultural Psychology Cont.
- WEEK 5 **Quiz 3** (Chap. 3) & **Chapter 4:** Cognition: Sensation, Perception, and State of Consciousness.
- WEEK 6 Cont. Chap. 4: Cog.: Sens., Percep., and State of Consc. & **Quiz 4** (Chap 4)
- WEEK 7 **Chapter 5:** Intelligence and Video & **Quiz 5** – (Chap. 5)
- WEEK 8 5 – 9 October, 2020 - **MID-TERM WEEK - No Examination**

Peer Preparations Now Follow:- 4 Persons per Group.
Each Group Shall Work on One Chapter of the text as assigned.

- WEEK 9 Team Building and Group Work Preparation
- WEEK 10 **Chapter 6:** Emotion & **Chapter 7:** Motivation and Behavior

- WEEK 11 Happy Thanksgiving Day & Chapter 8: Human Development and Socialization
- WEEK 12 Chapter 9: Psychological Disorders & Chapter 10: Social perception and Social Cognition
- WEEK 13 Chapter 11: Social Interpretation
- WEEK 14 General Feed Back and Revision of the effect of Cross-Culture
- WEEK 15 Final Examination Preparation
- WEEK 16 Nov.30th - Dec. 4th - **Final Examination Week**

All presentations must be submitted to jaire@sgu.edu 48 hours before the day of presentation or earlier. Otherwise, you would lose your place and thus your scores for that PART OF the category. **ALL WRITE-UPS MUST BE SUBMITTED BY 20/11/20**
N. B. An authenticated non-compliance with team work shall be penalized with no marks.

All given Assignments must be submitted electronically to (jaire@sgu.edu) by November 22, 2020. Latest submission date of all assignments, to escape hefty penalty.

LATE SUBMISSION OF ANY GIVEN ASSIGNMENT ATTRACTS A PENALTY

ALL THE VERY BEST IN THIS FALL 2020 SEMESTER!!!

Thanksgiving falls on a Sunday this year so **Monday, October 26, 2020 is listed as the holiday.**

Other important dates:

Midterm Exams October 5 - 9, 2020

Final Exams November 30 - December 4, 2020



St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 316 Health Psychology
Number of Credits: 3
Days and Times: Tuesdays 10:00 AM to 11:15 AM
Semester and Year: Fall 2020
Classroom Location: Online via Zoom
Pre-requisite(s): PSYC 201

Course Lecturer Name(s): Donnette Narine, M.A.
Course Director Name: N/A

Course Lecturer(s) Contact Information: dnarine1@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: By appointment: Mondays 9am-11am; Thursdays 7pm-9pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online via Zoom
Course Director Office Location: N/A

Course Support: Ms. Nikisha Thomas, nstomas@sgu.edu, ext. 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course provides an introduction to the exciting field of health psychology. We will look at the contributions of the discipline of psychology to the promotion and maintenance of health, as well as prevention and treatment of illness. Special emphasis will be placed on stress and coping, health habits, and issues surrounding use of health services. This course will encourage students to apply knowledge from health psychology to improve their life and the lives of others.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

At the end of this course, each student should be able to:

1. Define key terms in health psychology.
2. Explain the role of prevention and lifestyle change in health, especially regarding exercise, diet, and stress management.
3. Describe how health is influenced by age, gender, socioeconomic status, ethnicity, culture, and sexual orientation.
4. Discuss how age, gender, socioeconomic status, ethnicity, culture, and sexual orientation may affect how patients are perceived and treated.
5. Use their knowledge to communicate effectively with patients and their families regardless of age, gender, socioeconomic status, ethnicity, culture, or sexual orientation.

Student Learning Outcomes:

1. Explain health and illness from a biopsychosocial perspective.
2. Describe the importance of stress management, diet, and exercise in health, with reference to how these are applicable to their own lives.
3. Analyze how developmental, gender, and sociocultural factors impact health.
4. Discuss patients' adjustment in a hospital setting.

Program Outcomes Met By This Course:

PSY PO. 3. Analyze, evaluate, and synthesize key perspectives from the various subfields of psychology, demonstrating key overlaps which points to a comprehensive understanding of human behavior.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Health Psychology: Biopsychosocial Interaction 8th Edition by Edward P. Sarafino and Timothy Smith

Supplementary Readings/Resources: Where appropriate, additional reference materials will be provided. Students will be advised accordingly.

Course Grading Requirement:

- | | |
|---|-----|
| 1. Attendance and Participation | 5% |
| 2. Vocabulary Quizzes | 5% |
| 3. Matching Activities | 5% |
| 4. Body's Physical Systems Presentation | 5% |
| 5. Learning Journey Forum | 10% |
| 6. Well-being Project | 10% |
| 7. Exams (x4) | 60% |

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Requirements:

Students will be required to

- be prepared for class
- contribute thoughtful ideas to class discussions in Standard English
- conduct themselves in ways that are appropriate to a respectful, academic environment

Course Schedule:

PSYC 316 Fall 2020

WK & DATE	TOPICS	ACTIVITIES	CH.
1 T, A18	Course Introduction		
2 T, A25	Overview of Psychology and Health	Ch. 1 Vocab Quiz Ch. 1 Matching Activity LJ Forum Ch. 1	1
3 T, S1	Stress: Its, Meaning, Impact, and Sources	Ch. 3 Vocab Quiz Ch. 3 Matching Activity LJ Forum Ch. 3	3
4 T, S8	Chapter 2 Group Presentation: The Body's Physical Systems	Ch. 2 Vocab Quiz Ch. 2 Matching Activity LJ Forum Ch. 2	2
5 T, S15	Stress, Biopsychosocial Factors and Illness <i>Exam 1 (Ch. 1-3): available from Fri Sep 18 at 6am until Mon Sep 21 at 11:55pm.</i>	Ch. 4 Vocab Quiz Ch. 4 Matching Activity LJ Forum Ch. 4	4
6 T, S22	Coping with and Reducing Stress	Ch. 5 Vocab Quiz Ch. 5 Matching Activity LJ Forum Ch. 5	5
7 T, S29	Health-Related Behavior and Health Promotion	Ch. 6 Vocab Quiz Ch. 6 Matching Activity LJ Forum Ch. 6	6
8 Oct. 5-9	MIDTERM WEEK	<i>Exam 2 (Ch. 4-6)</i>	
9 T, O13	Substance Use and Abuse	Ch. 7 Vocab Quiz Ch. 7 Matching Activity LJ Forum Ch. 7	7
10 T, O20	Nutrition, Weight Control, etc.	Ch. 8 Vocab Quiz Ch. 8 Matching Activity LJ Forum Ch. 8	8

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

11 T, O27	In the Hospital: The Setting, Procedures, and Effects on Patients	Ch. 10 Vocab Quiz Ch. 10 Matching Activity LJ Forum Ch. 10	10
12 T, N3	Using Health Services: Patient-Practitioner Relationship	Ch. 9 Vocab Quiz Ch. 9 Matching Activity LJ Forum Ch. 9	9
13 T, N10	Well-being Project: Questionnaire Creation <i>Exam 3 (case studies): available from Fri Nov 13 at 6am until Mon Nov 16 at 11:55pm.</i>		
15 T, N17	Well-being Project: Interviews		
14 T, N24	Well-being Project: Presentations		
16 Nov. 30 - Dec. 4	FINAL EXAM WEEK	<i>Exam 4 (Ch. 7-10)</i>	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

For each day that a student's paper/written assignment is late, the student's grade on it will be lowered by a refined letter grade (i.e. B+, B, B-, C+,...), up to the third day, after which time it will not be accepted and will earn a grade of zero.

Classroom/Online Etiquette Procedure:

Every student is entitled to full participation in class without interruption. Disruption of the class by inconsiderate behavior is not acceptable. All electronic devices should be turned off (or put in silent mode). Students are not permitted to wear headphones or work on laptops during lectures.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF ARTS AND SCIENCES
ST. GEORGE'S UNIVERSITY
GRENADA

COURSE TITLE

PSYC 409: Counselling Strategies and Techniques

COURSE CREDITS

Four (4) credits

WEEKLY CLASS HOURS

Two (2) sessions per week – Tues. & Thurs. 4:00 – 5:45 P.M. – Room: On-line

PRE-REQUISITES

PSYC 201 and SENIOR status

FACULTY & CONTACT INFORMATION

Dr. Aire: jaire@sgu.edu - By Appointment.

Course Director Contact Information: jaire@sgu.edu

Course Lecturer(s) Contact Information: jaire@sgu.edu

Office Hours:

Mondays & Wednesdays; 12:00–4:00 P.M. & Fridays 2:00–4.00 P.M.

By Appointment Only Through E-mail

COURSE DESCRIPTION

This course will focus on explaining the basic principles, techniques and procedures of the counselling process. It will examine the values, and skills that all counsellors need during clinical sessions. In addition, the dynamics of both Individual and Group counselling will be discussed and practiced, the advantages and disadvantages of counselling will be examined, and the limitations of the counsellor will be highlighted.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. define counselling
2. explain what the aims of counselling are
3. name and discuss the four fundamental questions that clients should ask themselves during the counselling process
4. explain the four phrases of the counselling process
5. understand and apply the values of respect, congruence and confidentiality
6. identify the necessary qualities of a counsellor
7. determine the various stages of counselling
8. understand and apply basic communication skills for counselling
9. understand and recognize various defence mechanisms
10. list reasons and methods of resistance in counselling
11. know the problems counsellors encounter in counselling
12. determine a crisis
13. separate cases into either individual or group counselling sessions
14. apply knowledge and skills gained appropriately
15. conversant with and adhere to the ethics of counselling

GOALS OF COURSE

The goal of this course is to produce facilitators who can identify and assist clients to make appropriate and reasonable remedial choices.

ASSESSMENT PROCEDURE

1. Attendance, punctuality and participation.
 - i. Be in class every scheduled session. Absence in peer Scheduled Presentation attracts loss of marks. Absence 2 points and lateness 1 point.
 - ii. Be in all scheduled classes within 5 Minutes of the start of class, latest.
 - iii. Participate in the classroom discussions in a way that
 1. demonstrates an understanding of the required reading, and
 2. display ability to engage in meaningful academic discourse about the topics of the day.
2. Five in-term quizzes (50%)
3. Group Work: Presentation & Term Paper (20%)
4. A final examination. (30%). (Two randomly selected chapters)

GRADE SCHEME

A	89.5 – 100
B+	84.5 – 89.4
B	79.5 – 84.4
C+	74.5 – 79.4
C	69.5 – 74.4
D	64.5 – 69.4
F	0.0 – 64.4

TEXT BOOKS

Required Text

Gladding, Samuel T. (2008) *Counselling – A comprehensive profession*. 7th Edition

Recommended Texts

Capuzzi, David; Gross, Douglas R. (2002) *Introduction to the Counselling Profession*. 4th Edition

Frankl, Viktor: *MAN'S SEARCH FOR MEANING*

ACADEMIC INTEGRITY

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual

Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office.

COURSE POLICIES

Students will be required to

- be prepared for class
- contribute thoughtful ideas to class discussion
- conduct themselves in ways that are appropriate to a respectful academic environment

Attendance and Deadlines

- Attendance is expected, and students are to be on time for class.
- Papers are due on time. For each day that a paper is late, the student's grade on it will be lowered by one (1) letter grade
- All assignments must be completed in order to get a pass grade in the course.

Examinations

There will be no mid-semester examinations. On the first day of class, students will be informed of the format of the final semester examination.

Cell phones and pagers

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technology that could disrupt class activities.

Disruptive Behaviour

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behaviour is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise.

Students who engage in disruptive behaviour are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Food and Beverage in class

No food is allowed in class. Water is the only liquid that will be allowed in class. Water bottles should be clear containers.

Detailed Information on Assignment

On the first day of class, students will be provided with a handout detailing information on all assignments.

NB. It is your responsibility to read and understand the policies, laws, rules and procedures which could affect your grade for the course, but, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Disclaimer: I reserve the right to change the content or requirements in any way as circumstances present themselves during the scheduled duration of this course.

PSYC 409: COURSE SCHEDULE: Fall 2020

WEEK 1: Introductory Meeting and general introduction, a close look at the Course-Outline & Chap. 1: History and Trends in Counseling

WEEK 2: Chap. 1: History and Trends in Counseling & **Quiz 1**: (Chap. 1)

WEEK 3: Chap. 2: Personal and Professional Aspects of Counseling: & Chap. 3 Ethical and Legal Aspects of Counseling:

WEEK 4: **Quiz 2** (Chap. 2 / 3) & Chap 4: Counselling in a Multicultural Society

WEEK 5: Chap. 5: Counselling with diverse populations & **Quiz 3** (4 /5)

WEEK 6: Chap. 6: Building Counseling Relationships

& Chap. 7: Working in a Counseling Relationship:

WEEK 7: **Quiz 4**: (Chap. 6/7) & Chap. 8: Closing Counseling Relationships

WEEK 8: **Midterm Week – No Course Examination**

WEEK 9: Chap. 9 - Psychoanalytic, Adlerian, and Humanistic Theories of Counselling. & Chap. 10 - Behavioral, Cognitive Systematic, Brief and Crises Theories of Counselling

WEEK 10: Chap. 11 - Groups in Counseling & **Quiz 5** (Chap. 9/10 /11)

Group Work and Lab. Sessions Start and Continue -

WEEK 11: Chap. 12 - Consultation & Lab. sessions

WEEK 12: Chap. 15 - Career Counselling over the lifespan & Lab. Sessions

WEEK 13 Chap. 16 Marriage, Couple and Family Counseling. & Chap. 17 Professional School Counselling.

WEEK 14 Chap. 18: College Counselling and Student-Life Services & Lab. Sessions.

WEEK 15: Lab. Sessions & Lab. Sessions

WEEK 16 : **Final Examination Week** (Two randomly selected Chapters - not previously tested)

All presentations must be submitted to jaire@sgu.edu 48 hours before the day of presentation or earlier. Otherwise,

you would lose your place and thus your scores for that PART OF the category. ALL WRITE-UPS MUST BE SUBMITTED BY 22/11/2020

N. B. An authenticated non-compliance with team work shall be penalized with no marks.

LATE SUBMISSION OF ANY GIVEN ASSIGNMENT ATTRACTS A PENALTY

ALL THE VERY BEST IN THIS FALL 2020 SEMESTER!!!

Introduction to Psychopathology

PSYC 411

Fall 2020



St. George's University

Grenada, West Indies

PSYC 411 Course Syllabus

Version of July, 2020.

This version will supersede any previous editions of this document. The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered on the course.

Table of Contents

Section A: Course Information	5
Course Description	5
Goals and Objectives	5
Overall Course Objective	6
Lecture Objectives	6
Faculty, Staff, and Contact Information	6
Administrative Questions	6
Course Leadership Team	6
Teaching Faculty	7
Supporting Staff	9
Course Material	9
Copyright	9
Course Website	9
Electronic Resources	10
Recommended Textbook	10
Required Electronic Equipment	10
Components of the Course	11
Lectures	11
Directed Learning Activities (DLAs)	11
Interactive Multiple-Choice Question (IMCQ) Sessions	12
Graded ExamSoft Quizzes & Non-graded Sakai Practice Quizzes	12
Written (Electronic) Examinations	13
Course Assessments & Assessment Points	16
Student Support	17
Office Hours	17
Directed Self-Study/Group Study	17
Course and Instructor Critique	17
Section B: St. George's University SOM Policies and Procedures	18
Section C: Appendices	19
Appendix A: Goals and Objectives of the MD Program	19
Appendix B: Learning Objectives per Lecture	22
Block 1	22

PSYC 411 Course Syllabus

Block 2.....	26
Block 3.....	29
Block 4.....	33
Appendix C: Online Examination Protocol	39

Section A: Course Information

Course Description

Introduction to Psychopathology (PSYC 411) is a 3-credit course presented over 16 weeks as part of the discipline-based Preclinical Science curriculum of St George's University School of Medicine, Grenada. It is designed to provide a fundamental basis for understanding psychopathology. It is one of the final prerequisite courses for the third-year Preclinical Sciences students, and a central component of the Charter Foundation Program.

The course reviews the major psychiatric disorders as defined in the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The salient diagnostic features of the mental disorders are highlighted. Major theories of the etiology of mental illness are reviewed, and neurobiological correlates of abnormal behavior are emphasized. Both psychotherapeutic and biological treatment options for mental illness are covered. Clinical cases and clinical videos illustrating psychopathology are utilized to enhance learning. The course is divided into four 4-week blocks.

Goals and Objectives

The PSYC411 Introduction to Psychopathology course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine and the 4-year outcome objectives pertaining to knowledge, clinical skills, and professional attitudes. These are listed in Appendix A.

The Introduction to Psychopathology course specifically addresses objectives pertaining to knowledge: 1ai, 1aiii, 1b, 1c, and 1d. Furthermore, the Introduction to Psychopathology course prepares students to meet the AAMC's Entering Medical Student Core Competency pertaining to Human Behavior: "Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being."

PSYC 411 Course Syllabus

Overall Course Objective

The overall course objectives for PSYC411 Introduction to Psychopathology are for students to be able to:

1. Enumerate the symptoms of the major psychiatric disorders and apply the DSM-5 diagnostic criteria to clinical scenarios to differentially diagnose psychiatric diseases.
2. Describe the psychological/environmental and neurobiological contributions to psychiatric illness.
3. Specify the major biological and psychological treatment approaches for each of the major mental disorders.
4. Develop conversancy in ethical/legal issues relevant to psychiatric patients.

Lecture Objectives

The specific lecture objectives are included in Appendix B.

Faculty, Staff, and Contact Information

Administrative Questions

For all administrative questions, contact psyc411@sgu.edu

Course Leadership Team

PSYC 411	Department	Email Address
Dr. Vineeta Ramnauth Co-Course Director	Physiology, Neuroscience, and Behavioral Science	vnarain1@sgu.edu
Dr. Brenda Kirkby Co-Course Director	Physiology, Neuroscience, and Behavioral Science	bkirkby@sgu.edu

Teaching Faculty

Meet the Faculty

Dr Brenda Kirkby

bkirkby@sgu.edu

PhD

Department of
Physiology, Neuroscience,
and Behavioral Sciences

Courses: BPM2, PSYC411



St. George's University
SCHOOL OF MEDICINE
Grenada, West Indies

Joined SGU 2009

Dr. Kirkby is a professor of behavioral sciences in the Department of Physiology, Neuroscience, and Behavioral Sciences in the School of Medicine at SGU in Grenada.

She is the Content Manager for Behavioral Sciences and the Co-Course Director of the Introduction to Psychopathology course in the Preclinical program. She serves as an Assistant Dean of Basic Sciences and the Deputy Chair of her department.

Her main teaching interests include psychiatric and neurocognitive disorders. As a member of the Institutional Review Board at SGU, she reviews research proposals to help protect the rights and welfare of human subjects.



Professor of Behavioral Sciences

Charter Hall

Dr Vineeta Ramnauth

vnarain1@sgu.edu

MBBS, MSc., MPH, CPH

Neuroscience, Physiology
& Behavioral Science

PSYC 411, BPM 501



St. George's University
SCHOOL OF MEDICINE
Grenada, West Indies

Joined SGU in August, 2014

Dr. Vineeta Ramnauth is a Clinical Instructor within the Department of Neuroscience, Physiology & Behavioral Sciences in the School of Medicine at St. George's University, Grenada.

She has clinical experience in Pediatrics and is a certified public health practitioner. She is the Co-Course Director for Introduction to Psychopathology, Deputy Content Manager for Behavioral Science, Director for Taylor College Grenada, and Year 1 Clinical Tutors Coordinator.

Her interests involve health education and exploring epidemiological trends in maternal and child health. She is passionate about her two and four-legged family and travelling the world. Dr. Ramnauth has visited thirteen countries thus far and plans to drink coffee in every continent.



Clinical Instructor

Lower Charter Hall

True Blue Campus, Grenada.

PSYC 411 Course Syllabus

Dr. Arlette Herry

aherry1@sgu.edu
PhD

Department of Physiology,
Neurosciences and
Behavioral Sciences
Courses: PSYC 411, BPM2



Joined SGU – 2006

Dr. Arlette Herry is an Instructor in the Department of Physiology, Neurosciences and Behavioral Sciences.

She also serves as an Academic Advisor in the Department of Academic Advising, Development and Support Services (AADS). Her main teaching responsibilities are in Behavioral Sciences in BPM2 and PSYC411 in the Pre-Clinical program.

Her research activities are centered around health literacy, stress management, coping, and issues affecting older adults.



Instructor
Physiology, Neurosciences and
Behavioral Sciences
Lower Charter Hall

Dr Randall Waechter

rwaechte@sgu.edu
PhD.

Neuroscience, Physiology
& Behavioral Science

PSYC 411, BPM 501



Joined SGU in 2012

Dr. Waechter is an Associate Professor in the department of Physiology, Neuroscience, and Behavioral Sciences in the School of Medicine at St. George's University.

He is also Assistant Dean in the School of Graduate Studies and Associate Director of Research at SGU. He is also a Research Fellow at the Windward Islands Research and Education Foundation (WINDREF), the non-profit research institute located on the SGU campus.

Dr. Waechter graduated with a PhD in Brain, Behaviour, and Cognitive Neuroscience at York University and conducts research on the impact of early life experience on brain development and function, mental illness and behavioural health across the life span. He has been at SGU since 2012.



Associate Professor
True Blue Campus, Grenada.

Supporting Staff

PSYC 411	Department	Email Address
Ms. Cecilia George-McSween Executive Secretary	Physiology, Neuroscience, and Behavioral Science	cgeorge@sgu.edu
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Course Material

Copyright

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Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

Course Website

The PSYC411 Introduction to Psychopathology course offers a website through Sakai, St. George's University's learning management system. This site is used for COMMUNICATION (including Announcements), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook), and a link to Lecture Recordings.

PSYC 411 Course Syllabus

To login, go to [myCampus Secure Login \(Carenage\)](#), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material is in electronic format. In accordance with Committee for Technology-based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems, and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above). The Resources folder contains multiple subfolders in which students will find course material.

Recommended Textbook

Abnormal Psychology: The Science and Treatment of Psychological Disorders (2018, 14th Edition) by Ann M. Kring and Sheri L. Johnson.

Required Electronic Equipment

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and ensure that it is up to date and equipped for the SGU wireless network at all times.

Clickers

An Audience Response System (TurningPoint) is used as a formative assessment method during live sessions. Students are recommended to respond to questions using the web browser (ttpoll.com) or via the TurningPoint app for smart phones to fully participate in live sessions.

Components of the Course

Lectures

Lectures are an essential component of the PSYC411 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts. Most lectures will focus more on difficult concepts than on self-explanatory facts.

Many of the course sessions are delivered through on-line recordings of full-length lectures. The delivery of asynchronous on-line lectures allows students greater flexibility for when and where the lectures are viewed and promotes self-directed learning. Content from all lectures, whether live Zoom sessions or on-line, are testable material.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks. It is an important learning exercise for students to read textbooks and glean valuable information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessments, usually in the format of clicker questions. These questions are not included in the lecture notes and will not be posted on Sakai.

Directed Learning Activities (DLAs)

Pre-requisite knowledge or simple content may be presented online as short videos. If used, these videos will be available via the course management site and can be viewed at any time. The videos are designed to focus on key topics that are pre-requisite knowledge or where it is beneficial to review core knowledge before its application in lecture. Content from DLAs are examinable.

Interactive Multiple-Choice Question (IMCQ) Sessions

Interactive Multiple-Choice Question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE-style-multiple-choice single-best-answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions strive to improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content and to identify weaknesses that require remediation.

There are 4 non-credit IMCQs during the semester. They comprise approximately 15 questions. Each question is presented for 2 minutes. The faculty member then thoroughly debriefs the question with an emphasis on the cognitive processes, logic, and rationale used to answer the questions. Debriefing focuses on the salient points within each question that lead to the correct answer choice and on the process of eliminating distracters as viable answer choices.

Questions used during IMCQ sessions are posted with the answer key on the course Sakai site after delivery.

Graded ExamSoft Quizzes & Non-graded Sakai Practice Quizzes

Graded ExamSoft (E-Soft) Quizzes

There will be 4 graded E-Soft quizzes throughout the semester. These quizzes will be released and retracted at designated dates and times, typically at 8:00 am on the Monday morning preceding each examination week and closed at 9:00 pm on the Sunday. Students should refer to the official schedule of course activities. E-Soft quizzes are open-book and taken anytime and at any venue within the available window that the quiz is available to complete.

Content: Each E-Soft quiz contains 10 questions. The content of E-Soft quizzes is similar

PSYC 411 Course Syllabus

in focus and difficulty as Exam questions. E-Soft quizzes may contain cumulative questions.

E-Soft Quiz Duration: Students have 20 minutes to answer the questions.

Scoring of E-Soft Quiz: Students must complete the quiz and upload the results **before** the specified deadline to earn the 2 points associated with each quiz (2 points x 4 quizzes = 8 possible points). Accuracy is not considered.

Non-graded Sakai Practice Quizzes

Practice quizzes will be provided on Sakai for each block of material. These do not count for credit and can be taken as many times as desired. They can be completed at any time or any venue.

Written (Electronic) Examinations

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the National Board of Medical Examiners (NBME). The NBME offers the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

Style of Administration: Exams are administered by computer using ExamSoft with ExamMonitor (proctoring software) enabled. Students must ensure that their laptops conform to the minimum specifications required by ExamSoft.

Question Format: The vast majority of questions are in clinical vignette format. Most questions are higher-order questions rather than first-order questions. The time allocation per question is 90 seconds.

Protocol: Detailed information about exam protocol is electronically circulated before each exam. The information should be carefully reviewed upon circulation (see Appendix

PSYC 411 Course Syllabus

C for the typical protocol).

Special Consideration for On-line Examinations: With the distance-learning platform, students must pay very close attention to the rules and regulations pertaining to on-line exams.

1. All students must review the Guide to ExamID and ExamMonitor as published on the course site and complete the Mock Examination in Exemplify as released by Examination Services.
2. For all online proctored examinations, the published scores (and course grades) are preliminary at the time of publication; they are retractable if a subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirements.
3. Depending on the infraction, the examination score may be nullified, an academic penalty imposed, and/or disciplinary action pursued.
4. Any technical problems, prior to, during, or after completing the examination, need to be documented and reported immediately to TellExaminationServices@sgu.edu and support@examsoft.com (phone: 866-429-8889)

Quantity: There are 4 exams in this course. These are held during weeks 4, 8, 12, and 16 of the semester. Each exam has 50 multiple-choice questions for a total of 200 points.

Content: Exam questions derive from the list of lecture objectives. The focus of exam material is on important concepts and clinically/medically relevant facts discussed in lecture. Emphasis is placed on knowledge regarding the diagnosis, etiology and treatment of mental illness.

PSYC 411 Course Syllabus

Cumulative Nature of Exams: Each examination has a cumulative component. The approximate breakdown of cumulative questions is as follows:

Examination	Number of Questions
Exam 2	2
Exam 3	4
Exam 4	6 - 8

Exam Duration: Each exam is 75 minutes.

Exam Mastery Reports: Mastery Reports detailing exam strengths/weaknesses based on topic (e.g., anxiety disorders) and question type (e.g., diagnosis vs. treatment-related) are emailed to students through ExamSoft.

Pre-Examination Question Review by Faculty

Prior to each examination, the Course Director reviews all test items with teaching faculty to help ensure the validity and high quality of all questions.

Post-Examination Review by Faculty

After each examination, the Course Director and teaching faculty review the overall examination statistics, the statistics for each item, and student feedback on each question. A decision is then made about the validity and reliability of each examination item and the overall examination.

Note: For quality control across all courses offered by St George's University School of Medicine, the Assessments Committee regularly monitors and reviews all examination items used in School of Medicine examinations.

Course Assessments & Assessment Points

Course assessments may be summative (counting towards points in the Gradebook), formative (giving feedback to students to optimize their learning strategies with minimal or no points counted toward the Gradebook), or both. Formative assessments in this course include in-class clicker questions, Sakai practice quizzes, and ExamSoft quizzes. Summative assessments in this course include written (electronic) examinations.

The total assessment points that can be earned in the course are listed in the table below:

Assessment	# Points	Point Breakdown	Approx. % of Course
Exam 1`	50	50 MCQs x 1 point	24%
Exam 2	50	50 MCQs x 1 point	24%
Exam 3	50	50 MCQs x 1 point	24%
Exam 4	50	50 MCQs x 1 point	24%
E-Soft quizzes	8	2 points per E-Soft quiz	4%
Totals	208		100%

Grades are awarded based on percentage scores. The following table is intended to help students determine their letter grade based on raw points earned in the PSYC411 course:

Raw Points	Percentage (%)	Letter Grade
208	100	A+
187-207	89.5-99.99	A
176-186	84.5-89.49	B+
166-175	79.5-84.49	B
155-165	74.5-79.49	C+
145-154	69.5-74.49	C
135-144	64.5-69.49	D
≤134	<64.5	F

To pass the course with a D grade, the student needs at least 135 points. **A student earns an F grade with 134 points or less.**

PSYC 411 Course Syllabus

Disclaimer: To protect against any errors in the calculation of the equivalent raw points above, grades will be determined purely based on the officially-published grading scale (in percentage scores) in the Sakai gradebook listed in the scoring and grading policy (see below).

Student Support

Office Hours

Zoom Office hours by the teaching faculty are offered each week as standing office hours or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. All Zoom appointments should be made directly with the faculty member. Students should contact individual faculty members by email to make appointments (unless otherwise specified).

Directed Self-Study/Group Study

In addition to studying independently, students are encouraged to form their own Zoom study groups of 3 to 5 active members. Study groups are recommended to meet about once a week to discuss difficult course concepts. Active participation in these group study discussions may be useful to students' successful understanding, application, and mastery of course material.

Course and Instructor Critique

Students are expected to view all lectures and complete other related academic activities as defined for each course by the Course Director. One such academic activity is participation in the St. George's University Course and Instructor Critique Program. Student participation in the evaluation process is mandatory.

Students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The Critiques Coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that

PSYC 411 Course Syllabus

critiques are submitted within the allotted time frame.

The Importance of Evaluation: Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

Feedback: At the beginning of each term, Course Directors address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, Course Directors report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the Course Director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

Section B: St. George's University SOM Policies and Procedures

Policies applicable to the course are published in the following documents:

1. Course Syllabus
2. [Student Manual](#) (General and School of Medicine sections, including the Honor Code)

If there is a conflict between policies and procedures detailed in Section B of this syllabus and those detailed in the Student Manual, then the policies and procedures in the current Student Manual supersede.

For rules and regulations governing the Charter Foundation Program and the Preclinical (Premed) Program, please refer to the Student Manual:

<https://www.sgu.edu/studentmanual/school-of-medicine/charter-foundation-program/>

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-preclinical-program/>

Section C: Appendices

Appendix A: Goals and Objectives of the MD Program

The PSYC411 Intro to Psychopathology course embraces the mission of the Doctor of Medicine Program of St George's University School of Medicine:

Mission

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

MD Program Objectives

1. Medical Knowledge
 - a) Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
 - b) The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules including embryology, aging, growth and development.
 - c) The principles of normal homeostasis including molecular and cellular mechanisms.
 - d) The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases.

PSYC 411 Course Syllabus

- e) Incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients, as well as their impact on families and caregivers.
 - f) Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
 - g) Apply the theories and principles that govern ethical decision-making in the management of patients.
 - h) Evaluate and apply clinical and translational research to the care of patient populations.
2. Clinical Skills
- a) Communicate effectively with patients, their families and members of the health care team.
 - b) Obtain a comprehensive and/or focused medical history on patients of all categories.
 - c) Perform physical and mental status examinations on patients of all categories appropriate to the patient's condition.
 - d) Document pertinent patient health information in a concise, complete and responsible way.
 - e) Select appropriate investigations and interpret the results for common and important diseases and conditions.
 - f) Recognize and communicate common and important abnormal clinical findings.
 - g) Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
 - h) Apply effective problem-solving strategies to patient care.
 - i) Perform routine and basic medical procedures.

PSYC 411 Course Syllabus

- j) Provide patient education for all ages regarding health problems and health maintenance.
 - k) Identify individuals at risk for disease and select appropriate preventive measures.
 - l) Recognize life threatening emergencies and initiate appropriate primary intervention.
 - m) Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.
 - n) Continually reevaluate management plans based on the progress of the patient's condition and appraisal of current scientific evidence and medical information.
3. Professional Behavior
- a) Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
 - b) Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
 - c) Be responsible in tasks dealing with patient care, faculty and colleagues including health-care documentation.
 - d) Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care.
 - e) Demonstrate a commitment to high professional and ethical standards.
 - f) React appropriately to difficult situations involving conflicts, non-adherence and ethical dilemmas.
 - g) Demonstrate a commitment to independent and lifelong learning, including evaluating research in healthcare.
 - h) Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
 - i) Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.

- j) Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.

Appendix B: Learning Objectives per Lecture

Through consistent and proactive participation during the activities and exercises presented in this course, a student should be able to:

Block 1

Overview of Psychopathology

- Define the terms “psychopathology” and “mental disorder”.
- Describe the array of symptoms displayed by mentally ill people.
- Distinguish between internal and external triggers of symptoms of mental illness.
- List justifications for in-patient hospitalization rather than out-patient treatment.
- Describe the difference in the work performed by a psychiatrist, clinical psychologist, and psychiatric social worker.
- List obstacles to treatment faced by mentally ill people.
- Identify the three major theories of mental illness that have dominated history and describe the treatment approach derived from each theory.
- State the importance of Benjamin Rush in the field of Abnormal Psychology.
- Define “deinstitutionalization” and state the reason for it.
- Describe the historical importance of *chlorpromazine*.
- Describe the current conceptualization of mental illness, including the biopsychosocial model of illness.

Theories of Behavior I

- Describe the major principles underlying the biological (organic) perspective of human behavior.
- Describe the major principles underlying the cognitive perspective of human behavior.

PSYC 411 Course Syllabus

- Identify the cognitive distortions of overgeneralization, excessive responsibility, arbitrary inference, selective abstraction, catastrophizing, and dichotomous thinking.
- Describe the major principles underlying the Behavioral perspective of human behavior.
- Identify each component of a classical conditioning scenario including identifying the unconditioned stimulus and response, the neutral stimulus, and the conditioned stimulus and response.
- Distinguish between stimulus generalization and stimulus discrimination in classical conditioning.
- Describe the phases of classical conditioning, including acquisition, extinction, spontaneous recovery, re-extinction, and re-learning.
- Distinguish between positive and negative reinforcement and positive and negative punishment.

Theories of Behavior II

- Explain how timing, frequency, and consistency influence the effectiveness of operant conditioning
- Describe the phenomenon of learned helplessness and explain its relationship to depression.
- Describe the phenomenon of shaping (successive approximations).
- Distinguish between punishment and operant extinction.
- Distinguish between continuous and intermittent schedules of operant conditioning, including the four types of intermittent schedules.
- Describe the major advantage of using a ratio schedule compared to an interval schedule.
- Describe the effect of a variable schedule on the extinction process
- Define vicarious learning.
- Describe the major principles underlying the psychodynamic perspective of human behavior.

PSYC 411 Course Syllabus

- Differentiate the actions of the id, ego, and superego.
- Identify the defence mechanism that best explains a given behavior.

Treatment Techniques I

- Define psychotherapy.
- Describe the technique of cognitive therapy.
- Describe the techniques of behavioral therapy.
- Distinguish between the techniques of systematic desensitization, exposure therapy, and flooding.
- Describe a token economy and identify the operant principles utilized.
- Describe aversion therapy, including covert sensitization.
- Describe the process of biofeedback.
- Describe vicarious learning.
- Describe the general features of psychodynamic therapy.
- Distinguish between transference and countertransference, both positive and negative.
- Describe techniques for accessing the unconscious and give the rationale for revealing the contents of the unconscious.
- Define the term “catharsis” and identify how catharsis is achieved using psychodynamic therapy.
- Describe the general features of humanistic therapy and explain the term “unconditional positive regard”.
- Describe the goals and process of traditional group therapy, family therapy, and marital therapy.
- Describe how self-help (support) groups differ from group therapy.

Treatment Techniques II

- Identify the 4 major class of psychotropics and the conditions that they are typically used to treat
- Identify the major neurotransmitter(s) affected by each major class of medications

PSYC 411 Course Syllabus

- Identify the common side effects of each major class of medication
- List reasons for medication non-compliance by mentally ill patients
- Describe the general timeframe for psychotropics to have a therapeutic effect
- Describe the process of electroconvulsive therapy (ECT) and the indications for its use
- List the major side effects of ECT
- State the effectiveness of ECT
- Describe other brain stimulation techniques including repetitive transcranial magnetic stimulation, magnetic seizure therapy, vagus nerve stimulation, and deep brain stimulation
- Define psychosurgery
- Describe the purpose of a prefrontal lobotomy and state its current status as a treatment procedure

Psychiatric Classification & Assessment

- List the benefits and concerns of psychiatric classification systems
- Describe the basic features of the DSM-5 psychiatric classification system
- Apply the following diagnostic specifiers when diagnosing a patient: “Provisional”, “Unspecified”, “Prior History” and “In Remission”
- Explain what is meant by a Z-Code condition
- Describe the diagnostic interview
- State the difference between a structured and unstructured interview
- State the purpose of a Mental Status Exam (MSE)
- List the two components of the MSE and identify the type of information that should be included in each
- State the purpose of the WAIS, WISC, and WPPSI and when to use each test
- Describe, in general, how FSIQ is determined on the Wechsler IQ tests
- State the difference between objective and projective psychological tests and describe common tests of each type
- Describe the purpose of neuropsychological testing and list some of the skills assessed

PSYC 411 Course Syllabus

- Distinguish between an MSE and a neuropsychological assessment
- Describe the type of information gathered through behavioral, cognitive, and bodily inventories

Trauma/Stressor-related Disorders

- Describe the typical psychological, behavioral and physiological changes associated with stress.
- Identify the physiological basis underlying a stress reaction.
- Describe treatment approaches for stress-related problems.
- Explain the Yerkes-Dodson law.
- List the essential diagnostic criteria for each Trauma/Stressor-related Disorder (Posttraumatic Stress Disorder [PTSD], Acute Stress Disorder [ASD], Adjustment Disorder, Reactive Attachment Disorder [RAD], and Disinhibited Social Engagement Disorder [DSED]).
- Clinically differentiate between the Trauma/Stressor-related disorders (including any subtypes) based on clinical presentation.
- Identify the causes of the Trauma/Stressor-related disorders and list treatment strategies.
- Describe how RAD differs from DSED.

Block 2

Mood Disorders & Suicide Management

- List the essential diagnostic criteria for each Depressive Disorder (Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric Disorder, and Disruptive Mood Dysregulation Disorder).
- Clinically differentiate between the depressive disorders (including subtypes) based on clinical presentation.
- Describe the monoamine hypothesis of depressive disorders.
- Describe the role of the HPA axis in producing mood symptoms.
- List the biological and psychological treatment options for each depressive disorder, including experimental options.

PSYC 411 Course Syllabus

- Identify side effects associated with antidepressant drugs.
- Describe the general age of onset, course, outcome/consequences and differentials for the depressive disorders.
- List the essential diagnostic criteria for each bipolar disorder (Bipolar I, Bipolar II, and Cyclothymia).
- Clinically differentiate between the bipolar disorders based on clinical presentation.
- Describe the general course, outcome/consequences and differentials for the bipolar disorders.
- Describe the monoamine hypothesis of bipolar disorders.
- List the pharmacological treatment options for each bipolar disorder.
- List demographic risk factors of suicide.
- In the assessment of suicide risk, identify key questions to ask when somebody appears to be in depressed state.
- State the appropriate course of action to take with a suicidal patient based on a judgment of low, medium and high risk of suicide.

Anxiety Disorders and Obsessive-Compulsive & Related Disorders

- State the role of the HPA axis in the development of anxiety.
- Explain the role of classical conditioning in the development of anxiety.
- Describe the cognitive-behavioral approach for the treatment of anxiety.
- List the 2 common types of medications used to treat anxiety disorders.
- List the essential diagnostic criteria for each Anxiety Disorder (Panic Disorder, Agoraphobia, Specific Phobia with subtypes, Social Anxiety Disorder, Generalized Anxiety Disorder, Separation Anxiety Disorder, and Selective Mutism).
- Clinically differentiate between the Anxiety Disorders (including subtypes) based on clinical presentations.
- Describe a panic attack.
- Describe the biological and psychological treatments for each Anxiety Disorder.
- List the essential diagnostic criteria for Obsessive-Compulsive Disorder (OCD).

PSYC 411 Course Syllabus

- State the difference between an obsession and a compulsion and specify the purpose of the Y-BOCS.
- Describe specific brain abnormalities seen in OCD.
- Describe the specific biological and psychological treatments for OCD.
- Clinically differentiate between OCD and OCD-Related disorders, including Body Dysmorphic (covered in a Disorder, Hoarding Disorder, Trichotillomania and Excoriation Disorder.
- Distinguish Body Dysmorphic Disorder from normal vanity.
- Describe the treatments for each of the OCD-Related disorders.

Eating Disorders

- State the essential diagnostic criteria of the Eating Disorders (Anorexia Nervosa, Bulimia Nervosa and Binge-Eating disorder), including any subtypes.
- Clinically differentiate between the Eating Disorders (including any subtypes).
- Identify the two main components of a “binge” and define “purge” as per the DSM-5.
- Describe the general epidemiology of eating disorders (e.g., gender, prevalence, age of onset).
- Describe cultural and biological factors that may contribute to the development of Eating Disorders.
- Describe the treatment approaches, including stating when hospitalization is necessary, for eating disorders.
- Differentiate between Anorexia, Bulimia and Binge-Eating disorder in their initiation of treatment and state the general outcome for Eating Disorders.
- List the potential medical consequences of Eating Disorders.

Sleep-Wake Disorders

- State the essential diagnostic features of Insomnia Disorder, Hypersomnolence Disorder, Narcolepsy, Obstructive Sleep Apnea Hypopnea, Central Sleep Apnea,

PSYC 411 Course Syllabus

Circadian Rhythm Sleep-Wake Disorder, and the Parasomnias and differentiate them based on clinical symptomatology.

- Contrast the essential diagnostic features of the following parasomnias: Nightmares versus Sleep Terrors; Restless Leg Syndrome vs Periodic Limb Movements vs REM Sleep Behavior Disorder.
- Contrast the two subtypes of Non-REM Sleep Arousal Disorder (i.e., Sleep Walking Type and Sleep Terror Type)
- List the two major assessment techniques used to diagnose sleep-wake disorders.
- Identify the etiology and associated biology of each sleep-wake disorder where specified.
- Describe the treatment for each Sleep-Wake disorder.

Block 3

Somatic Symptom & Related Disorders and Dissociative Disorders

- State the cause of Somatic Symptom & Related disorders.
- Identify the essential diagnostic criteria for each Somatic Symptom & Related disorder (Somatic Symptom Disorder, Conversion Disorder, Illness Anxiety Disorder, and Factitious Disorder).
- Differentiate between the Somatic Symptom & Related Disorders based on clinical symptomatology.
- Describe the major treatment approach for Somatic Symptom & Related Disorders.
- Describe the two types of Factitious Disorder.
- Identify 5 indicators of factitious illnesses.
- Describe the character profile of somebody with a Factitious Disorder.
- Define malingering (and malingering by proxy) and contrast these conditions with Factitious disorders.
- Describe the concept of dissociation.
- List the essential diagnostic criteria for each dissociative disorder (Dissociative Amnesia with and without dissociative Fugue, Dissociative Identity and

PSYC 411 Course Syllabus

Depersonalization/Derealization disorder) and differentiate them based on clinical symptomatology.

- Distinguish between the 3 types of memory loss associated with Dissociative Amnesia.
- Distinguish between an organically-based amnesia and Dissociative Amnesia based on results from a Mental Status Exam.
- Describe a fugue state.
- Describe the difference between depersonalization and derealization.
- State the general cause of dissociative disorders.
- Describe the major treatment approach to dissociative disorders.

Schizophrenia Spectrum & Other Psychotic Disorders

- List the 5 psychotic domain symptoms and specify which are “core” domain symptoms.
- Clinically differentiate between types of delusions (e.g., a delusion of control versus a delusion of reference) based on clinical presentation.
- Differentiate between the types of loose associations (e.g., word salad versus clang association) based on clinical presentation.
- Distinguish between a positive and negative symptom and give an example of each.
- List the essential diagnostic criteria for schizophrenia.
- Define the “Active Phase” of schizophrenia.
- List Bleuler’s 4 As of schizophrenia and contrast those symptoms with Schneider’s first-rank symptoms.
- Describe the epidemiology, associated features, onset, course and outcome of schizophrenia.
- Describe the dopamine hypothesis of schizophrenia and state how it relates to both positive and negative symptoms.
- List the common neurostructural, neurofunctional, and neuropsychological problems seen in schizophrenia.

PSYC 411 Course Syllabus

- Describe the general etiology of schizophrenia.
- List the common medications used to treat psychotic disorders and distinguish between traditional and atypical antipsychotics in their mechanisms of action, clinical benefits and side effects.
- Differentiate between the types of extrapyramidal symptoms (parkinsonism, akathisia, tardive dyskinesia, dystonia and neuroleptic malignant syndrome) based on clinical symptoms and time of onset after initiation of antipsychotic medication.
- Describe the role of ECT and psychotherapy in the treatment of schizophrenia.
- State the current status of the prefrontal lobotomy.
- State the essential diagnostic criteria for the Schizophrenia Spectrum Disorders (Schizophreniform Disorder, Brief Psychotic Disorder, Delusional Disorder and Schizoaffective Disorder), including any subtypes.
- Clinically differentiate between the Schizophrenia Spectrum Disorders (including subtypes) based on clinical presentation (including the time course of symptoms).
- Distinguish between a bizarre and a non-bizarre delusion.
- Differentiate Schizoaffective Disorder from a mood disorder (e.g., Major Depressive Disorder with Psychotic Features).
- Describe the variant of delusional disorder in which a delusion appears to be “socially-transmissible” and how it may be treated.

Personality Disorders

- Define a personality disorder.
- State the general cause of personality disorders and describe the general onset and course of personality disorders.
- Identify and describe the 3 major clusters of Personality Disorders.
- State the essential diagnostic criteria for the DSM-5 Personality Disorders and differentiate between them based on clinical symptomatology.
- Describe the general treatment approach to Personality Disorders and state the specific treatments (when given) for individual personality disorders.

PSYC 411 Course Syllabus

- Describe the general outcome of Personality Disorders and explain the difference in outcome (and the reason for it) for Dependent personality and Avoidant personality disorders compared to other Personality Disorders.
- State the difference between Antisocial Personality Disorder (ASPD) and a “psychopath”.
- State the health hazard associated with Obsessive-Compulsive Personality disorder.
- Identify the psychiatric diagnoses most associated with Borderline, Histrionic and Schizotypal personality disorders.
- Differentiate the following personality disorders from other DSM-5 mental disorders:
 - Paranoid Personality Disorder from Delusional Disorder, Persecutory type.
 - Schizotypal Personality Disorder from Schizophrenia.
 - Narcissistic Personality Disorder from Bipolar I Disorder and Delusional Disorder, Grandiose type.
 - Avoidant Personality Disorder from Social Anxiety Disorder.
 - Obsessive-Compulsive Personality Disorder from Obsessive-Compulsive Disorder.

Disruptive, Impulse-Control, and Conduct Disorders

- List the essential diagnostic features for the Disruptive, Impulse-Control & Conduct Disorders (i.e., Oppositional Defiant Disorder [ODD], Conduct Disorder [CD], Intermittent Explosive Disorder [IED], Pyromania and Kleptomania).
- Distinguish between ODD, CD, IED, ASPD, Disruptive Mood Dysregulation Disorder and Adjustment Disorder with Disturbance of Conduct.
- Describe the two subtypes of CD.
- Describe the etiology, epidemiology, psychosocial risk factors, onset, course, treatment and outcome of ODD and CD.
- Differentiate Pyromania vs. arson and Kleptomania vs. shoplifting.
- Describe the typical sequence of events involved in an impulsive act and describe the neurotransmitters involved.

PSYC 411 Course Syllabus

- List the treatment approaches for impulse control problems.

Neurodevelopmental Disorders I & II

- List the essential diagnostic symptoms of the Neurodevelopmental Disorders (Attention-Deficit/Hyperactivity Disorder [ADHD], Autism Spectrum Disorder [ASD], Intellectual Disability [ID], Specific Learning Disorder [SLD], and Tourette's Disorder), including any subtypes of the disorders.
- Describe the general conceptualization (including etiology/neuropathology) of ADHD.
- Describe the epidemiology, onset, course (including commonly associated cognitive and behavioral features), and outcome for ADHD.
- Describe the assessment tools for ADHD.
- List the psychological and pharmacological treatments available for ADHD, including side effects and contraindications of medications.
- State the etiology and neuropathology of ASD.
- Describe the epidemiology, onset, course, treatment and outcome of ASD.
- Describe the associated behavioral, physical and cognitive profile of ASD.
- Define savantism, distinguish between a talented and a prodigious savant, and identify the hypothesized neuroanatomical substrate of savantism.
- Describe the general functional abilities of each level of ID.
- List the general causes and management strategies of persons with ID.
- Describe the development, course, and management of SLD.
- Identify the etiology and neuropathology of Tourette's Disorder and describe its management.
- Classify a tic as motor or vocal and as simple or complex.

Block 4

Gender Dysphoria, Sexual Dysfunctions, and Paraphilic Disorders

- List the essential diagnostic features of Gender Dysphoria and clinically differentiate this condition from the Sexual Dysfunctions and Paraphilic Disorders.

PSYC 411 Course Syllabus

- Describe the onset, course, hypothesized cause, and management of GD.
- Describe the difference between the sexual problems seen in disorders classified as Sexual Dysfunctions compared to those classified as Paraphilias.
- State the essential disturbance for a diagnosis of each of the Sexual Dysfunctions and clinically differentiate them.
- Identify the general cause of a Sexual Dysfunction.
- Use the specifiers “life-long”, “acquired”, “situational” and “global” as they apply to a Sexual Dysfunction.
- State the general treatment approach for Sexual Dysfunctions and give examples of what this treatment involves.
- List specific treatments for Delayed Ejaculation.
- Describe the general profile of somebody with a Paraphilic Disorder (e.g., gender, age of onset) and the typical course of these disorders.
- State the essential disturbance for a diagnosis of each Paraphilic Disorder and describe the typical features associated with each deviance.
- State the hypothesized etiology of Paraphilic Disorders.
- State the difference between a Transvestic Fetish and GD behaviors.
- List the treatments for Paraphilic Disorders.
- State the status of homosexuality in relation to DSM-5 classification.

Substance-Related Disorders

- Describe the epidemiology and associated features of substance users.
- Identify the neurocircuitry underlying the reinforcing effects of substances.
- List 5 drug-related brain changes that contribute to drug addiction.
- List the genetic and psychosocial risk factors of drug addiction.
- Describe the pharmacological and psychological treatment approaches to drug addiction.
- Describe the role of support groups in the treatment of drug addiction.
- List the key symptoms of “Substance Use” disorder.

PSYC 411 Course Syllabus

- Define intoxication and withdrawal (as per the DSM-5) and describe, in general, the withdrawal syndrome.
- Describe the general symptoms of intoxication and withdrawal for each of the 4 major classes of substances (*i.e.*, *sedatives, stimulants, hallucinogens and related substances, and the opioids*).
- List the specific treatments for drug addiction for each class of drug.
- Identify the specific drug that causes a cluster of behavioral symptoms in a clinical scenario.
- List associated cognitive effects of excessive use of sedatives.
- Explain the concept of cross-tolerance of sedatives and apply the concept in clinical scenarios.
- Describe the delirium tremens and state its cause.
- Describe the process of aversion therapy using *disulfiram* for alcohol dependence.
- Define formication and list drug-related conditions that most likely produces this symptom.
- Distinguish between the effects of classic hallucinogens (LSD), cannabis (e.g., marijuana), and the dissociative anesthetics (e.g., phencyclidine [PCP]).
- List the health risks of opioid use, overdose, and withdrawal.
- Differentiate between methadone and buprenorphine as replacement therapy medications.
- Describe treatment of acute opioid overdose.

Neurocognitive Disorders I & II

- List the essential diagnostic criteria for a delirium.
- Distinguish between an illusion and a hallucination.
- Describe ways to test for symptoms of a delirium.
- Identify common causes of a delirium.
- Describe the general underlying neuropathology of a delirium.
- Describe the general course of delirium, including the time course, resolution of symptoms, and prognosis.

PSYC 411 Course Syllabus

- Distinguish between the medications used to treat most deliriums compared to treatment of a sedative-withdrawal delirium.
- List common non-pharmacological methods to manage a delirium.
- List the essential features of an amnesia and differentiate it from a dissociative amnesia.
- Describe the difference between a retrograde and anterograde amnesia.
- Describe the typical memory deficits seen in amnesia, including the temporal gradient.
- Describe short-term memory (capacity and duration) and state how a typical amnesic would perform on short-term memory tests.
- Name the brain structure most implicated in amnesia.
- Define the term confabulation.
- Describe the importance of Patient H.M. in the scientific understanding of memory.
- State the cause of Korsakoff's amnesia and how to treat it.
- Describe the general treatment of amnesic patients.
- Differentiate between types of internal and external mnemonic strategies.
- Define dementia.
- Describe the design and structure of language
- Describe the development of language in children
- Differentiate the role of the left hemisphere in language functions compared to the right hemisphere
- Identify the major language functions assessed in an aphasia examination
- Differentiate Wernicke's aphasia from Broca's aphasia based on the pattern of language impairment
- Identify the region of the brain that is damaged in Broca's aphasia and Wernicke's aphasia
- Describe the typical profile of a demented patient regarding age of onset, course, and prognosis.
- Differentiate between delirium, amnesia and dementia based on clinical symptoms.

PSYC 411 Course Syllabus

- State the diagnostic criteria for Alzheimer's Dementia (AD)
- Describe the epidemiology and general clinical progression of AD.
- Describe the neuropathology of AD (i.e., common neuroanatomical, neurofunctional, neurochemical and histopathological changes).
- Compare the onset and progress of early-onset AD compared to late-onset AD.
- State the prognostic value of APOE genetic testing.
- List the two major types of medications FDA-approved for AD and describe their difference in action, side effects, efficacy, and target patient population.
- Describe non-pharmacological interventions to help manage AD patients.
- List experimental treatments for AD.
- Describe the major clinical differences between AD and other dementias (Vascular, Frontotemporal [e.g., Pick's], Parkinson's, Lewy Body, Huntington's, and Creutzfeldt-Jakob) based on key differences in symptoms and/or patient history.
- State the DSM-5 definition of a neurocognitive disorder (NCD) and list the 3 possible DSM-5 diagnoses related to NCDs.
- State the difference between a "Major" NCD and a "Mild" NCD, as per DSM-5.
- State how an amnesic disorder and a dementia would be diagnosed using DSM-5.

Law, Ethics & Mental Illness

- List the three essential components of informed consent with a competent patient.
- Identify the ethical and legal principle(s) that support the process of informed consent.
- State the essential criteria for determining decision-making capacity (competence) of a patient.
- Describe the process of substitute decision making if a patient is deemed incompetent, including the concept of "substituted judgment".
- Describe the professional obligation of confidentiality and the importance of this standard.

PSYC 411 Course Syllabus

- Describe the right of family members to access patient information.
- State two major exceptions to the obligation of confidentiality and give examples of each.
- State the importance of the Tarasoff case and differentiate between the “*Duty to Warn*” and the “*Duty to Protect*” verdicts.
- List the steps to take after a patient threatens harm to a specific person.
- Describe the 2 major circumstances under which psychiatric hospitalization (civil commitment) procedures are allowed without a person’s consent.
- Describe the concepts of *parens patriae* and *police power* and how they provide legal justifications for the involuntary psychiatric hospitalization of patients.
- State the importance of the *O’Connor v. Donaldson* case.
- Describe the general steps in a civil commitment process.
- Name the standard that a judge uses to determine a person’s dangerousness.
- Give an example of treatment in the “least restrictive environment” if a judge who is overseeing a civil commitment hearing determines that a psychiatric patient is dangerous. Describe the sequence of steps in a judicial process after a criminal offense by a mentally ill person.
- Describe the essential features of a competency to stand trial hearing and the consequences of a competent versus incompetent verdict.
- Describe the M’Naghten, Irresistible Impulse, and American Law Institute standards for insanity.
- Describe the consequences of a successful versus unsuccessful insanity plea.
- Describe the insanity defense in terms of its success rate, the crimes its used for, and the consequence of being found insane.
- State the difference in consequence to a patient between a verdict of *Guilty but Mentally Ill* and an *insanity* verdict.
- State how the death penalty applies to individuals with Intellectual Disability compared to other mental illnesses (e.g., Schizophrenia).
- Describe the essential elements of a *Competency-to-be-Executed* assessment and state what happens if a patient is found incompetent to be executed.

Appendix C: Online Examination Protocol

Banned Items:

Items banned from regular, on-site examinations, are also banned during online examinations. This includes, but is not limited to:

- a) Cellular phones
- b) Other electronic or communication devices
- c) Wrist watches
- d) Hoodies
- e) Scrap paper, pens, pencils or other writing devices
- f) Food or beverages
- g) Water bottles

Additional items banned from online examinations are:

- a) Headphones, earphones, headsets
- b) Ear plugs
- c) White boards – you will be able to use the “Notes” function within ExamSoft instead

Requirements for Online Proctoring

- The entire face of the examinee must be visible at all times. Hair long enough to cover the eyes and ears must be pulled back. Hats or other head-wear are prohibited.
- The eyes of the examinee must be visible at all times. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
- The examination room must be consistently well-lit, with a plain background, avoiding dark shadows across the examinee’s face.
- **Students may NOT take bathroom breaks.**
- **Students may NOT verbalize during the examination.**

PSYC 411 Course Syllabus

- **Students MUST complete the Exam ID process and activate Exam Monitor.**
- **Students MUST be sure that their Exam ID and Exam Monitor files are uploaded at the end of the exam.**

DOWNLOAD: The examination download window is 48 hours before the date and time of the examination.

EXAMINATION DAY:

CHECK-IN TIME: The check-in time is the time posted by the course as the time of the examination.

START: Students may start the examination immediately after completing EXAMID and activating Exam Monitor

Students should check in at the CHECK-IN TIME. If you check in more than 30 minutes after the CHECK-IN TIME, you may not be able to take the exam, and you will be flagged for exam violation.

Password Announcement: The examination password will be disseminated via course Sakai announcement and email notification, approximately 15 minutes prior to CHECK-IN TIME.

Once you have started the examination, you won't be able to take a bathroom break until you finish the examination.

REMINDERS ABOUT EXAM PREREQUISITES:

1. Students must ensure that their laptop meets the minimum system requirements:
 - a) Webcam
 - b) Microphone (no headphones)
 - c) 2 GB free HD space

PSYC 411 Course Syllabus

- d) 4 GB RAM
- e) 2 Mbps upload speed
- f) CPU equivalent to Intel i3 2+ GHz
- g) MAC OS (10.13, 10.14, 10.15)
- h) Windows 10 (Version 1809 or 1903)

2. Students must update to the latest version of Exemplify, i.e. **version 2.3.6**. Once Exemplify is launched, students will be prompted to update to this version. Please follow the on-screen steps to do so.

How to check your Exemplify version number:

<https://examsoft.force.com/etcommunity/s/article/Exemplify-Checking-your-Exemplify-Version-Number>

Permission set up for ExamMonitor and ExamID

<https://examsoft.force.com/etcommunity/s/article/ExamID-and-ExamMonitor-Permission-Setup-for-MAC-users>

<https://examsoft.force.com/etcommunity/s/article/ExamID-and-ExamMonitor-Permission-Setup-for-Windows-users>

Support and Additional Resources:

- Examination Services will be available to provide assistance for exams. Students who encounter technical issues prior to and especially during an exam should send an email to TellExaminationServices@sgu.edu.
- ExamSoft 24-hour support remains in effect. Students can reach out directly via email (support@examsoft.com) or via the online chat.
- ExamID and ExamMonitor overview video
- <https://examsoft.force.com/emcommunity/s/article/ExamID-and-ExamMonitor-from-the-Student-Perspective>

PSYC 411 Course Syllabus

For a complete list of rules and regulations governing examinations (and any updates), please consult the Student Manual

<https://mycampus.sgu.edu/group/mycampus/student-manuals> and refer to Announcements posted on the course Sakai site.

PUBLIC HEALTH (PUBH 302) COURSE SYLLABUS



ST. GEORGE'S UNIVERSITY

SCHOOL OF MEDICINE

FALL 2020

Pauline G. Smith, MPH, FRSPH, Course Director

Email: psmith3@sgu.edu

The university reserves the right to change or amend the rules and regulations at any time. The new rules and regulations will be applicable to all students registered.

TABLE OF CONTENTS

public health (Pubh 302) Course syllabus	1
Section A: Course Information	4
Public Health - Course Description	4
Goals and Objectives	4
Goals	4
Objectives	4
SGU SCHOOL OF medicine Mission	5
SGU SCHOOL OF ARTS AND SCIENCES Mission	5
Faculty, Staff and Contact Information	5
Administrative Questions	Error! Bookmark not defined.
Visiting Speakers	5
Course Material	5
Copyright	5
Course Website	6
Electronic Resources	6
Required Textbooks	6
Required Electronic Equipment	7
Components of the Course	7
Lectures	7
PowerPoint presentation	9
Written report	9
discussion blog	10
Public Service Announcement	10
Course and Instructor Critique	11

Mid-term Exam	11
Assessment Points	12
Student Support	12
Office Hours	12
additional academic SUPPORT	12
Section B: SGU SOM Policies and Procedures	13
Student Responsibilities	13
Attendance Policies and Procedures	13
course participation	13
Scoring and Grading Policies and Procedures	14
Grading.....	14
PLAGIARISM	14
Grading Scale.....	15
Reporting of Errors	15

SECTION A: COURSE INFORMATION

PUBLIC HEALTH - COURSE DESCRIPTION

The course is a three (3) credit course taught over a 16-week term. The course content will build on the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease. Through a multidisciplinary approach, students will explore the determinants of health and the philosophical and organizational foundations of the professional practice of public health. It also provides an integrated overview of the field by surveying epidemiology, biostatistics, preventive medicine, environmental health, social and behavioral aspects of health and health policy. It also introduces students to the core public health functions of assessment and policy. The course will include didactic lectures, case study, online discussions and oral presentations.

Students will be required to apply core public health knowledge towards critiquing the available scientific literature, evaluating case-based scenarios to engage in analysis and problem solving, discussing current and significant local and global public health events, and effectively communicating health education and promotion strategies across the disease spectrum.

The material to be covered in this course is based primarily on PowerPoint slides and additional information taken from other reference texts.

GOALS AND OBJECTIVES

The Public Health (PUBH302) course embraces the mission of St. George's University's School of Arts and Sciences and of the Doctor of Medicine Program of St George's University School of Medicine Continuum.

GOALS

This course will contribute to the development of healthcare professionals, who will demonstrate multidisciplinary knowledge and competence in dealing with global health issues, desire for lifelong learning, evidence-based practice, interdisciplinary team work, and professional and ethical behavior in practice in order to improve and sustain healthy populations.

OBJECTIVES

1. To understand the history, and philosophy of public health as well as its core values, concepts and functions across the globe and in society.
2. To describe the basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice.
3. To explain the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
4. To examine the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.
5. To discuss the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

6. To apply the fundamental concepts, and features of project implementation, including planning, assessment and evaluation.
7. To apply basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

SGU SCHOOL OF MEDICINE MISSION

The mission of St. George's University Doctor of Medicine degree program is to provide an international, culturally diverse environment in which students learn the knowledge, skills and attitudes required for postgraduate training in the health profession, while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to life-long learning and an understanding of the vital role of research in healthcare.

SGU SCHOOL OF ARTS AND SCIENCES MISSION

St. George's University is committed to the total development of the student. The School of Arts and Sciences offers undergraduate students a broad-based education that lays a durable foundation for critical and independent thinking in a multicultural world. Our programs cultivate the pursuit of academic excellence and ethical behavior to develop a sense of community, responsibility, and leadership that equips our students to excel in their chosen careers.

FACULTY, STAFF AND CONTACT INFORMATION

VISITING SPEAKERS

Visiting speakers may collaborate with teaching faculty for instruction in this course.

COURSE MATERIAL

COPYRIGHT

Copyright 2017 St. George's University. All rights reserved.

Course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided no alterations to the documents are made and that the copyright statement is maintained in all copies.

COURSE WEBSITE

Public Health (PUBH302) course offers a website through MyCourses (Sakai), our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes and Gradebook).

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

To login, go to [myCampus Secure Login \(Carenage\)](#), type in your user ID and password, and click on MyCourses.

ELECTRONIC RESOURCES

Distribution of course material will be in electronic format. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Resources folder contains multiple subfolders in which you will be able to find the course material provided.

Please note: electronic versions of course materials posted on the course website are the most up-to-date versions. Due to reproduction deadlines, distributed paper versions may vary from posted electronic versions. It is the responsibility of each student to check on the latest available electronic versions for updates and corrections.

REQUIRED TEXTBOOKS

There is no required textbook. Course resources, including readings, lectures and videos will be available on the Sakai site.

Course Materials: The course schedule, assignments, and syllabus are available on Sakai.

Supplementary Readings:

1. Mary-Jane Schneider. 2016. Introduction to Public Health.

REQUIRED ELECTRONIC EQUIPMENT

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date and equipped for the SGU wireless network at all times.

COMPONENTS OF THE COURSE

LECTURES

Meetings: 10:00-11:15 am on Tuesdays

Lectures are an essential component of the PUBH 302 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content and to clarify complex materials. Directed Learning Activities (DLAs) in PDF form will also be given.

The class schedule may change due to lecture availability. Students will be updated on any changes made.

WEEK	DATE	CONTENT
1	Tues 18 th Aug	Historical Perspective of Public Health <i>Discussion Post 1</i>
2	Tues 25 th Aug	Public Health Practice: Public Health Core Values, Concepts and Functions Across the Globe and in Society Quiz 1
3	Tues 1 st Sep	Global Burden of Disease Group Discussion
4	Tues 8 th Sep	Determinants of Health <i>Quiz 2</i>
5	Tue 15 th Sep	Group PSA recording (<i>Group 2</i>) DLA <i>Discussion Post 2 (Group 1 and 6)</i>
6	Tues 22 nd Sep	Group PSA recording (<i>Group 1, 3 and 4</i>) <i>Discussion Post 2 (Group 4 and 5)</i>
7	Tues 29 th Sept	Group PSA recording (<i>Group 5 and 6</i>) <i>Discussion Post 2 (Group 2 and 3)</i>
8	Tues 6th Oct	Mid-term Exam
9	Tue 13 th Oct	Public Health Data Collection Group Discussion
10	Tues 20 th Oct	Health Program Planning, Implementation, Monitoring and Evaluation Health <i>Quiz 3</i>
11	Tue 27 th Oct	Introduction into COVID-19 <i>Discussion Post 3</i>
12	Tue 3 rd Nov	Global Context of COVID-19 <i>Quiz 4</i>
13	Tue 10 th Nov	COVID-19 and Public Health Environmental Exposures in Public Health <i>Discussion Post 4</i>
14	Tue 17 th Nov	Final Presentations
15	Tue 24 th Nov	Final Presentations
16	Tues 1st Dec	

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POWERPOINT PRESENTATION

Students will be required to present on a community medicine topic. The presentation is a culminating experience for the course and is designed to share your knowledge and application of competencies from the course in the form of a 15-minute PowerPoint presentation. This assessment is intended to be a group course performance product where each group will select a particular community issue and apply guidelines (noted below) to develop a presentation (PowerPoint format).

Students are required to assume the role of a health care provider and design and present their respective presentations to serve as training for a general public audience. For the respective disease burden, each seminar should include the following knowledge areas as part of the presentation. Guidelines for seminar presentation topic should include the following:

- Background on the disease
- Transmission, Signs and Symptoms
- Diagnosis
- High Risk Groups
- Prevention Strategies

WRITTEN REPORT

The PowerPoint presentation should be accompanied by a written report.

The standard format for the review paper must consist of the following:

1. Title page
2. Abstract
3. Introduction
4. Body of the review
 - a. Background on the disease
 - b. Transmission, Signs and Symptoms
 - c. Diagnosis
 - d. High Risk Groups
 - e. Prevention Strategies
5. Discussion
6. Conclusion
7. References

Format Standards for Written Work:

- A title page should include the topic, name of course, names of group members and the date submitted.
- Submit work using double-space, 1–inch margins, and 12-point typeface (Times New Roman or Arial).
- Number pages and use a simple header on all pages.
- Edit and proofread all work. Do not solely rely on spell and grammar check.
- Always keep a copy of your work.
- References are required in work that includes citations, quotes, or other people’s ideas. APA (American Psychological Association) referencing should be used <http://www.apastyle.org>.
- The maximum work count for each review paper is 3,000 words with minimum of 15 cited references within the past 10 years of publication.

DISCUSSION BLOG

Online discussions are a great tool to extend classroom conversations and learning through continued student engagement with class material online. The course will be accompanied by four public health-related cases with accompanied discussion question(s) which will require students to submit responses. Students are encouraged to critically assess and provide informed opinions on the discussion question. All blog submissions are required to be a minimum of 250 words in length. Students will also have to read every posting and reply to a minimum of 2 posts in a manner that can lend further insight, and/or offer a different perspective. Responses should be a minimum of 100 words in length. Any reference to existing publications must be cited appropriately.

Benefits of using online blog discussion:

- Builds class community by promoting discussion on course topics
- Allows time for in-depth reflection- students have more time to reflect, research & compose their thoughts before participating in the discussion
- Facilitates learning by allowing students to view and to respond to the work of others
- Develops thinking and writing skills

PUBLIC SERVICE ANNOUNCEMENT

In groups, students will prepare a Public Service Announcement (PSA) on a health issue. The goal is to raise awareness on the particular disease the group has chosen. The PSA will be recorded via video and the assessment will be done in groups.

COURSE AND INSTRUCTOR CRITIQUE

Students are expected to attend all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation

Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

Feedback

At the beginning of each term, course directors address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

MID-TERM EXAM

The midterm exam will be cumulative and will cover assigned readings, lecture material and any material that guest speakers may contribute in class.

ASSESSMENT POINTS

The total assessment points that can be earned in the course are listed in the table below:

Assessment	%
Discussion posts	15
Quiz	10
PSA	20
PPT Presentation	15
Group Paper	20
Mid-term Exam	20
Total	100

Disclaimer: To protect against any errors in the calculation of the equivalent raw points above, grades will be determined purely based on the officially published [grading scale \(in percentage scores\)](#) in the Sakai gradebook listed in the scoring and [grading policy \(see below\)](#).

STUDENT SUPPORT

OFFICE HOURS`

Appointments can be made by emailing the course director (psmith3@sgu.edu)

ADDITIONAL ACADEMIC SUPPORT

DES Supplemental Learning (contact Ms. Lisa Findley, DES)

Learning strategists: (DES) Dr. Mondel George MGeorge8@sgu.edu

Writing Lab: Ms. Krystal Da Breo kdabreo1@sgu.edu

SECTION B: SGU SOM POLICIES AND PROCEDURES

Policies applicable to the course are published in the following documents:

- [Student Manual](#) (General and School of Medicine sections, including the Honor Code)
- Course Syllabus

STUDENT RESPONSIBILITIES

- Check SGU email daily; this is the only official email account that is used to relay messages between University and students.
- Check course website daily for announcements and updates
- Submit online assessments and assignments on time
- Check posted results of assessments on time
- Actively participate in all class activities
- Report illness through the medical self-report system on [myCampus Secure Login \(Carenage\)](#) of the SGU website
- Voice commendations and concerns through class representatives
- Ask for help early if struggling
- Participate in course and instructor evaluations

ATTENDANCE POLICIES AND PROCEDURES

As stated in the Student Manual: “Students are expected to attend all classes for which they have registered. As such, attendance of 80% of lectures is required.

COURSE PARTICIPATION

The school considers participation to be an essential component of professionalism and expects students to attend all educational activities. Required educational activities include but are not limited to lectures, small group discussions and assignments. Missing educational activities is strongly discouraged. Failure to participate in learning activities may adversely affect grades; if a student misses greater than 20% of required academic activities, the student risks failing the course.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

GRADING

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

In case the assessment score of a student is 69.5% or above, but the student does not meet the formative assessment criteria to pass the course, a failing score of 69.4% will replace the student's original percentage score. This constitutes the highest possible failing score, which will be reported to the Registrar's Office for recording of the student's grade.

PLAGIARISM

Plagiarism may be monitored using specialized software after submission of coursework to the Turnitin DropBox. Students are required to adhere to and follow the SGU [Student Manual](#) for SOM.

GRADING SCALE

The current grading scale of St George's University School of Medicine is based on percentage scores as follows:

The following table is intended to help you to determine your letter grade based on raw points earned in the PUBH 302 course:

Percentage %	Letter Grade
100	A+
89.5 - 99.99	A
84.5-89.49	B+
79.5-84.49	B
74.5 -79.49	C+
69.5-74.49	C
64.5-69.49	D
below	F

In order to pass the course the student will need 69.5 points or above, and has to meet all participation criteria (group participation and submission of minimum number of formative assessments). A student fails the course with 69.4 points or less.

REPORTING OF ERRORS

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

For Online Assessments, where results are accessible upon submission, errors must be reported before the deadline.

Technical errors reported after the deadline will not be considered.

SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2020

The "SECT" column denotes 'number' of sections - Updated: April 23, 2020

CRN	Crse Prefix	Crse No	Cr	Course Title	Days	Sect	Start	End	Instructor	SYLLABI SAVED
11632	ACCT	103	3	Introduction to Financial Accounting	Mon & Wed		5:30 PM	6:45 PM	Troy Noel	YES
11633	ACCT	204	3	Financial Accounting	Tue & Thur		1:00 PM	2:15 PM	Troy Noel	YES
11634	ACCT	302	3	Accounting Placement	Field Work				N. Joseph/R. Peters/T. Noel	YES
11635	ACCT	306	3	Taxation	Tue & Thur		10:00 AM	11:15 AM	Ronald A. Peters	YES
11636	ACCT	351	3	Managerial Accounting	Mon & Wed		5:30 PM	6:45 PM	Ronald A. Peters	YES
12232	ACCT	401		Cost Accounting	Tue & Thur		2:30 PM	3:45 PM	Ronald A. Peters	YES
11637	ACCT	402	3	Corporate Consolidation Accounting	Mon, Wed, Fri		3:30 PM	4:20 PM	David Shaw	YES
11638	ACCT	407	3	International Accounting	Tue & Thur		5:30 PM	6:45 PM	David Shaw	YES
12233	ARTS	103	3	Introduction to Theatre Arts	Fri		1:00 PM	4:00 PM	Francis U. Peters	NO
12234	ARTS	105	3	Introduction to Fine Art	Mon		5:30 PM	8:30 PM	Asher Maines	YES
11675	BIOL	101	4	Anatomy & Physiology for Health Science I	Mon, Wed, Fri		8:30 AM	10:00 AM	Olufemi Obadina	YES
11883	BIOL	200	3	Botany	Mon & Wed		4:00 PM	5:15 PM	Leon Radix	YES
12029	BIOL	201	3	Natural History of Grenada	Mon & Wed		1:30 PM	2:45 PM	Steve Nimrod	YES
11690	BIOL	202	4	Anatomy & Physiology for Health Science II	Mon, Wed, Fri		8:30 AM	10:00 AM	Feimatta Sowa	YES
12236	BIOL	204	3	Anatomy & Physiology for Nursing	Mon, Wed, Fri		9:30 AM	10:20 AM	Cristofre Martin	YES
12236	BIOL	204	1	Anatomy & Physiology for Nursing Lab	Fri		10:30 AM	12:30 PM	Cristofre Martin	YES
11794	BIOL	211	3	Conservation & The Environment	Tue & Thur	0	1:00 PM	2:15 PM	Leon Radix	YES
11597	BIOL	215	3	Biology & Diversity of Life	Tue & Thur		4:00 PM	5:15 PM	Roxanne Graham	YES
11805	BIOL	217	3	Grenada Wildlife and Habitats	Mon & Wed		11:30 AM	12:45 AM	Leon Radix	YES
11598	BIOL	220	4	General Biology	Mon & Wed	0	11:30 AM	12:45 PM	Roxanne Graham	YES
11598	BIOL	220		General Biology Lab	Fri	0	1:30 PM	3:20 PM	Roxanne Graham	YES
11738	BIOL	220	4	General Biology - Post Bac only	Tue & Thur	1	2:30 PM	3:45 PM	Kafi James	YES
11738	BIOL	220		General Biology Lab	Wed	1	1:30 PM	3:20 PM	Kafi James	YES
11599	BIOL	221	4	Human Biology	Mon, Wed, Fri		9:30 AM	10:20 AM	Cristofre Martin	YES
11599	BIOL	221		Human Biology Lab	Fri		10:30 AM	12:30 PM	Cristofre Martin	YES
12189	BIOL	303	4	Biomedical Anatomy	Mon, Wed, Fri		8:30 AM	9:20 AM	Eugene Rennie	YES
12189	BIOL	303		Biomedical Anatomy Lab	Fri		1:00 PM	4:00 PM	Eugene Rennie	YES
12237	BIOL	310	3	Ecology	Mon & Wed		9:00 AM	10:15 AM	Paula Spiniello	YES
12238	BIOL	312	4	Freshwater & Estuarine Ecology	Mon & Wed Thur		11:30 AM 1:00 PM	12:45 PM 5:00 PM	Paula Spiniello	YES
12239	BIOL	313	3	Ecological Quantitative Methods	Mon & Wed		1:00 PM	2:15 PM	Patricia Rosa	YES
11601	BIOL	320	3	Genetics	Tue & Thur		4:00 PM	5:15 PM	Mary Maj	YES
11602	BIOL	321	3	Molecular Biology	Tue & Thur		8:30 AM	9:45 AM	Felicia Ikolo	YES
11603	BIOL	331	1	Molecular Biology Lab	Tue		11:30 AM	1:30 PM	Felicia Ikolo	YES X 2
11603	BIOL	331	1	Molecular Biology Lab	Thur		2:30 PM	3:45 PM	Felicia Ikolo	YES X 2
12172	BIOL	344	3	Cell & Developmental Biology	Mon & Wed		11:30 AM	12:45 PM	Cristofre Martin	YES
11604	BIOL	401	3	Microbiology	Tue & Thur		10:00 AM	11:15 AM	Karla Farmer	YES
11604	BIOL	401	1	Microbiology Lab	Mon		8:30 AM	10:30 AM	Karla Farmer	YES
11604	BIOL	401	1	Microbiology Lab	Mon		1:30 PM	3:30 PM	Karla Farmer	YES
12139	BIOL	404	4	Ornithology	Mon & Wed Fri		9:30 AM 8:30 AM	10:45 AM 12:30 PM	Patricia Rosa	YES
12240	BIOL	405	4	Wildlife Ecology Management	Tue & Thur Fri		2:30 PM 1:30 PM	3:45 PM 3:30 PM	Steve Nimrod	YES
11719	BIOL	407	4	Senior Internship	Field Work				Patricia Rosa/Paula Spiniello	YES
12241	BIOL	420	4	Capstone I	Tue		1:00 PM	2:00 PM	Patricia Rosa/Paula Spiniello	YES
12242	BIOL	421	4	Capstone II	Tue		2:00 PM	3:00 PM	Patricia Rosa/Paula Spiniello	YES
11999	BIOL	441	3	Physiology	Mon, Wed, Fri		9:30 AM	10:20 AM	Gabrielle Walcott-Bedeau	YES
11999	BIOL	441	1	Physiology Lab	Thur		1:00 PM	5:00 PM	Gabrielle Walcott-Bedeau	YES
11605	BIOL	460	4	Human Anatomy	Mon, Wed, Fri		8:30 AM	9:20 AM	Ramesh Rao	YES
11605	BIOL	460		Human Anatomy Lab	Mon & Wed		1:30 PM	3:20 PM	Ramesh Rao	YES
11605	BIOL	460		Human Anatomy Lab	Mon & Wed		1:30 PM	3:20 PM	Ramesh Rao	YES
11605	BIOL	460		Human Anatomy Lab	Tue		1:45 PM	2:30 PM	Ramesh Rao	YES
11639	BUSI	204	3	Principles of Marketing	Tue & Thur		11:30 AM	12:45 PM	Naline Joseph	YES
11640	BUSI	205	3	Principles of Management	Tue & Thur		11:00 AM	12:15 PM	Helen Bhola-Paul	YES

SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2020

The "SECT" column denotes 'number' of sections - Updated: April 23, 2020

CRN	Crse Prefix	Crse No	Cr	Course Title	Days	Sect	Start	End	Instructor	SYLLABI SAVED
11688	BUSI	206	3	Quality Customer Care/Service	Mon & Wed		11:30 AM	12:45 PM	Naline Joseph	YES
12243	BUSI	207	2	Personal Finance & Investing ONLINE	Tue & Thur		1:00 PM	2:15 PM	Zanifa Payne	NO
11642	BUSI	210	3	Business Law	Tue & Thur		2:30 PM	3:45 PM	TBA	YES
11643	BUSI	220	3	Business Mathematics	Mon, Wed, Fri		10:30 AM	11:20 AM	David Shaw	YES
11644	BUSI	300	3	Business Internship	Field Work				N. Joseph/R. Peters/T. Noel	YES
11674	BUSI	301	3	Organizational Behavior	Mon, Wed, Fri		10:30 AM	11:20 AM	Helen Bhola-Paul	YES
11746	BUSI	303	3	Business Ethics	Mon, Wed, Fri		9:30 AM	10:20 AM	Anthony Andall	YES
11646	BUSI	306	3	Corporate Finance ONLINE	Tue & Thur		11:30 AM	12:45 PM	Zanifa Payne	YES
11647	BUSI	310	3	Human Resource Management BLENDED	Tue & Thur		1:00 PM	2:15 PM	Anthony Andall	YES
12244	BUSI	312	3	Travel and Tourism	Tue & Thur		10:00 AM	11:15 AM	Naline Joseph	YES
11648	BUSI	319	3	Quantitative Methods	Tue & Thur		4:00 PM	5:15 PM	Curlan Gilchrist	YES
11747	BUSI	320	3	International Business Law	Tue & Thur		10:00 AM	11:15 AM	TBA	YES
11649	BUSI	324	3	Consumer Behavior	Tue & Thur		2:30 PM	3:45 PM	TBA	YES
12245	BUSI	325	3	Accommodation Management	Tue & Thur		12:30 PM	1:45 PM	Helen Bhola-Paul	YES
12246	BUSI	343	3	Law of Hospitality and Tourism	Tue & Thur		1:00 PM	2:15 PM	TBA	NO
11650	BUSI	404	3	Research Methods in Business	Mon, Wed, Fri		12:30 PM	1:20 PM	Shawn Best	YES
11653	BUSI	409	3	Strategic Management	Mon, Wed, Fri		2:30 PM	3:20 PM	Shawn Best	YES
11721	BUSI	411	3	International Finance	Tue & Thur		8:30 AM	9:45 AM	Naresh Gopal	YES
11655	BUSI	414	3	Operations Management	Tue & Thur		2:30 PM	3:45 PM	Shawn Best	YES
11762	BUSI	418	3	Event Management	Mon, Wed, Fri		9:30 AM	10:20 AM	Helen Bhola-Paul	NO
11657	BUSI	419	3	International Internship	Field Work				Helen Bhola-Paul/Naline Joseph	YES
11659	BUSI	420	3	Leadership	Mon, Wed, Fri		1:30 PM	2:20 PM	Rachael Ross	YES
12247	BUSI	442	3	Hospitality Facilities Management	Mon, Wed, Fri		2:30 PM	3:20 PM	TBA	NO
12266	BUSI	435		Advance Corporate Finance	TBA				TBA	NO
12267	BUSI	436		Financial Statement Analysis	TBA				TBA	NO
11606	CHEM	001	3	Foundation Chemistry	Mon, Wed, Fri		2:30 PM	3:20 PM	Tobias Clement	YES
11606	CHEM	001	1	Foundation Chemistry Lab	Tue		3:00 PM	5:00 PM	Tobias Clement	
11607	CHEM	122	3	General Chemistry I	Mon Wed	0	2:30 PM 3:30 PM	3:20 PM 5:20 PM	Winthrop Wiltshire	YES
12058	CHEM	122	3	General Chemistry I Pmed & 6yr MD	Mon & Wed	1	10:30 AM	11:45 AM	Trevor Wildman	
11608	CHEM	123	1	General Chemistry I Lab	Mon		4:30 PM	7:00 PM	Kafi James	YES
11609	CHEM	124	3	General Chemistry II	Tue Thur	0	4:30 PM 4:00 PM	5:45 PM 5:15 PM	Winthrop Wiltshire	YES
12144	CHEM	124	3	General Chemistry II Pmed & 6yr MD	Tue & Thur	1	10:00 AM	11:15 AM	Trevor Wildman	
11610	CHEM	125	1	General Chemistry II Lab	Wed		4:00 PM	7:00 PM	Kafi James	YES
12089	CHEM	131	4	Concepts in General Chemistry II (Oct 4 - Dec 4)	Mon, Tue, Wed, Thur, Fri		1:00 PM	2:15 PM	Trevor Wildman	YES
11611	CHEM	222	3	Organic Chemistry I	Mon Wed		2:30 PM 3:30 PM	4:20 PM 4:20 PM	Richard Jacques	YES
11612	CHEM	223	1	Organic Chemistry I Lab	Wed		4:30 PM	7:30 PM	Richard Jacques	YES
11613	CHEM	224	3	Organic Chemistry II	Mon, Fri Wed,		4:30 PM 10:30 AM	5:20 PM 11:20 AM	TBA	YES
11614	CHEM	225	1	Organic Chemistry II Lab	Mon		5:30 PM	7:30 PM	TBA	YES
12205	CHEM	226	4	Concepts in Organic Chemistry II (Aug 17 - Oct 4)	Mon, Tue, Wed, Thur, Fri		1:00 PM	2:15 PM	Christopher St. Paul	YES
11838	CHEM	300	3	Biochemistry for Life Sciences	Tue & Thur		10:00 AM	11:15 AM	TBA	YES
11838	CHEM	300	1	Biochemistry for Life Sciences - Lab	Fri		11:30 AM	12:45 PM	TBA	
11615	CHEM	450	3	Biochemistry	Mon, Wed, Fri		10:30 AM	11:20 AM	Charles Ihedioha	YES
11676	CHEM	451	1	Biochemistry Lab	Tue		2:30 PM	3:45 PM	Charles Ihedioha	YES
11676	CHEM	451	1	Biochemistry Lab	Thur		11:30 AM	2:00 PM	Charles Ihedioha	YES
12248	COMH	115	3	Health Education	Mon, Wed, Fri		1:30 PM	2:20 PM	Ian Baptiste	YES
11651	COMH	201	3	Community Health	Tue & Thur		8:30 AM	9:45 AM	Lauren Orlando	YES
12173	COMM	202	4	Introduction to Radio Production	Mon & Wed		2:30 PM	3:45 PM	Annie Gill	NO
11814	COMM	203	3	Social Media	Mon, Wed, Fri		12:30 PM	1:20 PM	Krystal DaBreo	NO

SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2020

The "SECT" column denotes 'number' of sections - Updated: April 23, 2020

CRN	Crse Prefix	Crse No	Cr	Course Title	Days	Sect	Start	End	Instructor	SYLLABI SAVED
12174	COMM	204	3	Public Speaking	Mon & Wed	0	10:00 AM	11:15 AM	Annie Gill	
12175	COMM	204	3	Public Speaking	Tue & Thur	1	1:00 PM	2:15 PM	Ronald Charles	YES
12176	COMM	204	3	Public Speaking	Tue & Thur	2	5:30 PM	6:45 PM	Ronald Charles	
12090	COMP	104	3	Human Computer Interaction	Tue & Thur		8:30 AM	9:45 AM	Chrislyn Charles-Williams	YES
11712	COMP	111	3	Computer Concepts & Application	Tue & Thur	0	11:30 AM	12:45 PM	Teah Cummings	
11713	COMP	111	3	Computer Concepts & Application	Tue & Thur	1	1:00 PM	2:15 PM	Cindy-Ann Alexander	
11714	COMP	111	3	Computer Concepts & Application	Tue & Thur	2	2:30 PM	3:45 PM	Chrislyn Charles-Williams	YES
12249	COMP	111	3	Computer Concepts & Application	Tue & Thur	3	4:00 PM	5:15 PM	Frederick Belfon	
12250	COMP	111	3	Computer Concepts & Application	Tue & Thur	4	5:30 PM	6:45 PM	Remonda Baptiste - Jack	
12178	COMP	205	3	Introduction to Programming	Mon & Wed		4:00 PM	5:15 PM	Tatiana Myllari	YES X 2
11668	COMP	206	3	Algorithm & Data Structure	Tue & Thur		11:30 AM	12:45 PM	Tatiana Myllari	YES
11669	COMP	220	3	Introduction to Relational Database	Mon & Wed		1:00 PM	2:15 PM	Keston Bhola	YES
12179	COMP	221	3	Robotics	Tue & Thur		8:30 AM	9:45 AM	Senthikumar Somasundarm	YES
12031	COMP	225	3	Introduction to Android Development	Mon		5:30 PM	8:00 PM	Keston Bhola	NO
11670	COMP	230	3	Web Design	Mon & Wed		2:30 PM	3:45 PM	Senthikumar Somasundarm	YES
11671	COMP	302	3	Computer Ethics	Mon & Wed		8:30 AM	9:45 AM	Michael Roberts	YES
12180	COMP	305	3	Advanced Programming I	Tue & Thur		2:30 PM	3:45 PM	Tatiana Myllari	YES x 2
11672	COMP	310	3	Data Communications & Networking	Mon & Wed		1:00 PM	2:15 PM	Aleksandr Myllari	YES
11811	COMP	402	3	System Design & Implementation	Tue & Thur		10:00 AM	11:15 AM	Thompson Cummings	YES
11791	COMP	405	3	Information Technology Project	Tue & Thur		11:30 AM	12:45 PM	M. Roberts/S. Somasundarm	YES
11673	COMP	407	3	Information Systems Analysis	Tue & Thur		4:00 PM	5:15 PM	Thompson Cummings	NO
11792	COMP	410	3	IT Service Learning	Wed		11:30 AM	12:45 PM	Thompson Cummings	YES
11744	COMP	415	3	Management Support Systems	Mon & Wed		10:00 AM	11:15 AM	Michael Roberts	YES
11812	COMP	420	3	Database Systems	Mon & Wed		11:30 AM	12:45 PM	Keston Bhola	YES
11735	ECON	100	3	Principles of Economics	Mon, Wed, Fri		4:30 PM	5:20 PM	Gregory Renwick	YES
11660	ECON	201	3	Microeconomics	Tue & Thur		5:30 PM	6:45 PM	Lennox Andrew	YES
11661	ECON	202	3	Macroeconomics	Mon & Wed		5:30 PM	6:45 PM	Gregory Renwick	YES
11618	ENGL	002	3	Foundation English	Mon, Wed, Fri	0	3:30 PM	4:20 PM	Pauline Waldron	
12091	ENGL	002	3	Foundation English	Mon, Wed, Fri	1	11:30 AM	12:20 PM	TBA	YES
11815	ENGL	002	3	Foundation English	Tue & Thur	2	2:30 PM	3:45 PM	Leonie St. Juste	
11944	ENGL	107	3	College English I	Tue & Thur	0	11:30 AM	12:45 PM	Pauline Waldron	
11945	ENGL	107	3	College English I	Tue & Thur	1	4:00 PM	5:15 PM	June Douglas	YES
11946	ENGL	107	3	College English I	Mon, Wed, Fri	2	8:30 AM	9:20 AM	Leonie St. Juste	
12030	ENGL	107	3	College English I	Mon, Wed, Fri	3	10:30 AM	11:20 AM	Novia John	
11763	ENGL	205	3	Business Communication	Mon, Wed, Fri		12:30 PM	1:20 PM	Ronald Charles	YES
11948	ENGL	213	3	College English II	Tue & Thur	0	11:30 AM	12:45 PM	June Douglas	
12024	ENGL	213	3	College English II	Mon, Wed, Fri	1	3:30 PM	4:20 PM	Leonie St. Juste	
12025	ENGL	213	3	College English II	Tue & Thur	2	2:30 PM	3:45 PM	Pauline Waldron	YES
12026	ENGL	213	3	College English II	Mon, Wed, Fri	3	8:30 AM	9:20 AM	June Douglas	
12217	ENGL	213	3	College English II	Tue & Thur	4	11:30 AM	12:45 PM	Asher Maines	
12251	ENGL	323	3	Organizational Communication	Mon & Wed		5:30 PM	6:45 PM	Annie Gill / Reccia Charles/ Leonie St. Juste	YES
12206	ENGL	335	10	Foundations for Communication - EMP	Mon, Tue, Wed, Thur, Fri		8:30 AM 1:00 PM	10:10 AM 2:40 PM	Cassandra Leoni, Todd McKay & Emily Harms	YES
12207	ENGL	336	4	Foundations for Medical Communication - EMP	Tue Wed Fri		4:00 PM 12:00 PM 10:30 AM	5:15 PM 11:20 PM 1:15 PM	Kasey Larson & Zoë Hagley	YES
12208	ENGL	337	3	Integrated Medical Communication - EMP	Mon Thur		12:00 PM 11:30 AM	1:15 PM 12:45 PM	Deborah Weinheimer & Marie Benjamin	YES
12209	ENGL	338	1	Applied Medical Communication - EMP	Tue		10:30 AM	11:20 AM	Cassandra Leoni & Heather Brathwaite	YES
12167	FREN	101	3	Introductory French I	Tue & Thur		2:30 PM	3:45 PM	Mae Breedy-Patterson	YES
12252	FREN	102	3	Introductory French II	Tue & Thur		11:30 AM	12:45 PM	Mae Breedy-Patterson	YES
11620	GENL	105	1	Introduction to University Life (Aug 17 - Oct 5)	Mon	0	8:30 AM	10:20 AM	Lornadale Charles	YES
11652	GENL	105	1	Introduction to University Life (Aug 19 - Oct 7)	Wed	1	5:30 PM	7:20 PM	Lornadale Charles	
11621	GENL	302	2	Community Service I	Field Work				Dionne Gittens	NO

SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2020

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CRN	Crse Prefix	Crse No	Cr	Course Title	Days	Sect	Start	End	Instructor	SYLLABI SAVED
11622	MATH	001	1	Foundation Mathematics	Tue & Thur	0	8:30 AM	9:45 AM	Stefan Hypolite	
11758	MATH	001	1	Foundation Mathematics	Tue & Thur	1	8:30 AM	9:45 AM	TBA	YES
11813	MATH	001	1	Foundation Mathematics	Tue & Thur	2	5:30 PM	6:45 PM	Sally-Ann Clement	
11715	MATH	120	3	College Mathematics	Tue & Thur	0	8:30 AM	9:45 AM	Sally-Ann Clement	
11716	MATH	120	3	College Mathematics	Tue & Thur	1	5:30 PM	6:45 PM	Stefan Hypolite	YES
12253	MATH	120	3	College Mathematics	Tue & Thur	2	4:00 PM	5:15 PM	TBA	
12169	MATH	120	3	College Mathematics	Tue & Thur	3	10:00 AM	11:15 AM	TBA	
11761	MATH	131	3	Math for Physical Sciences - Post Bac & Biol.Students	Tue & Thur		8:30 AM	9:45 AM	Winthrop Wiltshire	YES
11623	MATH	220	3	Statistics	Tue & Thur	0	1:00 PM	2:15 PM	Aleksandr Myllari	YES
11699	MATH	220	3	Statistics	Tue & Thur	1	5:30 PM	6:45 PM	Curlan Gilchrist	
12263	MATH	205	3	Algebra I	Tue & Thur		4:00 PM	5:15 PM	Tatiana Myllari	YES
12264	MATH	206	3	Linear Algebra and Geometry	Tue & Thur		5:30 PM	6:45 PM	Aleksandr Myllari	YES
11884	MBIO	205	3	Principles of Ocean Science	Tue & Thur		8:30 AM	9:45 AM	Clare Morrall	YES
11624	MBIO	207	3	Caribbean Living Oceans	Tue & Thur	0	10:00 AM	11:15 AM	Steve Nimrod	YES
12254	MBIO	414	4	Ocean Health	Tue & Thur Fri		11:30 AM 8:30 AM	12:45 AM 12:30 AM	Clare Morrall	YES
11625	MUSI	101	1	Chorale Ensemble I	Fri		4:30 PM	6:15 PM	Rose-Ellen Duncan	NO
11626	MUSI	103	3	Foundation of Music I	Mon, Wed, Fri		9:30 AM	10:20 AM	Rose-Ellen Duncan	YES
12255	MUSI	111	1	Chorale Ensemble II	Fri		4:30 PM	6:15 PM	Rose-Ellen Duncan	NO
12256	MUSI	121	1	Chorale Ensemble III	Fri		4:30 PM	6:15 PM	Rose-Ellen Duncan	NO
12257	NURS	201	3	Microbiology for Nursing	Mon & Fri		9:30 AM	10:45 AM	Avi Bahadoor-Yetman	
12257	NURS	201	1	Microbiology for Nursing Lab	Fri		1:00 PM	3:00 PM	Avi Bahadoor-Yetman	YES
12002	NURS	210	3	Pathophysiology	Mon, Fri		11:00 AM	12:15 PM	Allister Rechea	YES
12049	NURS	215	3	Pharmacology	Tue & Thur		1:00 PM	2:15 PM	N'Kosha Fletcher	YES
12004	NURS	305	3	Nursing Childbearing Family	Mon & Fri		2:30 PM	3:45 PM	Deborah Nelson	
12004	NURS	305	1	Nursing Childbearing Family - Lab	TBA				Kathleen Collier	YES
12095	NURS	307	3	Research & Evidence Based Practice	Mon & Wed		3:00 PM	4:15 PM	Jennifer Solomon	YES
12008	NURS	314	3	Pediatrics - Nursing Care: 1 Month - 19 Years	Tue & Thur		10:00 AM	11:15 AM	Jennifer Solomon	YES
12096	NURS	316	3	Leadership and Management	Tue & Thur		10:00 AM	11:15 AM	Jule Lindsay	YES
12009	NURS	323	1	Practicum III Pediatrics & Obstetrics	Wed		7:00 AM	2:30 PM	Kathleen Collier	YES
12097	NURS	325	3	Practicum V - Leadership & Management	Fri		7:00 AM	2:30 PM	Kathleen Collier	YES
12098	NURS	400	3	Global Nursing & Health Care Issues	Tue & Thur		11:30 AM	12:45 PM	Jennifer Solomon	YES
12117	NURS	407	3	Health & Wellness	Mon & Wed		1:30 PM	2:45 PM	Jule Lindsay	YES
11627	NUTR	201	3	Nutrition	Tue & Thur		5:30 PM	6:45 PM	Karlene Gibbs	YES
12156	PCLN	301	1	Learning Strategies for Pre-Profes. Programs - CFP	Tue Thur	0	11:30 AM 10:30 AM	12:20 PM 11:20 AM	Michele Wolley	
12157	PCLN	301	1	Learning Strat. For Pre-Prof Program - FTV, PMED, PVET	Tue Fri	1	11:30 AM 9:30 AM	12:20 PM 10:20 AM	TBA	YES
12158	PCLN	301	1	Learning Strat. For Pre-Prof Program	Tue Fri	3	11:30 AM 9:30 AM	12:20 PM 10:20 AM	Kiku Tupper	
12161	PCLN	302	2	Communication for the Health Professional I	Wed Fri		8:30 AM 11:30 AM	9:20 AM 12:20 PM	Karina Daniel	YES
12162	PCLN	303	2	Communication for the Health Professional II	Mon & Wed		10:30 AM	11:45 PM	Jill Paterson	YES
12163	PCLN	380	2	Clinical Cases	Fri	0	1:00 PM	5:00 PM	Glenda Ventour-DeRiggs	YES
12164	PCLN	391	3	Interpreting Health Science Research	Tue & Thur		8:30 AM	9:45 AM	Ian Baptiste	YES X 2
12265	PHIL	102	3	Contemporary Religion	Tue & Thur		4:00 PM	5:15 PM	Asher Maines	YES
11628	PHIL	107	3	Critical Reasoning	Mon & Wed		9:30 AM	10:45 AM	Oliver Benoit	YES
11783	PHYS	200	3	General Physics for Life Sciences	Tue & Thur		8:30 AM	9:45 AM	Ramsay Saunders	
11783	PHYS	200	1	General Physics for Life Sciences I Lab	Wed		10:30 AM	12:30 PM	Ramsay Saunders	YES
11616	PHYS	201	3	General Physics I	Tue & Thur		10:00 AM	11:15 AM	Alister James/R. Saunders	YES
11616	PHYS	201	1	General Physics I Lab	Tue		2:30 PM	4:30 PM	Alister James/R. Saunders	
11617	PHYS	202	3	General Physics II	Mon, Wed Wed		1:30 PM 2:30 PM	2:20 PM 3:20 PM	Alec St. Bernard/R. Saunders	YES
11617	PHYS	202		General Physics II Lab	Thur		3:00 PM	5:00 PM	Alec St. Bernard/R. Saunders	

SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2020

The "SECT" column denotes 'number' of sections - Updated: April 23, 2020

CRN	Crse Prefix	Crse No	Cr	Course Title	Days	Sect	Start	End	Instructor	SYLLABI SAVED
11949	POLI	331	3	Political Geography	Tue & Thur		2:30 PM	3:45 PM	Gregory Renwick	YES
11630	PSYC	201	3	Introduction to Psychology	Tue & Thur		4:00 PM	5:15 PM	Donna Neckles-Charles	YES
11745	PSYC	206	3	Psychology of Personality Theories	Tues & Thur		1:00 PM	2:15 PM	Justina Aire	YES
11658	PSYC	310	3	Cognitive Psychology	Mon & Wed		5:30 PM	6:45 PM	Wendy Romain	YES
11667	PSYC	313	3	Physiological Psychology	Tue & Thur		5:30 PM	6:45 PM	Wendy Romain	YES
11689	PSYC	314	3	Psychology of Motivation & Emotion	Mon, Wed, Fri		11:30 AM	12:20 PM	Josh Hector	YES
12259	PSYC	315	3	Cross-Cultural Psychology	Mon & Wed		4:00 PM	5:15 PM	Justina Aire	YES
12260	PSYC	316	3	Health Psychology	Tue & Thur		11:30 AM	12:45 PM	Novia John	YES
11700	PSYC	409	4	Counseling Strategies & Techniques	Tues & Thur		1:00 PM	2:45 PM	Justina Aire	YES
11879	PSYC	410	3	Psychology Field Experience	Fri		8:30 AM	11:15 AM	Novia John	NO
12112	PSYC	411	3	Introduction to Psychopathology	Tue	Fri	6:00 PM 2:30 PM	7:15 PM 3:45 PM	B.Kirkby/V.Narine-Ramnauth	YES
12261	PSYC	413	3	Psychology: A Caribbean Perspective	Mon & Wed		2:30 PM	3:45 PM	W. Romain / N. John	NO
12100	PUBH	302	3	Public Health	Tue & Thur		8:30 AM	9:45 AM	Pauline Smith	YES
12101	SOCI	201	3	Introduction to Sociology	Tue & Thur		2:30 PM	3:45 PM	Wendy Crawford-Daniel	YES
12136	SOCI	305	3	Race, Gender & Class in the Caribbean	Tues & Thur		10:00 AM	11:15 AM	Lornadale Charles	YES
12262	SOCI	401	3	Gender Inequality	Tue & Thur		1:00 PM	2:15 PM	Pete Akasha Saunders	NO
11663	SPAN	101	3	Introductory Spanish I	Mon, Wed, Fri		1:30 PM	2:20 PM	Caron Juerakhan	YES
11782	SPAN	102	3	Introductory Spanish II	Mon, Wed, Fri		12:30 PM	1:20 PM	Caron Juerakhan	YES
12022	SSCI	202	3	Introduction to Empirical Research	Tue & Thur		11:30 AM	12:45 PM	Wendy Crawford-Daniel	YES
12135	SSCI	403	3	Caribbean Identity	Fri		1:00 PM	3:20 PM	Oliver Benoit/Lornadale Charles	YES
11947	SSCI	411	4	Empirical Research Project	Mon, Wed, Fri Wed		11:30 AM 12:30 PM	12:20 PM 1:20 PM	Wendy Crawford-Daniel	YES
11631	SSCI	412	3	Social Science & Medicine	Mon, Wed Wed		3:45 PM 4:45 PM	4:35 PM 5:35 PM	Oliver Benoit	YES
11662	SSCI	480	3	Independent Studies in Social Sciences	Fri		9:30 AM	12:20 PM	Oliver Benoit	YES
11683	VSCI	301	2	Introduction to Veterinary Science & Medicine	Mon, Wed		9:30 AM 1:30 PM	10:20 AM 3:30 PM	Mercedes Velazquez	YES
11760	VSCI	400	3	Basic Animal Physiology	Mon, Wed & Thur		12:30 PM	1:20 PM	Hector Zerpa	YES



St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SOCI 201 – Introduction to Sociology
Number of Credits: 3
Days and Times: Tues & Thurs; 2:30-3:45pm
Semester and Year: Spring 2020
Classroom Location: TBA
Pre-requisite(s): [Click or tap here to enter text.](#)

Course Lecturer Name(s): Wendy Crawford-Daniel
Course Director Name: Wendy Crawford-Daniel, Ph. D

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; cell:457-4856
Course Director Contact Information: wcrawford@sgu.edu;

Course Lecturer(s) Office Hours: Mon, Wed, Tues & Thurs; 9:00am – 11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - upstairs
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to introduce sociology both to those who will go on to specialize in this discipline or any area of social science, and those for whom this course will be their formal exposure to the subject. It will introduce students to the basic concepts of sociology and the major sociological perspectives. The course is therefore largely theoretical and conceptual in nature and foundational in intent. It also examines Caribbean culture, the nature of Caribbean society, and some of its most important institutions and will assist in a more critical and analytical treatment of contemporary social issues.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Objectives:

1. Demonstrate an understanding of sociological perspectives and methods using a range of concepts, theories and approaches.
2. Analyze the various structures of power/stratification of society.
3. Critically analyze the structure of Caribbean social institutions.
4. Identify, describe and explain the basic social components of Caribbean society.

Student Learning Outcomes:

1. Identify, describe and explain basic concepts of Sociology.
2. Demonstrate an understanding of 3 classical sociological perspectives and 3 methods of Sociology.
3. Analyze the structures of power/stratification of society.
4. Critically analyze the structure of Caribbean social institutions.
5. Use a range of sociological concepts, theories and perspectives to critically analyze contemporary social issues.

Program Outcomes Met By This Course:

Students should be able to:

- PO.1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality.
- PO.2 Demonstrate their critical thinking skills to sociological analysis.
- PO.3 Employ sociological research methods to investigate and explain social issues.
- PO.4 Provide the foundation needed in building students intellectual capacity to articulate perspectives related to various sociological issues and the methodologies used for researching those issues. Provide the foundation needed in building student's intellectual capacity to articulate perspectives related to various sociological issues and the methodologies used for researching those issues.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
B+ = 84.5 - 89.4%
B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: Tischler, H.L. (2007). Introduction to Sociology. (9th Ed.) Wadsworth: Australia.

Supplementary Readings/Resources: Barrow, C. & Reddock, R. (2001). Caribbean sociology: Introductory Readings. Ian Randle. Kingston: Jamaica

Giddens, A. (2001). Sociology (6th Ed.) Polity Press. Cambridge: U.K

Mustapha, N. (2006). Sociology for Caribbean students. Vol. 1, Society and Culture. Ian Randle. Mona: Jamaica

Course Grading Requirement:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Reaction Papers: 60 points (3 papers – 20 points each)

Final Research paper: 40 points

Course Requirements:

During the first half of the semester students will be required to prepare 3 individual papers, from 4 Assignment options. That will cover 60% of the student's overall mark.

During the second half of the semester students will research and prepare a final paper from a list of topics that will be presented. You are expected to apply two of the three main sociological theories discussed in the first half of the semester to your chosen topic. You are also expected to get creative in doing so and evidence of research and critical thinking are essential aspects of the final paper.

Course Schedule:

Timetable: Spring 2020- Tuesdays and Thursdays 2:30 – 3:45

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Course Schedule	Timetable: Fall 2018- Tuesdays and Thursdays 2:30 - 3:45
Week 1	Course Information, Course Assignments <ul style="list-style-type: none"> • What is Sociology • The Branches of Sociology • The Origin and Development of Sociology
Week 2	<ul style="list-style-type: none"> • Sociology as a Science: • World View • Caribbean Sociological Perspectives • (Assignment Due)
Week 3	<ul style="list-style-type: none"> • Functionalist and Neo Functionalist
Week 4	<ul style="list-style-type: none"> • Application of Functional Theory (Functionalism Assignment Due)
Week 5	<ul style="list-style-type: none"> • Marxist theory/Conflict Theory
Week 6	<ul style="list-style-type: none"> • Application of Conflict Theory (Marxist Assignment Due)
Week 7	Interpretive Theories: Symbolic Inter-actionist; Phenomenology; Ethno-methodology
Week 8 -	MID- Term – Symbolic Interaction Assignment Due
Week 9	Race Class and Gender Multiculturalism and Diversity/Application of theories Final Topic Selection
Week 10	Theories of Stratification <ul style="list-style-type: none"> • Types of social stratification • Types and patterns of social mobility • Social stratification in the Caribbean • Application of Stratification
Week 11	Crime and Violence – Drugs, Alcohol & Juvenile Justice
Week 12	Culture and Society Caribbean/Grenada Cultural Heritage Immigration and Migration
Week 13	Education and Health Aging
Week 14	Death, Dying and Bereavement
Week 15	–Final paper Submission

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

A drop Box will be available for the submission of all assignments.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Students are expected to be respectful and tolerant of other's opinions and points of view during online discussions.

Policy/Procedure Related to the Department:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Protocol for complaints: Students who are having problems with the course or instructor, are urged to first consult the Instructor/Course Director about the issue or problem. If your matter is not satisfactorily dealt with, consult your Advisor, if still not satisfied, consult DHSS Chair (Dr. June Douglas). If the matter is not satisfactorily dealt with at the level of the Chair, you can take it to the Dean SAS (Dr. Lucy Eugene)

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St. George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: SOCI 305- Race, Class & Gender in the Caribbean
Number of Credits: 3 credits
Days and Times: Tuesdays: 10:00 a.m. – 11:15 a.m.; & Thursdays: 10:00 a.m. – 11:15 a.m.
Semester and Year: Fall 2020
Classroom Location: Online
Pre-requisite(s): SOCI 201

Course Lecturer Name(s): Lornadale Charles
Course Director Name: Damian Greaves
Course Teaching Assistant (TA) Name: Jasmin Cort

Course Lecturer(s) Contact Information: lcharles2@sgu.edu
Course Director Contact Information: dgreaves@sgu.edu
Course TA Contact Information: jcort@sgu.edu
Course Lecturer(s) Office Hours: By Appointments Only
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A
Course Support: Nikisha Thomas: nthomas@sgu.edu; Ext: 6392
Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will investigate the phenomena of race, class and gender discrimination in the contemporary Caribbean. It will trace the historical development of such discrimination from the abolition of slavery to the emergence of popular sovereignty in the Caribbean. In addition, it will

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examine the extent to which class, race and gender continue to shape the social order of Caribbean society. The course will draw from stratification theories to help explain societal changes historically. Specifically, the course critically examines how the constructs of race, class and gender shape everyday life in the Caribbean.

Course Objectives:

The goal of this course is to build students' intellectual capacity to articulate issues related to class, race and gender in the Caribbean.

Student Learning Outcomes:

Students are expected to:

1. Demonstrate an understanding of the intricacies and impact of class, race and gender in the formation of Caribbean Society.
2. Explain and analyze the interplay of the forces of stratification, class, race, ethnicity and gender in the Caribbean
3. Examine the forces at play in the situation of conflict and change and the relationship between these forces.
4. Be exposed to a variety of theoretical perspectives to analyze Caribbean society
5. Use the various theories and concepts to analyze contemporary Caribbean society
6. Discuss the typologies of Caribbean society, including the Stratification and Pluralist Models.
7. Examine the socio-historical backgrounds of Caribbean Society

Program Outcomes Met By This Course:

Students should be able to:

SOC – PO-1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality

SOC – PO -2 Demonstrate their critical thinking skills to sociological analysis.

SOC – PO -3 Employ sociological research methods to investigate and explain social issues

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

Text:

Supplementary Readings/Resources:

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Method of Evaluation	Deadline for Submission	Maximum Grade/Points (%)
Paper 1	September 17	30
Paper 2	October 15	30
Paper 3 (Comprehensive final paper)	November 26	40
Total		100

Course Requirements and Percent of Grade:

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Your work will be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

NB: All student's papers will be assessed for academic writing Proficiency.

Attendance Policy:

Attendance Requirement

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Assignment Submission policy

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. No assignment should be sent to the lecturer’s email. Late assignment is subject to a one (1) point deduction for each day that it is late.

As far as possible, follow the most current APA Style Manual when submitting your work:

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Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,

A header must appear at the top of each page,

All pages must be numbered,

All pages must have one-inch top/bottom, and left/right margins, and

Papers must be double-spaced, with 12 point fonts.

All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing, whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.

Please proofread and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.

Papers that do not adhere to these guidelines may not be reviewed.

Topics provided for reaction papers require your perspective/reaction on the issues raised. Please note that reaction papers ought not to exceed 5-7 pages (exclusive of title and references pages). Reaction papers require no less than seven references, five of which ought to be scholarly references (from peer reviewed journals).

[Classroom Etiquette](#)

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

[Online Etiquette](#)

A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor.

Remember the person may be new to online learning. What you find offensive may be an

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unintended and can be corrected by the instructor.

Test for Clarity

Messages may often appear perfectly clear to you as the writer but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of “texting” writing.

Citations and Other Etiquette Sources

Many of the points made here were taken from [The Core Rules of Netiquette](#) excerpted from the book Netiquette, by Virginia Shea.

Tentative Course Schedule:

Course Schedule/ Lecture Outline		
WEEK	CONTENT	DATE
1	Course Information/ Orientation, Introduction of Class Members; Team Building – Course Assignments	Aug 18 th - 20 th

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	<p>Module One: The Social Construction of Social Inequality</p> <p>CONCEPTS: Class Race Ethnicity Gender</p>	
	<p>CONCEPTS cont.: Stratification Social Inequality</p> <p>What do you understand by race, class, gender, ethnicity from the various readings? Can you explain/identify how social inequalities emerged?</p>	
2	<p>Module Two – Theoretical Framework</p> <p>Examine the Social Stratification and Inequality Paradigms and the different sociological perspectives and how they affect race, class, gender, and ethnicity through everyday human interactions in the Caribbean.</p>	Aug 25 th - 27 th
3	<p>A Theoretical Framework – The Stratification Paradigm</p> <p>The Stratification Paradigm cont.</p> <p>The Pluralism Paradigm</p> <p>Examine the Social Stratification and Inequality Paradigms and the different sociological perspectives and how they affect race, class, gender, and ethnicity through everyday human interactions in the Caribbean.</p>	Sept 1 st - Sept 3 rd
4	<p>A Theoretical Framework - The Pluralism Paradigm cont.</p>	Sept 8 th - Sept 10 th

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	<p>The Gender Question - Various Theoretical Perspectives</p> <p>The Gender question cont.</p>	
5	<p>Women & Class - A Caribbean Perspective</p> <p>Women & the Sexual Division of Labor</p> <p>Integrating gender in the Stratification Debate</p> <p>Deadline Submission of paper 1 - September. 17th</p>	Sep 15 th – Sept 17 th
6	<p>Module Three: Race, Class & Gender Interaction</p> <p>The Nature of Racial & Ethnic Conflict in the Caribbean</p> <p>The Nature of Racial & Ethnic Conflict cont.</p> <p>Analysis of Change & Conflict: The Interplay of Race & Class</p>	Sep 22 nd – Sept 24 th
7	<p>Analysis of Change & Conflict cont.</p> <p>Race, Class and Ethnicity Factor</p> <p>The Gender Factor</p>	Sep 2 th 9 - Oct 1 st
8	Mid Term Exams	Oct 5th -9th
9	<p>Module Four: Reproduction of Race, Class & Gender</p> <p>Meaning and Concept of Social Mobility</p>	Oct 13 th - 15 th

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

	<p>Social Mobility: A Caribbean Perspective</p> <p>Impact of Social Mobility on Changes in the Class Structure of Contemporary Caribbean Society</p> <p>Deadline Submission of paper 2 - October. 15th</p>	
10	<p>Module Five: Race Class & Gender: A Comparative Perspective</p> <p>The Meaning and Concept of Culture</p> <p>Relations of Culture & Cultural Differences</p> <p>The Question of Culture</p>	Oct 20 th – 22 nd
11	<p>Module Six: Race Class & Gender in the Diaspora</p> <p>Globalization of Race, Class & Gender: What Does It Mean for Caribbean People in Europe & North America?</p> <p>Globalization of Race Class & Gender cont.</p> <p>Grenada's Thanksgiving Holiday- October 26th.</p>	Oct 27 th - Nov 29 th
12	<p>The Case of Jamaica - Historical & Contemporary Analysis</p> <p>The Case of Trinidad & Tobago - Historical & Contemporary Analysis</p> <p>The Case of Guyana _ Historical & Contemporary Analysis</p>	Nov 3 rd – Nov 5 th

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

13	<p style="text-align: center;">Module Seven: Cultural Differences in the Stratification Mix</p> <p>The Case of Grenada - Historical & Contemporary Analysis</p> <p>General Models of Society - A Contemporary Caribbean Typology</p> <p>General Models of Society cont.</p>	Nov.10 th – Nov 12 th
14	The International discourse on Race, Cultural Nationalism & White Supremacy – Does It Impact the Race Paradigm in the Caribbean Region?	Nov 17 th – Nov 19 th
15	Deadline Submission of paper 3 November 26	Nov 24 th – Nov 26 th
16	End of Term Final Exams	Nov 30th – Dec 4th

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.



St George's University

School of Arts and Sciences

Department of Humanities and social Sciences

Course Code and Title: SPAN 101 Introductory Spanish 1

No. of Credits: Three (3)

Days and times: 1:30 to 2:20, Mon, Wed, Fri

Pre-requisite(s): None

Course Lecturer: Caron Glenda Juerakhan

Contact information: Email: glenda_juerakhan@yahoo.com

COURSE CURRICULUM INFORMATION

Course Description

This course provides a solid grammatical base and a rich and useful vocabulary. It seeks to help the students acquire the necessary skills to enable them to communicate orally and in writing satisfactorily in Spanish about everyday situations and to understand different articles in Spanish. Emphasis will be placed on the following language skills: listening, speaking, reading and writing.

General objectives

This course is intended to equip the students with the following:

- ❖ Positive attitudes to foreign language learning, to speakers of the language and their cultures.
- ❖ Essential language skills for effective communication in Spanish.
- ❖ A sound base for further study and use of the language in practical, everyday situations relating to work and leisure.

Course Objectives

- ❖ To introduce students to the fundamental structures of Spanish;
- ❖ To develop and encourage fluency and accuracy in expression;
- ❖ To develop reading, listening and writing skills in Spanish;
- ❖ To increase the students' awareness of Spanish and Hispanic culture.

Course Assessment

Testing techniques will bear a close relationship to the objectives, methodology and language skills identified. Only what has been taught will be tested. Your grade will be based on the following:

- ❖ Course work 20% (2 in-class tests/assignments)
- ❖ Mid-term 40 % [Oral]
- ❖ Final Exam 40% [Written]
- ❖ Total 100%

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Teaching Methodology and Activities

This course will be taught online using the following platforms: Zoom, Panopto, SAKAI

- ❖ Lectures
- ❖ Listening and reading comprehension exercises
- ❖ Speaking and reading
- ❖ Writing and completing dialogues
- ❖ Writing short descriptions
- ❖ Asking and answering questions
- ❖ Listening to different types of Spanish music
- ❖ Role-play
- ❖ Games and other fun activities using the language


































Course materials

All topics will be in **Resources on SAKAI**: notes and exercises
Ultimate SPANISH. Beginner – Intermediate, Living Language
Dos Mundos [Any edition]

Class procedure:

The aim of this course in Spanish is to develop the ability to understand native spoken and written Spanish and to increase the communication skills in everyday situations. More emphasis will be placed on communicative competence rather than grammatical perfection. Class time will be devoted almost exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish.

Course Schedule:

-  Weeks 1-3
-  Greeting and goodbyes
-  Introducing and describing oneself and others
-  The articles
-  Clothes and colors
-  Describing the class room
-  The family
-  Revision for Quiz 1 [**written, Mon, wk 4**]
-  
-  Weeks 4-7
-  **Quiz 1**
-  Parts of the body
-  Numbers: Age, dates, birthdays...
-  Language and nationalities
-  Personal information
-  The present tense/Daily activities
-  Reading Comprehension: Los amigos hispanos: Nora Morales
-  Listening Comprehension: Los números
-  Revision for Oral Exam [Midterm]
- 
-  Week 8
-  **Midterm Exam [Oral]**
- 
-  Weeks 9-11
-  Likes/dislikes, sports/activities
-  Future plans
-  Time
-  Weather
-  Classes/subject
-  Reading Comprehension: En el hotel/la tienda/el banco
-  Listening Comprehension: La hora
-  Fun activities using the language

- 📅 Weeks 12-14
- 📅 Estar + gerund: Activities in progress
- 📅 Ser, estar, tener: Location of people, places and things...
- 📅 Preferences/desires
- 📅 Questions/Situations
- 📅 Fun activities using the language
- 📅 Revision/**Quiz 2 [written/oral, wk 13]**

- 📅 Week 15/16
- 📅 Revision for Final Exam
- 📅 **Final Exam [Written]**

POLICY INFORMATION

Attendance Policy

Students must attend all classes unless there is a valid excuse. Participation in class is very important and will be graded.

Plagiarism Policy

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual.

Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office.

(TURNITIN)

Assignment Submission policy

All assignments must be handed in on time. Failure to do so will result in a deduction of marks at the lecturer's discretion.

Classroom Etiquette

Cell phone and pagers policy

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Disruptive Behavior

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Food and Drink policy

There should be no eating and drinking during class.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Disclaimer: It is your responsibility to read and understand the policies, laws, rules and procedures that while they could affect your grade for the course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.



St George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

Course Code and Title:	SPAN 102- Introductory Spanish 2
No. of Credits:	Three (3)
Days and times:	12:30 to 1:20, Mon, Wed, Fri
Pre-requisite(s):	Span 101 or its equivalent
Course Lecturer:	Caron Glenda Juerakhan
Contact information:	Email: glenda_juerakhan@yahoo.com

COURSE CURRICULUM INFORMATION

Course Description

This course provides a solid grammatical base and a rich and useful vocabulary. It seeks to help the students acquire the necessary skills to enable them to communicate orally and in writing satisfactorily in Spanish about everyday situations and to understand different articles in Spanish. Emphasis will be placed on the following language skills: listening, speaking, reading and writing.

General Objectives: This course is intended to equip the students with the following:

- ❖ essential language skills for effective communication in practical, everyday situations,
- ❖ a sound base for further study and use of the language in activities related to work and leisure,
- ❖ positive attitudes to foreign language learning, to speakers of the language and to their cultures.

Course Objectives: Upon successful completion of this course, the students will be able to:

- speak Spanish so that they are able to participate in conversations on a variety of basic topics;
- talk in Spanish about themselves and the members of their family – their home, their daily routine, their jobs, and their leisure activities;
- handle a typical real-life situation that would be encountered in the target culture, such as obtaining travel information or ordering a meal in a restaurant, and to interact with Spanish speaking visitors;
- demonstrate adequate grammatical accuracy when speaking and writing Spanish;
- express in Spanish orally and in writing what they are going to do in the future and what they did in the past;
- pronounce the sounds of Spanish when speaking or when reading aloud with sufficient accuracy;
- understand simple written and oral texts and demonstrate comprehension by answering questions;
- write short compositions and/or letters to friends in Spanish demonstrating sufficient knowledge of vocabulary and grammatical accuracy;
- demonstrate knowledge of certain aspects of Latin American and Spanish cultures.

Teaching Methodology and Activities

This course will be taught online using the following platforms: Zoom, Panopto, SAKAI

- Communicating in Spanish in the class as much as possible will be encouraged.
- Listening and reading comprehension exercises
- Role-play
- Writing short essays on a variety of topics
- Doing research and writing reports on a variety of topics
- Lectures

Course materials

All topics will be in **Resources on SAKAI:** notes and exercises
Ultimate SPANISH. Beginner – Intermediate, Living Language
Dos Mundos: A communicative approach [Any edition]

Evaluation: Grades will be based on the following: [No Mid-term Exam/Final Exam]

Course-work	20% [2 in-class tests. 1 oral, 1 written]
Project 1	40
Project 2	40%

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Class Procedure

The aim of this course in Spanish is to develop the ability to understand native spoken and written Spanish and to increase the communication skills in everyday situations. More emphasis will be placed on communicative competence rather than grammatical perfection. Class time will be devoted almost exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish.

Course Schedule:

Weeks 1-4: Holidays and celebrations
Daily life/daily activities
Condition and emotion
Grammar [demonstratives...]
Oral Quiz 1 [**Mon, week 4**]

Project #1: Choose a Spanish speaking country and write about their celebrations and holidays in SPANISH. **Deadline: Wed, week 7.**

Weeks 4-7: Classes and careers
Classroom and work activities
Abilities [saber/poder]
Knowing people, place and facts [saber/conocer]
Future plans [los planes y los deseos]
Grammar [regular/irregular verbs]

Weeks 9-11 Experiences
Your experiences and experiences with others
Speaking about the past
Residence/ furniture
Grammar [regular and irregular verbs]

Project # 2: Choose a Spanish singer **and** actor and write about his/her life and work in SPANISH. **Deadline: Wed, week 14**

Weeks 11-14 Neighborhood
Grammar [expressing obligations: tener que, deber...,
Making comparisons: mas/menos que...]
Activities and obligations at home
Written Quiz 2 [**Mon, week 12**]

Weeks 15-16 Pending Assignments

POLICY INFORMATION

Attendance Policy

Students must attend all classes unless there is a valid excuse. Participation in class as well as attendance are very important and will be graded.

Plagiarism Policy

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual.

Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office.

(TURNITIN)

Assignment Submission policy

All assignments must be handed in on time. Failure to do so will result in a deduction of marks at the lecturer's discretion.

Cell phone and Pagers policy

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class.

Disruptive Behavior

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior are subject to disciplinary action by the Dean of Students, as per the *Student Manual*.

Food and Drink policy

There should be no eating and drinking during class.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 202 – Intro to Empirical Research
Number of Credits: 3
Days and Times: Tues & Thurs; 11:30 – 12:45
Semester and Year: Fall 2020
Classroom Location: NA
Pre-requisite(s): N/A

Course Lecturer Name(s): Wendy Crawford-Daniel
Course Director Name: Wendy Crawford-Daniel

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; 3152; Cell 457-4856
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Tues, Wed, Thurs; 9:00am-11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - upstairs
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is a department core required of all students enrolled in Humanities and Social Sciences. Student will be introduced to the scientific research process. The course begins with an understanding of the scientific nature of empirical research and issues such as selecting researchable topics; framing research problems; crafting research purposes, questions and hypotheses; conducting literature review, distinguishing between different research approaches and methodologies; and ethical issues in research. This course focuses on the theoretical understanding of the skills necessary for undertaking empirical research: i.e., skills associated with defining research questions, providing the rationale for undertaking research, researching peer-reviewed literature on research topics, sample selection, and recruitment, instrumentation, data collection, data analysis and ethical issues at every stage of the research process and reporting of results. In

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addition to lectures and classroom exercises, students undertake the preparation of a comprehensive research proposal to include every step in the research process.

Course Objectives:

- 1) Develop and frame a researchable topic from scientific literature
- 2) Articulate a research problem via a review of pertinent literature,
- 3) Craft research purposes (including questions and hypotheses) to address different social issues
- 4) Design a complete research proposal including a thorough literature review of a social issue

Student Learning Outcomes:

At the completion of the course students will be able to :

Articulate a research question or hypothesis

Conduct a literature review

Design a research undertaking

Prepare research instruments

Design a sampling plan

Design a data collection plan

Design a data analysis plan

Prepare a research project budget

[Click or tap here to enter text.](#)

Program Outcomes Met By This Course:

PO.1. Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality

PO.2. Demonstrate their critical thinking skills to sociological analysis.

PO.3. Employ sociological research methods to investigate and explain social issues

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: • Neuman, Lawrence W. (2006). Basics of Social Research Qualitative and Quantitative Approaches, 6th Edition. Pearson Education, Inc. USA

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

- 1) **Preliminary research design:** Design a research proposal and in doing so attend to quality and ethical issues. Deliverables: research topic; social rationale; research problem; the research purpose, questions and/or hypotheses; research approach(es); significance of the study; delimitations; research quality and ethical considerations (20%)
- 2) **Write Literature Review:** Relevant and current info, theoretical component, references (30%)

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- 3) **Produce a Complete Research Proposal:** To include topic selection, research question/hypothesis, Rationale for topic selection/social significance of topic, literature review, proposed methodology, rationale for choice of methodology, design of research proposal: sampling plan, instrumentation plan, data analysis plan. (40%):
- 4) **Presentation of Research Proposal and budget** (10%)

Course Requirements:

Completion of research proposal to include every step in the research process.

Course Schedule:

Schedule

Course Information/Orientation, Introduction of Class Members; Course Assignments - What is Scientific Research

Wk 1

Norms of the Scientific Community

Discussion of Research Ideas

Develop a Research Topic

Wk 2

Steps in the Research Process

IRB- Research and Ethics

Wk 3

Review of Literature

Ethical Issues – in Lit Review

Wk 4

Research Design

Quantitative

Wk 5

Research Designs

Qualitative

Wk 6

Mixed methodology

Experimental Designs

WK 7

Quasi Experiments

Mapping

Wk 8

Mid-Term Week

Lit Review Due

Wk 8

Sampling Methods

Ethical Issues in Sampling

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Wk 9
Instrumentation Plan
Development of Research Instruments

Wk 10
Preparing survey Questions for proposals
Conducting surveys

Wk 11
Preparing Interview schedules for Proposals
conducting interviews; focus group discussions

Wk 12
Analysis Plan
Quantitative Analysis

Wk 13
Qualitative Analysis

Wk 14
Research Proposal Writing

Wk 15 and 16
Writing up Proposals

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Drop Boxes will be available for assignment submission

Classroom/Online Etiquette Procedure:

Be respectful and tolerant of other's views and points of view

Policy/Procedure Related to the Department:

If you have a complaint about the course or the instructor follow the Dept's procedures: First discuss with the course instructor. If the problem persist or was not resolved involve your

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Advisor. If the problem continues consult your Department Chair (Dr. June Douglas), and if no resolution at that level consult the Dean of SAS (Dr. Lucy Eugene)

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

Course Code and Title: SSCI 403: Caribbean Identity

Semester and Year: Fall 2020

No. of Credits: 3 Credits

Pre-requisite(s): SOCI 302

Classroom Location: online, Fridays 1:00-3:20pm

Course Director Name: Oliver Benoit

Course Lecturer Name(s):

- Oliver Benoit, Professor, DHSS
- Lornadale Charles, DHSS
- Eric Malczewski, Center for Public Administration and Policy, Virginia Tech
Faculty Fellow, Center for Cultural Sociology, Yale University
- Oyéshikiu Carr, Senior Director of School Programs
TEAK Fellowship, New York

Course Director Contact Information: obenoit@sgu.edu

Course Lecturer(s) Contact Information: obenoit@sgu.edu

Course Director Office Hours: By appointment

Course Lecturer(s) Office Hours: By appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

Course Description

Caribbean identity, an interdisciplinary seminar explores the basic question, "is there a Caribbean Identity?" Drawing upon nationalism theories the seminar evaluates Caribbean society from a historical, social, economic, and political perspective. The course also examines the various paradigms of Caribbean writers and their discourse on the social underpinnings of Caribbean society in the context of national identity and its impact on a Caribbean identity.

Seminar Goals

The goal of this seminar is to provide students with an understanding of the various intellectual thoughts that have shaped Caribbean societies. The seminar aims to establish the extent to which these intellectual thoughts have contributed to the formation of a Caribbean nationalism or and nationalism(s) in the Caribbean.

Objectives

Upon completion of the course, students will:

- Better appreciate the social history of Caribbean societies.
- Understand the major intellectual thoughts that have shaped Caribbean identity.
- Acquire the skills required to link historical, social, economic and political concepts to theories of nationalism.
- Understand the development and intellectual legacy of Caribbean thoughts.

Marking Criteria

Students' papers will be assessed on the ability to satisfactory address the question. Assessment will also be based on students' knowledge of materials provided for the course, and their ability to draw crucial links between the use of theory and empirical evidence. Assessment will also be based on the proper use of grammar, essay structure, the argument supported by evidence, and understanding of theories, methods and evidence, as well as referencing and bibliography.

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Assignments	Percentage of Grade
Students are required to take an active part in discussions; 20% of the final grade will be based on this participation	20%
Mid Semester paper (Individual)	40%
Presentation & Final Paper (Group).	40%

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

Plagiarism also includes the unintentional copying or false accreditation of work—so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy

Students are expected to attend all classes for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy.

If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. Additional policies regarding specific attendance or participation may be added.

Assignment Submission Policy

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email. However, late submission of assignments may not be accepted. As far as possible, follow the most current APA Style Manual when submitting your work: Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted

A header must appear at the top of each page,

All pages must be numbered,

All pages must have one inch top/bottom, and left/right margins, and

Papers must be double-spaced, with 12 point fonts.

All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.

Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.

Papers that do not adhere to these guidelines may not be reviewed.

Classroom Etiquette

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library.

Online Etiquette

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Tone Down Your Language

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In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

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Citations and Other Etiquette Sources

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SSCI403: CARIBBEAN IDENTITY

COURSE SCHEDULE

Date	Topic	Lecturer(s)
Week 1: 21 st August	Introduction, Formation of Caribbean Societies. Understand National Identity in the Caribbean	Oliver Benoit/ Lornadale Charles
Readings:		
Week 2 28 th August	Culture and National identity formation: the Caribbean discourse	Oliver Benoit
Week 3 4 th Sept.	Colonialism and Nationalism and Ethnicity in the Caribbean:	Oye Carr / Oliver Benoit
Week 4, 11 th Sept.	The Ethnic origins of Nations	Oliver Benoit
Week 5 18 th Sept.	Modernity and Nationalism	Oliver Benoit
Week 6 25 th Sept	Creolisation, is it a Caribbean Philosophy/ identity?	Oliver Benoit
Week 7 2 nd Oct.	The problem of nationalism in the Caribbean: the position of race and class.	Oliver Benoit
Week 8 9 th Oct.	MIDTERM WEEK	
Week 9 16 th Oct.	National Symbols, race and nationalism	Lornadale Charles/Oliver Benoit
Week 10 23 rd Oct	Symbols and Monument: the shaping of national identity.	Eric Malczewski/Oliver Benoit
Week 11 30 th Oct.	Heritage and National identity	Oliver Benoit/Lornadale Charles
Week 12 6 th Nov.	Material Culture and the problem of national identity formation in Grenada	Oliver Benoit
Week 13 13 th Nov.	Open discussion	Oliver Benoit/ Lornadale Charles

Week 14 20 th Nov.	Presentation and discussion of group project.	Oliver Benoit/Lornadale Charles
Week 15 27 th Nov.	Presentation and Discussion of group project.	Oliver Benoit/ Lornadale Charles

Note: The majority of the readings are available online. However, handouts will be available when necessary. In addition, additional readings will be suggested as the course proceeds.



St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 411 – Empirical Research Project
Number of Credits: 4
Days and Times: Mon, Wed, Fri; 11:30am-12:20pm, 12:30-1:20
Semester and Year: Fall 2020
Classroom Location: TBA
Pre-requisite(s): SSCI 202 & Senior Standing

Course Lecturer Name(s): Wendy Crawford-Daniel
Course Director Name: Wendy Crawford-Daniel

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; ext.3152 Cell:457-4856
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Tue, Wed, Thurs; 9:00am-11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - upstairs
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is for students in their final year. Students will carry out a field research project using the proposal designed at the Introduction to Empirical Research course. The course will allow students to revise and improve upon their proposal, carry out an extensive literature review, select the sampled population and conduct data collection among them. They will be required to conduct data analysis and write up a complete research report. Students will also be required to conduct the IRB training and undertake the online training in ethic in research to attain the ethical certificate. Students will receive training in SPSS for the analysis of their data.

Course Objectives:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

Conduct an extensive Literature Review on topic of interest
Collect and analyse data
Write up research report
Present research findings

Student Learning Outcomes:

Click or tap here to enter text.

At the end of the course students must be able to:

Prepare a research proposal and submit for IRB approval

Complete the ethical training and certification

Conduct a comprehensive literature review

Collect data in the field

Enter and analyse data collected

Write up a research report

Present research findings

Program Outcomes Met By This Course:

PO.1. Apply research methodologies to investigate social problems/issues

PO.2. Demonstrate their critical thinking skills to sociological analysis of social problem/issues.

PO.3. Employ sociological research methods to investigate and explain social issues

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: • Neuman, Lawrence W. (2006). Social Research Methods Qualitative and Quantitative Approaches, 6th Edition. Pearson Education, Inc. USA

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Reviewed Project Proposal: 20%

Enhanced Literature Review: 20 %

Completed Final Project: 60 %

Course Requirements:

Students must have completed Introduction to Empirical Research

Students must have an approved research proposal

Students must have access to SPSS program

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Course Schedule:

Monday & Wednesday: 11:30- 12:20

Wednesday: 12:30 – 1:20

Friday: Field Work

Wk 1

**General Ethical Issues in Empirical Research Project:
Discussion of individual Research Proposals**

Wk 2

**Review of Research Proposals
Assignment due - Research Proposal**

Wk 3

**Expand Review of Literature
Ethical Issues in using Literature**

Wk 4

Key Issues in Research Designs – Quantitative:

Wk 5

**key Issues in Research Designs – Qualitative
Ethical Issues in Design**

Wk 6

**Experimental Designs
Quasi Experiments**

Week 7 - 10

**Data Collection/ Field Work
Individual consultations**

Wk 11-12

**Analyzing Data
SPSS – quantitative analysis
Thematic – qualitative analysis
Individual Consultations**

Wk 13-15

**Writing up Results
Project Consultation**

Week 16: Project Due

POLICY INFORMATION

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Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

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Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: SSCI:412 Social Science & Medicine
Number of Credits: 3 credits
Days and Times: Fridays: 10:00- 11:15 pm. and: 7:00 – 8:15 pm.
Semester and Year: Fall 2020
Classroom Location: online
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Oliver Benoit
Course Director Name: Dr Damian E. Greaves

Course Lecturer(s) Contact Information: obenoit@sgu.edu EXT.
Course Director Contact Information: dgreaves@sgu.edu

Course Lecturer(s) Office Hours: by appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building, Upper Floor
Course Director Office Location: N/A

Course Support: Nikisha Thomas: nthomas@sgu.edu; 6392
Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course examines the social aspects of health and illness and is particularly relevant to current political controversies related to health care policies of various nations and regions. It intends to introduce students to the systematic study of illness, health, medicine and medical treatments through the use of sociological perspectives. Throughout the semester, we will attempt to obtain a deeper understanding of the social reaction to and interaction with illness, disease and wellness. At the micro-, meso- and macro-level approaches we will dissect and deconstruct the various manifestations of health and illness that exist on a mutually reliant continuum between the individual and health care

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systems. The course will also compare systems of health care to broaden students' understanding of social and political factors which relate to accessibility, quality, and cost of services and treatments.

Course Objectives:

1. Students should understand the discipline of social sciences, its basic concepts and its role in contributing to our understanding of health, illness and healthcare.
2. Students should analyze regional and global diversity issues and inequalities in health, illness and health care
3. Students should produce research on a health-related issue from multiple perspectives and create written work that expresses their findings.

Course Goals and Expected Outcomes:

Goal 1. Students should understand the discipline of social sciences, its basic concepts and its role in contributing to our understanding of health, illness and healthcare.

- Learning outcome: Outline, give examples, show interrelationships, and discuss the relevance of social science disciplines to medicine and health.
- Engage in weekly classroom discussions about current events related to health and health care.

Goal 2. Students should understand regional and global diversity and inequalities in health, illness and health care

- Learning Outcome: Describe the significance of race, ethnicity, sexual orientation, and nationality to health care accessibility, cost and quality of care, and the outcomes of care.
- Describe the significance of social class to health accessibility, cost and quality of care, and the outcomes of care.

Goal 3. Students should exhibit the ability to research a health-related issue from multiple perspectives and create a written work that expresses their findings.

- Learning Outcome: Students will engage in research to examine health care issues from multiple perspectives. This will require use of academic journals, patient narratives popular culture and rely on students' innovation to present a detailed interpretation of health, illness, and the health care system.

Program Outcomes Met by This Course:

Students should be able to:

SOC – PO-1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality

SOC – PO -2 Demonstrate their critical thinking skills to sociological analysis.

SOC – PO -3 Employ sociological research methods to investigate and explain social issues

SAS Grading Scale Grades will be assigned as follows:

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B = 79.5 – 84.4%
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Course Materials:

Texts:

The Sociology of Health, Illness, and Health Care: A Critical Approach by Rose Weitz, (5th edition).

Medical Sociology by William C. Cockerham, (10th edition)

Supplementary Readings/Resources: Provided during the course of the semester.

Course Requirements and Percent of Grade:

Evaluation Criteria	Deadline for Submission	Percentage of Grade
Individual assignment 1		25%
Individual assignment 2		25%
Individual assignment 3		25%
Individual assignment 4		25%
*TOTAL		100%

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Assignment Submission Procedure:

You are to submit an individual/reaction papers every two weeks beginning 6th September. An individual paper at mid-term and finals. Deadlines for submission are on

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the course schedules. Topics provided for research/reaction papers require your perspective on the issues raised. These topics are indicated in green, but may be revised slightly before they are posted for your assignments. Please note that research/reaction papers ought not to exceed 3 pages (exclusive of title and references pages).

Research/reaction papers require no less than five references. These references can be drawn from government reports, official newspaper reports as well as scholarly references (from peer reviewed journals).

Your mid-term and final papers should not exceed 5-7 pages (exclusive of title and reference pages). You are allowed to focus on any specific aspect of the health care delivery system of a particular country or region (e.g.: health financing, leadership, management, organization, access to services, human resources, health information, models of health care delivery etc.) No less than ten (10) references will be accepted, with at least five (5) being scholarly references. Please note that the focus this semester is on COVID-19.(Rubric attached)

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email. Only one individual should submit on behalf of the group.

As far as possible, follow the most current APA Style Manual when submitting your work:

Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper,

Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,

A header must appear at the top of each page,

All pages must be numbered,

All pages must have one inch top/bottom, and left/right margins, and

Papers and forum discussions must be double-spaced, with 12 point fonts.

Absolutely no papers or forum discussions will be accepted via email.

All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.

Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.

Papers that do not adhere to these guidelines may not be reviewed.

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Tentative Course Schedule:

Aug-Dec	Module ONE: SOCIAL FACTORS, ILLNESS & ITS MEANING	
Date	Topic/Reading	Presenter
Friday 21	Welcome – Syllabus, Outline of the course, Policies & Procedures; Team Building Introduction	Benoit
Friday 28	What is sociology of health & illness and why study it? Contributions of the social sciences to health & medicine Weitz: pages 3-8 How does sociology help me understand health issues?	Benoit
Sept Friday 4	Social Construction of Health & Illness Weitz: Chapters 3&4 What does it mean to argue that health & illness are socially constructed?	Benoit
Friday 11	Health Inequalities: what can we learn from COVID-19? From the emerging data in your community or country, can you identify the population that suffers most from COVID-19?	Benoit
	Module Two: Health Challenges in the age of pandemics.	
Friday 18	Challenges faced by Social Epidemiologists in the Struggle against COVID-19 in the Caribbean. Can the community or country control the spread of covid-19 virus without the help of social epidemiologist? Explain with reference to your community.	Richards (DPHPM)
Friday 25	Can Scientific Medicine be considered Post Modern in the age of Pandemics? What is scientific medicine? What is postmodern? What are the challenges addressing pandemics in the 21 st century?	Bidaisee (DPHPM)
October Friday 2	Is there a role for Complementary & Alternative Medicine in Post COVID-19? In the absence of a corona-19 vaccine, can we rely on alternative medicine? Discuss in relationship to your community.	Wildman (Pre-med Dept)

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Friday 9	Mid-Term	
Friday 16	Combating COVID-19 in Grenada—social and institutional problems. Evaluate the policies and institutional support to combat covid-19 in your community.	Mitchell (Former CMO/MOH)
Friday 23	Can post COVID-19 impact Public Policies for the Public’s Health? Evaluate the policies and institutional support to combat covid-19 in your community.	Walters (Health Planner/MOH)
Friday 30	Health System Financing Post COVID-19 What is adequate financing of health care following covid-19? Discuss using evidence from your community or country.	Roberts (DPHPM)
	Module Four: International Health Challenges	
November Friday 6	Globalization & Health: responding to the COVID-19 pandemic. The role of nationalism in response to the pandemic. Discuss.	Benoit
Friday 13	WHO and COVID-19 pandemic. What are the political challenges confronting the WHO during the pandemic?	TBD
Friday 20	Physicians and the Profession of Medicine: Political and Economic challenges during COVID-19 How are doctors and nurses coping. Lessons learnt.	Benoit
Friday 27	Mental Health and the Medical Profession during the Pandemic (COVID-19) Evaluate the psychological impact of doctors and nurses in your community or country.	Benoit
December Friday 4	Cultural Competency and Sensitivity Issues in Bioethics under COVID-19 The vaccine world, what determines safety?	Kotze (SOM)
	Primary Care: Putting people First The importance of primary health care in	Smith (Pre-Med Dept)
	Environmental Health Issues	Glasgow (DPHPM)
Mon 16	Veterinary Health Issues	Kabussu (SVM)

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Nov/ Dec	(No Final Exam For This Course)	
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St George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

Course Code and Title: SSCI480_Independent Studies_OBenoit_Fall2020

Semester and Year: Fall 2020

No. of Credits: 3 + Credits

Pre-requisite(s):

Classroom Location: O Benoit

Course Director Name: O. Benoit

Course Supervisors Name(s): O. Benoit & W. Crawford-Daniel

Course Director Contact Information: obenoit@sgu.edu

Course Supervisor(s) Contact Information: obenoit@sgu.edu; w Crawford-Daniel@sgu.edu

Course Director Office Hours:

Course Lecturer(s) Office Hours: by appointment

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE DESCRIPTION

This course is offered in the final year of the Humanities & Social Science Program. The research projects are designed and tailored to fit student's own interests and research proposals

COURSE GOALS & OBJECTIVES

This course, by itself, does not equip students to become proficient researchers. However, students who successfully complete it would become more discriminating users of empirical research. To attain this goal, the following objectives will be pursued:

Completion of empirical research project.

Further develop the following:

1. Levels of research approaches
2. Unit of analysis
3. Crafting research purpose statements
4. Sampling and recruitment
5. Delimitations, limitations, and significance of the study
6. Research quality and ethical issues

TEACHING/LEARNING PRINCIPLES

Students are guided through the complete research proposal.

COMMUNICATION

It is required that students meet with their lecturer on a regular basis.

ACADEMIC INTEGRITY

You are required to produce original work, with proper citation and referencing style. APA style manual is available from Founders Library and training sessions are available through DES. Plagiarism is a serious offence that would result in automatic failure in this course; disciplinary action will also be taken through the Dean of Students office to address any infringements in this regard. The University has software that is used in the detection of all forms of plagiarism.

GRADED ASSIGNMENTS

The standard School of Arts and Sciences grading system (found in the SGU Student Handbook) is used to determine students' final grade.

GUIDELINES FOR SUBMITTING WRITTEN ASSIGNMENTS

1. In composing your papers strive to build a convincing argument; and in doing so, adhere to accepted principles of argumentation, e.g., (a) ensure that claims are clearly articulated and supported by adequate evidence; (b) connect ideas with adequate transitions; (c) make efforts to avoid internal inconsistencies in your argument; and (d) remember that contradictions are not always reconcilable. If and when you encounter irreconcilable contradictions, write in such a way that your readers would know that you are aware of the contradictions and have struggled to resolve them.
2. Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email.
3. In creating a FILE NAME, begin with **your last name**, followed by a **BRIEF description of the document**—with no spaces between—and end with a **date**. For example, if I were submitting a proposal on April 19, 2013 I would name it: **BaptisteProposalApr19-2013**, where "**Baptiste**" is my last name and "**Proposal**" is the description of the document, and **April 19, 2013** is the date.
4. As far as possible, follow the most current APA Style Manual when submitting your work:
 - a. Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,
 - b. A header must appear at the top of each page,
 - c. All pages must be numbered,
 - d. All pages must have one inch top/bottom, and left/right margins, and
 - e. Papers must be double-spaced, with 12 point fonts.
5. All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.
6. Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
7. Papers that do not adhere to these guidelines may not be reviewed.

GRADING PHILOSOPHY

We make no claim to objectivity in grading and assessing students' work. The questions we raise seldom have clear-cut yes or no, right or wrong answers. Accordingly, all of our assessments are subjective because they

reflect our own perspectives and limitations. However, we try to avoid capriciousness by attempting to provide, in advance, transparent and defensible grading criteria.

We award the highest letter grade (A or A+) for students who excel. To excel is to exceed our expectations. We distinguish between exceeding, and satisfying, my expectations. Students satisfy our expectations when they do ALL that we require of them. They exceed our expectations when they do over and above what we require of them. Students who satisfy ALL our requirements receive the next best grade: A minus, B+, etc. Those who do less, receive proportionately lower grades.

NOTE: Our expectations of students are always set well below our knowledge and expertise in the subject area. Consequently, students need not exceed our knowledge and expertise in the particular subject area to exceed our expectations.

Students taking this course will know, in advance, what they must do to receive a satisfactory grade. In the course syllabus and on separate handouts, we lay out my requirements and assessment criteria, as clearly as we can. And students are encouraged to meet with us, one on one, to clarify any questions they may have.

We cannot tell, in advance, exactly what each student must do to earn an “A”, because we have no way of knowing, in advance, how a particular student might surpass our expectations. There are many ways to do so. We do not make this judgment on the basis of students’ performance on any single assignment or set of assignments. Rather, our judgment is informed by a gestalt: the product of all of a student's work (contributions) throughout the entire course. Like art or music, we recognize this type of academic excellence when we see and/or hear it.

We have adopted this philosophy as a way to reward students who go beyond the call of duty (so to speak). We believe that going beyond the call of duty is a good value to inculcate. Our world needs such persons. Without them society remains static; merely doing more of the same.



ST GEORGE'S UNIVERSITY
SCHOOL OF VETERINARY MEDICINE
INTRODUCTION TO VETERINARY SCIENCE AND MEDICINE (2 Credits)
VSCI301 / Fall 2020

I. Course Faculty and Staff Information

Course Director & Instructor

- Dr. Mercedes Velazquez de Zerpa
Office: Veterinary Office Building (SGU campus map: # 48)
email: mvelazqu@sgu.edu
Zoom Office hours: by appointment

Additional Instructors:

- Dr. Austin Kirwan, SVM
Assistant Dean for UK Clinical Affairs,
barnlodge@aol.com and/or akirwan@sgu.edu
- Dr. Rolf Larsen, SVM
Professor Vet. Theriogenology
rlarsen@sgu.edu
- Dr. Hector Zerpa Gonzalez
Associate Prof. Vet. Physiology
hzerpago@sgu.edu

II. Course location

Online location—Sakai resources: Panopto, Zoom meetings, Test & Quizzes, Lessons, Assignments, and others).

III. Prerequisite and/or co-requisite courses

Students must be enrolled in SGU's Pre-veterinary or the Foundation program.

IV. Required resources

Visit the following link regarding the required computer specifications to use ExamSoft.
<https://mycampus.sgu.edu/group/office-of-institutional-advancement/examsoft1>

V. Recommended resources

The **recommended** textbooks for this course are:

-**Merck Veterinary Manual** by Susan E. Aiello & Michael A. Moses, 11th Edition; Elsevier, 2016

You can access it here <https://www.merckvetmanual.com>

- **Saunders Manual of Small Animal Practice** by Birchard Shering is accessible through Research4Life. Steps to access:

Use the link:

<https://auth.elsevier.com/ShibAuth/institutionLogin?entityID=http://stsr4l.who.int/adfs/service/s/trust&appReturnURL=https://www.sciencedirect.com/science/book/9780721604220>

You will be prompted to log in to Research4Life

Username: gra002

Password: 77083

VI. Special accommodation

Students with disabilities who need accommodations should contact Student Accessibility and Accommodations Services (SAAS), located in the Dean of Students Office.

Information can be found at mycampus.sgu.edu/group/saas

VII. Other requirements

None

VIII. Course rationale

This introductory course to Veterinary Science and Medicine offers an overview of the veterinary profession for future veterinary students in the SVM-DVM program.

This course familiarizes students with basic concepts related to the veterinary profession.

Students will acquire a basic and introductory working knowledge of clinical practice, infectious diseases, preventive medicine, and therapeutic principles. The students will be exposed to clinical scenarios to illustrate the impact of the veterinary profession in animal welfare and health.

IX. Course Learning Outcomes

Upon completion of the Introduction to Veterinary Science and Medicine course, students should be able to:

1. Describe the areas of impact in veterinary medicine including examples of clinical practice and structure of the veterinary clinic.
2. Recognize the principles of the clinical examination and its relevance to the diagnosis and therapeutic approaches.
3. List the characteristics of relevant infectious diseases, parasitological diseases, and relevant pathologies in small and large animals.
4. Distinguish the influence of reproduction in veterinary medicine.
5. Describe the basic principles of therapeutics.
6. Recognize the basic principles of veterinary surgery.

X. Lecture Learning Outcomes (LLO's)

Detailed lecture learning outcomes have been designed for every section and are found in the course handouts, which will be posted weekly on Sakai. The list of LLO's is appended at the end of this document.

XI. Course Schedule

The lecture schedule is appended at the end of the syllabus document.

XII. Grading and assessment policy

There will be a quiz, midterm (proctored online exam), and assignments. The midterm and the final examinations will be based only on modular questions. Modular examinations expect a student to demonstrate in-depth and detailed knowledge about the material covered. All examinations are sequestered. Exams may contain multiple-choice (single best answer), true/false, and fill in blanks. Examination questions come from material covered in lectures, handouts, and any other sources the instructors indicate. All rules and regulations concerning examinations including EXAMSOFT are detailed in the SGU Student manual.

<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>

There will be 2 modular examinations as listed in the table below. Modular examinations expect a student to demonstrate in-depth, detailed knowledge about the material covered, including integration of basic concepts. Detailed study objectives are included in each handout. All examinations are sequestered. Exams may contain multiple choice (single best answer), true/false, and/or fill-in blanks. Examination questions come from material covered in lectures, handouts, and any other sources the instructors indicate. All rules and regulations concerning examinations including EXAMSOFT are detailed in the SGU Student manual.

Assessment	Content	Date	POINTS
Exam 1	Lectures 1-8		50
Exam 2	Lectures 9-15		50
Assignments	Lectures 1-15		40
TOTAL POINTS			140

Letter Grade	Percentage	Number Grade
A+	100	4
A	90-99	4
B+	85-89	3.5
B	80-84	3
C+	75-79	2.5
C	70-74	2
D	65-69	1
F	< 65	0

XIII. Recommended study strategies

Every learner is different, and these are only general recommendations:

1. Pre-reading material before a lecture.
2. Revising lecture material within 24 hours of the given lecture, ensuring that the material is understood.
3. For exam preparation, self-challenge is crucial: explain the learned material to yourself first without having to refer to your handouts and notes. Use the lecture objectives for this purpose. Then work in small groups and repeat this process. Vocalization is an important element to check and improve your knowledge and understanding of concepts. Prepare as if you were going to take oral exams.

https://mycampus.sgu.edu/c/document_library/get_file?uuid=b86c9763-3655-45d7-be25-8fa11656ca03&groupId=5742976

XIV. Instructor's expectations of the student

Students are always expected to adhere to the Professionalism Policy (see XVIII) and demonstrate respect not only towards SGU faculty and staff, but also towards their fellow students and the general public.

The student is expected to review lecture recordings, assignments, and any other material indicated by the professor before zoom meetings.

XV. Professionalism statement

The policy relating to SGU's Student Policies, Procedures, and Non-Academic Standards is detailed in the SGU student manual 2018/2019.

XVI. Attendance policy

The policy relating to class attendance is detailed in the SGU 2018/2019 student manual.

<https://www.sgu.edu/studentmanual/school-of-veterinary-medicine/veterinary-medical-phase/class-examination-attendance/>

Students are expected to virtually attend, engage with online content, and participate in all classes. Although attendance, engagement, and participation may not be recorded at every academic activity, attendance, engagement, and participation may be graded randomly. Students' lack of attendance, engagement, and participation may adversely affect their academic status.

If failure to attend, engage, or participate in individual classes, examinations, and online activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed.

XVII. Policy regarding missing examinations and/or failure of submission of assignments

Students who fail to attend an examination or submit an assignment by the deadline without a valid reason (see student manual: SGUSVM POLICY ON AN EXCUSED ABSENCE (EA) FOR STUDENTS) will receive a score of "0" points for the examination.

Students who have technical issues during the examination MUST inform the Course Director (COURSE DIRECTOR email HERE) and IT (tellexaminationservices@sgu.edu OR support@sgu.edu OR call 1-631-665-8500 ext. 4444 (US, NU, International) OR 1-473-439-2000 ext. 4444 (Grenada), AND Dean of Students (DOS@sgu.edu OR call *****) during the open period for the examination. Failure to do so immediately will result in the student receiving a score of "0" points for the examination.

Scheduling of examinations (regular, re-sit, completion, comprehensive, or exemption) is at the discretion of the School.

XVIII. ExamSoft policy

All students are responsible for knowing and complying with the University's Code of Conduct and the guidelines. Students must read and then sign the Honor Code statement at the start of examinations to indicate that they will comply with the University Code of Conduct.

Prior to Exam Day

1. Each student is required to have a laptop for the purpose of taking computer-based examinations (e-Exams) at SGU. Students must ensure that their laptops meet the current minimum system requirements prior to exam day:
2. Examinees must use their My SGU Member Center username and password to access the Custom Home Page (www.examsoft.com/sgu) created by ExamSoft for the University.
3. Examinees are responsible for downloading and registering the latest version of Examplify on their laptop prior to exam day. Once Examplify has been successfully downloaded, examinees are strongly encouraged to familiarize themselves with the software by downloading and taking practice exams.
4. Examinees are responsible for setting their laptop up for ExamMonitor prior to the exam (see links below).

5. Examinees will be notified via MyCourses, of all exam related information. Email notifications will also be sent from ExamSoft Support to examinees, notifying them of examinations available for downloading.
6. Examinees experiencing difficulties with their laptops are encouraged to visit the IT department for assistance before exam day. Examinees needing a laptop must visit the Office of Institutional Advancement (OIA) to request an exam loaner.
7. Examinees should visit the following information to familiarize themselves with the online proctored exam format and set up their baseline photo.
 - a. An Examsoft/ExamID quick guide for students (Please note that the current Exemplify version is 2.3.8)
 - b. The Examsoft student perspective video 30mins
 - c. The Examsoft/ExamID FAQ
 - d. Examsoft information page
 - e. The general Reminders/Guidelines

XIX. Copyright policy

The Plagiarism Policy is detailed in the SGU Student Manual 2018/2019. Please note that *"... materials (such as slides, handouts, and audio/video recordings) provided to students who are taking courses at St. George's University (SGU) are the intellectual property of the Faculty and/or Administration of SGU. Students are free to use these materials solely for group or individual study. Reproduction in whole or in part is prohibited"*.

<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>

Appendix: Lecture Learning Outcomes and Lecture Schedule Fall 2020.

LECTURE LEARNING OUTCOMES.

Lecture	Lecture Outcomes
Veterinary Science and Medicine	Define Veterinary Medicine
	Outline the meaning and implications of One Health One Medicine
	Identify the different areas of Veterinary Medicine and specialization
Ethics	Understand and apply basic ethical principles, the laws of nature and natural law.
	Overview animal welfare and the five freedoms.
	Appreciate the role of codes of student and professional conduct.
	Consider their own responsibilities for professional development within an academic
General Practice and organization of a veterinary clinic.	List the Veterinary Healthcare Team members
	Identify the differences between each team member
	Recognize the organizational structure and chart of a general and a specialty
Clinical examination	Describe the physical examination methods.
	Outline the objective and technique for each physical examination method.
	Identify different physical body conditions.
	Recognize the clinical examination by systems, their objectives and procedures.
Animal Restraint and Handling	Understand why restraint is necessary
	Describe the principles and considerations when selecting different restraint methods.
	Recognize the importance of safety when using restraint techniques.
	Identify the types of restraint tools available and the different restraint methods by
	Identify which situations require which tool.
Animal Behavior	Identify the different types of hazards that a veterinarian can be exposed to and how
	Recognize the importance of animal welfare and animal behavior in Veterinary
Most important infectious diseases in small animals	Define Infectious disease and Zoonosis
	Identify the etiology of each infectious disease.
	Describe the pathogenesis and the clinical findings.
	Name the diagnosis tools.
	Identify the possible treatments.
Parasitology	Name the preventive methods.
	Parasitology terminology.
	Diagnosis in small and livestock animals
	Collection and submission of laboratory samples from animals
Tickborne Diseases	General characteristics, life cycle, clinical signs, control and prevention of most
	Recognize general characteristics of ticks.
	Understand the general life cycle of the ticks and how do the disease is spread.
	Identify the etiology of each Tick Born Disease.
	Describe the epidemiology and the clinical findings.
	Name the diagnosis tools.
	Identify the possible treatments.
	Name the preventive methods.
	Describe the safest technique for tick removal

Preventive Medicine	Identify the importance of preventive medicine and its stages
	Recognize different types of immunization
	Define Vaccine
	Classify vaccines according to its nature and relevance
	Describe different routes of administration, their advantages and disadvantages
	Identify the basis of vaccination schedules
Nutrition	Recognize the difference between Food Intake and Nutrition.
	Identify the six major components of animal diets, their significance in nutrition and
	Understand the general principles in animal nutrition.
	Define Maintenance requirements, Resting energy rate and Maintenance energy
	Recognize different types of animal feeds.
	Describe the important features found on pet food labels and compare the
Theriogenology	Recognize the reproductive physiology evolution of the Canidae species.
	Describe the dog's and cat's reproductive cycles and special considerations.
	Identify the biological reasons supporting the convention of working with horses from
	Recognize that only the mare produces chorionic gonadotropin during pregnancy.
	Indicate the differences in the reproductive management of dairy vs. beef cattle.
Therapeutics	Define therapeutic and identify clinically relevant examples in veterinary medicine.
	Identify the steps in the initiation, management, and reassessment of drug and/or non-
	Define: pharmacology, clinical pharmacology, pharmacodynamic, and
	Describe the basic components of pharmacokinetic: ADME.
	Define: agonist, antagonist, and inhibitors
	Identify a cellular target concerning the mechanism of action of drugs: use examples.
Basic Principles of Surgery	Calculate the dose of medication using the examples given in class.
	Recognize the main functions of the skin.
	Identify the general practices used to guarantee an aseptic technic.
	Distinguish between disinfectants and antiseptics.
	Define sterilization.
	Describe the best practice on the pre-surgical asepsis of the patient skin and the
	Identify the phases and terminology related with laceration healing.
	Recognize the suture material classification.
	Identify different suture patterns.
	List the Post-op/after care instructions.

LECTURE SCHEDULE, INSTRUCTORS, LECTURE CONTENT, AND EVALUATIONS

WEEK	DATE	TIME	TOPIC	Lecture Hours per lecture (aprox)	SESSION	FACULTY	Assignment	Points
1	Monday Aug 17, 2020	9:30 to 10:20 AM	Introduction, syllabus presentation. Assignment	1	Zoom	Dr. Velazquez		
			Definition of Veterinary Medicine and Science. One Health one Medicine. Areas of Veterinary Medicine.	1	Lesson/Sakay	Dr. Velazquez	1	10
2	Monday Aug 24, 2020	9:30 AM	Ethics/Global Veterinary Health Track	1	Lesson/Sakay	Dr. Kirwan		
			Clinical Practice and organization of a Veterinary clinic.	1	Lesson/Sakay	Dr. Velazquez		
	Wednesday Aug 26, 2020	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
3	Monday Aug 31, 2020	9:30 AM	Animal Handling and Restraint. Health and safety	2	Lesson/Sakay	Dr. Velazquez	1	5
4	Sept 7 - 11, 2020		Exam week					
5	Monday Sept 14, 2020	9:30 AM	Animal Behavior	1	Lesson/Sakay	Dr. Bain		
			Clinical Examination	2	Lesson/Sakay	Dr. Velazquez	1	5
6	Monday Sept 21, 2020	9:30 AM	Most Important infectious diseases in small animals.	2	Lesson/Sakay	Dr. Velazquez		
	Wednesday Sept 23, 2020	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
7	Monday Sept 28, 2020	9:30 AM	Parasitology: Small and Large animals	2	Lesson/Sakay	Dr. Velazquez		
	Wednesday Sept 30, 2020	1:30 - 2:30 PM	Zoom Session	1	Zoom			
8	Thursday Oct 08, 2020	2:00 PM	Midterm					50
9	Monday Oct 12, 2020	9:30 AM	Tick-borne diseases: Small and large animals	1	Lesson/Sakay	Dr. Velazquez		
11	Monday Oct 19, 2020	9:30 AM	Preventive Medicine. Vaccination. Principles & Strategies	1	Lesson/Sakay	Dr. Velazquez		
12	Monday Oct 26, 2020	9:30 AM	Nutrition	1	Lesson/Sakay	Dr. Velazquez	1	10
	Wednesday Oct 28, 2020	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
13	Monday Nov 02, 2020	9:30 AM	Reproduction	2	Lesson/Sakay	Dr. Larsen		
14	Monday Nov 09, 2020	9:30 AM	Therapeutic Principles:	2	Lesson/Sakay	Dr. Zerpa	1	10
15	Monday Nov 16, 2020	9:30 AM	Principles of surgery	1	Lesson/Sakay	Dr. Velazquez		
16	Monday Nov 23, 2020	9:30 AM	Zoom Session	1	Zoom	Dr. Zerpa		
17	Thursday Dec 03, 2020	2:00 PM	Final					50
							Total points	140



ST GEORGE'S UNIVERSITY
SCHOOL OF VETERINARY MEDICINE
DEPARTMENT OF ANATOMY, PHYSIOLOGY & PHARMACOLOGY
BASIC VETERINARY PHYSIOLOGY SYLLABUS (3 Credits)
VSCI400 / Fall 2020

I. Course Faculty and Staff Information

Course Director & Instructor

Dr. Hector Zerpa, SVM

Prof. Vet. Physiology, SVM

Tel: 444 - 4175 ext 3852;

Email: hzerpago@sgu.edu

Office hours are offered via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

Instructors

Dr. Hugo Hernández Fonseca, SVM

Prof. Vet. Physiology, SVM

Office: Veterinary Office Building (SGU campus map: # 48)

Tel: 444 - 4175 ext 3328

email: hfonsec1@sgu.edu

Office hours are offered via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

Dr. Rolf Larsen

Prof. Theriogenology, Senior Associate Dean

Office: Dean of Veterinary Medicine Office SVM (SGU campus map: # 21)

Tel: 444-4175 x3795

rlarsen@sgu.edu

Office hours are offered via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

II. Course location

Online location—Sakai resources: Panopto, Zoom meetings, Test & Quizzes, Lessons, Assignments, and others).

III. Prerequisite and/or co-requisite courses

Students must be enrolled in SGU's Pre-veterinary or the Foundation program.

IV. Required resources

Visit the following link regarding the required computer specifications to use ExamSoft.

<https://mycampus.sgu.edu/group/office-of-institutional-advancement/examsoft1>

V. Recommended resources

- The recommended textbook for this course is:

Physiology of Domestic Animals by O.V. Sjaastad, K. Hove & O. Sand, 3rd Edition; Scandinavian Veterinary Press, 2016

- Additionally, these two excellent and concise medical physiology textbooks, contain very well-designed diagrams and figures. They are available as E-books at SGU library:

- Ganong's Review of Medical Physiology by Barrett KE, Barman SM, Boitano S, Brooks HL. 25th edition, McGraw-Hill Education., 2016.

<https://periodicals.sgu.edu/login?url=https://accessmedicine.mhmedical.com/book.aspx?bookid=1587>

- Medical Physiology: The Big Picture by Kibble JD, Halsey CR. McGraw-Hill Education., 2015.

<https://periodicals.sgu.edu/login?url=https://accessmedicine.mhmedical.com/book.aspx?bookid=1291>

If you have any concerns or problems accessing these resources, contact Suzanne Paparo spaparo@sgu.edu

VI. Special accommodation

- a. Students with disabilities who need accommodations should contact Student Accessibility and Accommodations Services (SAAS), located in the Dean of Students Office.
- b. Information can be found at mycampus.sgu.edu/group/saas

VII. Other requirements

None

VIII. Course rationale

This course is an introductory course in animal physiology which prepares future veterinary students for the SVM-DVM program, i.p. the Veterinary Physiology I and II courses. This course familiarizes students with basic concepts of animal physiology, using a system's approach. Students will acquire basic working knowledge of physiological functions in health and basic understanding of interrelationships between various body systems. The student will be exposed to consequences and signs of these system's malfunctions and to simple clinical cases.

IX. Course-level outcomes

Upon completion of the Basic Animal Physiology course, students should be able to:

1. describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of animals, commensurate with the requirements for a student entering the DVM program.
2. integrate knowledge about the physiological functions of organ systems to explain basic mechanisms of whole-body homeostasis.
3. apply knowledge of physiological mechanisms and their regulation to explain the pathophysiology underlying some commonly seen diseases in veterinary practice.

X. Lesson-Level Outcomes

Detailed lecture learning outcomes have been designed for every section and are found in the course handouts, which will be posted on Sakai.

XI. Alignment of Course Learning Outcomes with SGU-SVM Program Learning Outcomes

(please note that this table contains only those Program Level Learning Outcomes, which are relevant for the VSCI400 course).

SVM Program Learning Outcomes	Course Learning Outcome #
A. Core Medical Knowledge	
1. Recall, understand, and adequately utilize multidisciplinary knowledge of basic structures and functions of healthy animals.	1, 2, 3
2. Analyse homeostasis and disturbances thereof.	1, 2, 3
3. Recall, understand, and adequately utilize knowledge of etiology, pathogenesis and pathology of common infectious, non-infectious, and zoonotic diseases.	3
4. Explain the relationship between disease processes and clinical signs.	3

XII. Course Schedule

The lecture schedule is appended at the end of this syllabus document.

XIII. Grading and assessment policy, and grading rubrics

The assessment of this course contains four (4) examinations: 1st examination (quiz), 2nd examination (midterm), 3rd examination (quiz and reproduction assignment) and a 4th examination (final exam). The 2nd and 4th examinations will contain modular and comprehensive questions. Modular examinations expect a student to demonstrate in-depth and detailed knowledge about the material covered. Detailed lecture learning outcomes are included in each handout. The comprehensive examinations serve to reinforce the knowledge acquired

and tested previously, and will focus on broader concepts, integration, and clinical applications. All examinations are sequestered. Exams may contain multiple choice (single best answer), true/false, and fill-in blanks questions. Examination questions come from material covered in lectures, handouts, and any other sources the instructors indicate. All rules and regulations concerning examinations including EXAMSOFTE are detailed in the SGU Student manual.

Assessment	Content	Date	POINTS
First Examination	Quiz: Lectures 01-10 Sep, 10 at 10:00 am	Week 4	20
Midterm week: Second examination	Midterm: Lectures 01-18 Oct, 08 at 10:00 am	Week 8	40
Third Examination	Quiz: Lectures 19-27 Nov, 03 at 10:00 am	Week 12	20
Final: Fourth Examination	Final: Lectures 01-36 Dec, 01 at 10:00 am	Week 16	60
Written Assignment	Reproduction Assignment	To be determined	10
TOTAL POINTS			150

Letter Grade	Percentage	Number Grade
A+	100	4
A	90-99	4
B+	85-89	3.5
B	80-84	3
C+	75-79	2.5
C	70-74	2
D	65-69	1
F	< 65	0

XIV. Recommended study strategies

Every learner is different, and these are only general recommendations:

1. pre-reading material before a lecture.
2. revising lecture material within 24 hours of the given lecture, ensuring that the material is understood.
3. for exam preparation, self-challenge is crucial: explain the learned material to yourself first without having to refer to your handouts and notes. Use the lecture objectives for this purpose. Then work in small groups and repeat this process. Vocalization is an important element to check and improve your own knowledge and understanding of concepts. Prepare as if you were going to take oral exams.

XV. Instructor's expectations of the student

Students are always expected to adhere to the Professionalism Policy (see XVII) and

demonstrate respect not only towards SGU faculty and staff, but also towards their fellow students and the general public.

The student is expected to review lecture recordings, assignments, and any other material indicated by the professor before zoom meetings.

XVI. Professionalism Statement

The policy relating to SGU's Student Policies, Procedures and Non-Academic Standards is detailed in the SGU student manual 2019/2020.

XVII. Attendance policy

The policy relating to class attendance is detailed in the SGU 2019/2020 student manual.

Students are expected to virtually attend, engage with online content, and participate in all classes and clinical rotations for which they have registered. Although attendance, engagement, and participation may not be recorded at every academic activity, attendance, engagement, and participation may be graded randomly. Students' lack of attendance, engagement, and participation may adversely affect their academic status as specified in the grading policy.

If failure to attend, engage, or participate in individual classes, examinations, and online activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed.

XVIII. Policy regarding missing examinations and/or failure of submission of assignments

Students who fail to attend an examination or submit an assignment by the deadline without a valid reason (see student manual: SGUSVM POLICY ON AN EXCUSED ABSENCE (EA) FOR STUDENTS) will receive a score of "0" points for the examination.

Students who have technical issues during the examination MUST inform the Course Director (COURSE DIRECTOR email HERE) and IT (tellexaminationservices@sgu.edu OR support@sgu.edu OR call 1-631-665-8500 ext. 4444 (US, NU, International) OR 1-473-439-2000 ext. 4444 (Grenada), AND Dean of Students (DOS@sgu.edu) during the open period for the examination. Failure to do so immediately will result in the student receiving a score of "0" points for the examination.

Scheduling of examinations (regular, re-sit, completion, comprehensive, or exemption) is at the discretion of the School.

XIX. ExamSoft policy

All students are responsible for knowing and complying with the University's Code of Conduct and the guidelines. Students must read and then sign the Honor Code statement at the start of examinations to indicate that they will comply with the University Code of Conduct.

Prior to Exam Day

1. Each student is required to have a laptop for the purpose of taking computer-based examinations (e-Exams) at SGU. Students must ensure that their laptops meet the current minimum system requirements prior to exam day:
2. Examinees must use their MY SGU Member Center username and password to access the Custom Home Page (www.examsoft.com/sgu) created by ExamSoft for the University.
3. Examinees are responsible for downloading and registering the latest version of Examplify on their laptop prior to exam day. Once Examplify has been successfully downloaded, examinees are strongly encouraged to familiarize themselves with the software by downloading and taking practice exams.
4. Examinees are responsible for setting their laptop up for ExamMonitor prior to the exam (see links below).
5. Examinees will be notified via MyCourses, of all exam related information. Email notifications will also be sent from ExamSoft Support to examinees, notifying them of examinations available for downloading.
6. Examinees experiencing difficulties with their laptop are encouraged to visit the IT department for assistance prior to exam day. Examinees needing a laptop must visit the Office of Institutional Advancement (OIA) to request an exam loaner.
7. Examinees should visit the following information to familiarize themselves with the online proctored exam format and set up their baseline photo.
 - a. [A Examsoft/ExamID quick guide for students](#) (Please note that the current Examplify version is **2.3.8**)
 - b. [The examsoft student perspective video 30mins](#)
 - c. [The Examsoft/ExamID FAQ](#)
 - d. [Examsoft information page](#)
 - e. [The general Reminders/Guidelines](#)

XX. Copyright policy

The Plagiarism Policy is detailed in the SGU Student Manual 2019/2020. Please note that "... materials (such as slides, handouts and audio/video recordings) provided to students who are taking courses at St. George's University (SGU) are the intellectual property of the Faculty and/or Administration of SGU. Students are free to use these materials solely for the purpose of group or individual study. Reproduction in whole or in part is prohibited".

Appendix: Tentative Lecture Schedule Fall 2020

- Dr. Hector Zerpa (HZ). Dr. Hugo Hernández Fonseca (HHF). Dr. Rolf Larsen (RL)

Tentative Lecture Schedule: Basic Animal Physiology (VSCI400) – Fall 2020

Basic Animal Physiology (VSCI400) – Fall 2020		
Weeks	Lecture Recording #	Module 1. Nerve & Muscle (HZ)
1 17- 21 August	1	Introduction and Principles of Transport Mechanisms
	2	Electrical events on the cell membrane.
	3	The Neuron and conduction of electrical impulses
		<i>Zoom meeting (Office hours: voluntary): Thursday August 20 at 02:30 pm AST</i>
2 24-28 August	4	Autonomic Nervous System
	5	Reflexes
	6	Physiology of Muscle tissue.
		<i>Zoom meeting (Office hours: voluntary): Thursday August 27 at 02:30 pm AST</i>
		Module 2. Cardiovascular (HZ)
3 31 August 04 September	7	Introduction and Major Aspects
	8	The Heart and Electrocardiography
	9	The Pumping Function of the Heart and Cardiac cycle
		<i>Zoom meeting (Office hours: voluntary): Thursday September 03 at 02:30 pm AST</i>
4 07-11 September	10	Circulation
		First Examination: quiz, 20 Points / Lectures 1-10 Sep, 10 at 10:00 am
		Module 3. Endocrinology (HHF)
5 14-18 September	11	General Aspects
	12	Pancreas

	13	Thyroid gland
		<i>Zoom meeting (Office hours: voluntary): Thursday September 17 at 02:30 pm AST</i>
6 21-25 September	14	Adrenal Gland and Growth Hormone
		Module 4. Hematology (HHF)
	15	Overview and Plasma
	16	Red Blood Cells
		<i>Zoom meeting (Office hours: voluntary): Thursday September 24 at 02:30 pm AST</i>
7 28 September 2 October	17	Platelets and Hemostasis
	18	Leukocytes and Immune System
		<i>Zoom meeting (Review session: voluntary): Thursday October 01 at 02:30 pm AST T</i>
8 05-09 October		Midterm week. Second Examination (midterm)/40 points: lecture recording: 1-18 October 08 at 10:00 am.
9 12-16 October		Module 5. Respiration (HZ)
	19	Ventilation and Diffusion of gases
	20	Gas exchange
	21	Gas transport
		<i>Zoom meeting (Office hours: voluntary): Thursday October 15 at 02:30 pm AST</i>

10 19-23 October	22	Control of Ventilation
		Module 6. Reproduction (RL)
	23	How to graph the estrus cycle
	24	Reproductive cycle: cow
		<i>Zoom meeting (Review session: voluntary): Thursday October 22 at 02:30 pm AST</i>
11 26-30 October	25	Reproductive cycle: mare
	26	Reproduction: placenta
	27	Reproductive cycle: canine
12 02-06 November		<i>Zoom meeting (Review session: voluntary): Monday November 02. Time to be determined</i>
		Third examination: Quiz: 20 Points / Lectures 19-27 November, 03 at 10:00 am. Written Assignment (10 points): reproduction module. Date; to be determined.
13 09-13 November		Module 7. Gastrointestinal (HHF)
	28	General Aspects of Digestion
	29	Oral cavity, Pharynx, Esophagus, and Stomach
	30	Stomach, Pancreas, and Liver
14 16-20 November	31	Small intestine, Large intestine, and Ruminants.
	32	Small intestine, Large intestine, and Ruminants.
		Module 8. Renal (HHF)
	33	Renal: introduction
15 23-27 November	34	Renal: filtration
	35	Renal: handling of important solutes by the nephron
	36	Renal: concentrated and diluted urine

		<i>Zoom meeting (Office Hours: voluntary. Review session): Thursday November 26 at 02:30 pm AST</i>
<p>16</p> <p>30 November 04 December</p>		FINAL EXAM VSCI400 (60 pts); Lectures 1-36 December 01 at 10:00 am